सत्यमेव जयते

''सबको शिक्षा अच्छी शिक्षा''

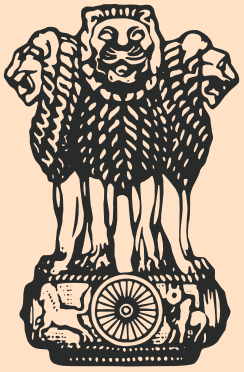
Mission with a Vision

ANNUAL REPORT

2016-17

- Accessibility
- Quality
- Accountability
- Equity
- Affordability

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



ANNUAL REPORT
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Contents

CHAPTER 1 1-3
Overview

CHAPTER 2 5-28
New Initiatives

CHAPTER 3 29-78
Elementary Education

CHAPTER 4 79-88
Secondary Education

CHAPTER 5 89-132
Institutional Support to School Education

CHAPTER 6 133-146
Adult Education

CHAPTER 7 147-218
Higher and Technical Education

CHAPTER 8 219-230
Technology Technical Education

CHAPTER 9 231-254
Language and Related Areas

CHAPTER 10 255-264
Book Promotion

CHAPTER 11 265-280
International Cooperation and UNESCO

CHAPTER 12 281-308
Education of Schedule Castes/ Schedule Tribes and Minorities

CHAPTER 13 309-322
North East and Hill States

CHAPTER 14 323-336
Educational Development of Women

CHAPTER 15 337-348
Educational Development of Persons with Disability

CHAPTER 16 349-362
Administration and Policy

CHAPTER 01

OVERVIEW

CHAPTER 01

Overview

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

OBJECTIVES OF MHRD

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

NEW EDUCATION POLICY (NEP)

1. The Government had initiated the process of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.
2. The objective of the consultation process was to ensure that an inclusive, participatory and holistic approach is undertaken, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.
3. Five pillars of the proposed New Education Policy would be Accessibility, Equity, Affordability, Quality and Accountability.
4. Consultation process was three pronged as follows: (i) Online consultations (ii) Consultation from village/ grassroots level

up to State level, and (iii) Thematic Consultations including Zonal and National level Consultations.

5. The Ministry has formulated 'Some Inputs for the Draft National Education Policy, 2016' on which comments/suggestions were invited from the Government of India Ministries, State Governments, Hon'ble Members of Parliament and other stakeholders upto 30th September, 2016. Several suggestions, views, comments and inputs have been received from different cross-sections of stakeholders. An 'Education Dialogue' was also organized with the Hon'ble MPs to discuss the suggestions and to elicit their views on.

6. A Committee under an eminent educationist will be appointed to prepare final draft National Education Policy.

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CHAPTER 02

NEW INTIATIVES

CHAPTER 02

New Intiatives

The Government had initiated the process of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. The objective of the consultation process was to ensure that an inclusive, participatory and holistic approach is undertaken, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

After thematic consultations in the previous year with all institutions and stakeholders under MHRD, six zonal meetings were also held on NEP with the State Education Ministers, State Education Secretaries and other state officials. The Ministry had constituted a Committee for Evolution of the New Education Policy, which submitted its report in May 2016. Thereafter the Ministry has formulated 'Some Inputs for the Draft National Education Policy, 2016' on which comments/suggestions were invited from the Government of India Ministries, State Government, Hon'ble Members of Parliament and other stakeholders up to 30th September, 2016.

'Education Dialogue' organized with the Hon'ble MPs of both Houses of the Parliament on 10th November 2016 in Parliament House Annexe, New Delhi

Several suggestions, views, comments and inputs have been received from different cross-sections of stakeholders. An 'Education Dialogue' was also organized with the Hon'ble MPs to discuss the suggestions and to elicit their views. A Committee under an eminent educationist is being contemplated to prepare final draft NEP.

Approval for New Institutes:

- A scheme to establish twenty new Indian Institutes of Information Technology (IIITs), on a Not-for-profit Public Private Partnership (N-PPP) basis has been approved by the Cabinet on 07.12.2010. The Ministry had already approved 19 out of 20 IIITs. Approval for setting up of a new IIIT in PPP mode in the state of Bihar has been given on 11th November 2016.
- The Cabinet approved setting up and operationalization of IIM Jammu from its temporary campus on 13th October 2016. A total of Rs. 61.90 crore has been allocated for IIM Jammu for an initial period of 4 years.

Setting Up of New IITs:

Establishment of 5 New IITs, one each at Jammu, Chhattisgarh, Goa, Andhra Pradesh and Kerala was announced in the Budget Speech of 2014-15. Establishment of an IIT in Karnataka and conversion of ISM Dhanbad into an IIT was announced in the Budget Speech of 2015-16. Sites for setting up of the permanent campuses of these IITs has been finalized in Jammu (J&K), Bhilai (Chhattisgarh), Canacona (Goa), Dharwad (Karnataka), Palakkad (Kerala) and Tirupati (Andhra Pradesh). The Academic Sessions of IIT Tirupati and IIT Palakkad started in 2015-16 from their temporary campuses, whereas in case of remaining four IITs, it started in 2016-17

Research Parks:

Under the Plan Scheme titled "National Initiative for Technology Transfer including setting up of Research Parks and establishment of Council for Industry and Higher Education Collaboration', two Research Parks, one each at IIT Kharagpur and IIT Bombay at a total cost of Rs.100 Crore each are under construction. A sum of Rs.62.15 Crore to IIT Kharagpur Research Park and Rs.7.70 Cr for IIT Bombay Research Park has been released. Considering the renewed focus of the Government of India on improving research and business climate in the country, the scheme is being revamped with focus on setting up more Research Parks and Startup Centres in the higher educational institutions.

Global Initiative of Academic Networks (GIAN)

Global Initiative of Academic Networks (GIAN) in Higher Education is a programme launched on 30th November, 2015 to garner the best international experience into our systems of education, enable interaction of students and faculty with the best academic and industry experts from all over the world. Under this programme the international faculty would conduct one week to two week course at an Indian institution. The upper limit of overall expenditure allowed for each such course is $8000 for 12-14 hours and $12000 for 20-28 hours course. A GIAN Implementation Committee headed by Secretary (HE), Ministry of Human Resource Development (MHRD) has been constituted to finalize and approve various courses and also decide on budget allocation. Till January 2017, 801 courses have been approved from over 160 institutions in the country, out of which 597 courses have already been organised, All such courses are also expected to be transmitted on-line and/or video recorded for others to view later through the local and national GIAN portal and the National Digital Library.

Impacting Research Innovation and Technology (IMPRINT) India

IMPRINT INDIA is a Pan-IIT and IISc joint initiative to develop a roadmap for research to solve major engineering and technology

challenges in ten technology domains relevant to India. IMPRINT INDIA aims at direct research in the premier institutions into areas of social relevance.

IMPACTING RESEARCH INNOVATION AND TECHNOLOGY

Under this, 10 domains have been identified which could substantially impact the living standards of the rural areas: (1) Health care technology, (2) Energy security, (3) Rural urban housing design, (4) Nano technology, (5) Water/river system, (6) Advanced materials, (7) Computer science and ICT, (8) Manufacturing technology, (9) Advanced security and (10) Environment/climate change.

The research in each of these areas is being coordinated by one IIT. More than 2600 research proposals have been submitted by scientists in the priority area of these domains. These have been examined by eminent scientists and 892 proposals have been shortlisted for consideration. http://imprint-india.org/

Measures for promoting quality in Education – National Institutional Ranking Framework

The first ever 'India Rankings 2016' have been announced on 4th April 2016. In the very first year of its operation, more than 3,500 institutions have participated in the ranking exercise. This is a great beginning considering that established agencies like QS work with data from about 1,000 institutions annually. Ministry of Human Resource Development has launched national Institutional Ranking Framework (NIRF) on 29th September 2015. Under this system, institutions of higher education would be annually ranked based on objective and verifiable criteria.

The ranking framework evaluates each institution on 5 broad parameters, namely:

- Teaching/learning resources,
- Research,
- Graduation outcomes,
- Outreach/Inclusive nature and
- Public perception.

The NIRF has been made available separately for Engineering, Management Pharmaceutical, Architecture, Humanities, Law and for universities as a whole.

NATIONAL INSTITUTIONAL RANKING FRAMEWORK

The NIRF would allow ranking based on credible and verified data while capturing the major performance parameters. Participation in the NIRF would help the Indian educational institutions participate in the world rankings with greater confidence.

Mandatory Accreditation:

National Assessment and Accreditation Council (NAAC) is implementing a project under Rashtriya Ucchtar Shiksha Abhiyan (RUSA) titled National Quality Renaissance Initiative (NQRI) for (i) Awareness building, popularization and promotion of quality assurance mentoring Higher Education Institutions (ii) Building collegiums of assessors and (iii) Quality sustenance and enhancement initiative. National Assessment and Accreditation Council (NAAC) has written to State Higher Education Institutions for strengthening State Quality Assurance Cells supported from preparatory grants under RUSA. NAAC is also actively involving the affiliating Universities to organize workshops and awareness programmes to non-accredited affiliated colleges.

Establishment of Higher Education Financing Agency (HEFA):

The Cabinet has considered and approved the proposal of establishment of HEFA in its meeting dated 12th September, 2016. In order to give a big push for building up robust higher educational institutions, the Cabinet has approved creation of the Higher Education Financing Agency (HEFA) with Government equity of Rs, 1000 Cr. The creation of HEFA will enable major investments for creation of high quality infrastructure in premier educational institutions. The HEFA would be formed as SPV within a PSU Bank/Government-owned NBFC (Promoter). It would leverage the equity to raise up to Rs. 20,000 Cr for funding projects for infrastructure and development of world class Labs in IIT/IIMs/NITs and some other infrastructure.

The HEFA would finance the academic and research infrastructure projects through a 10-years loan. The principal portion of the loan will be repaid through the 'internal accruals' of the institutions. The Government would service the interest portion through the regular Plan assistance.

All the Centrally Funded Higher Educational Institutions would be eligible for joining as member the HEFA. For joining as member, the Institution should agree to escrow a specific amount from the internal accruals to HEFA for a period of 10 years. This secured future flows would be securitized by HEFA for mobilizing the funds from the market. Each member institution would be eligible for a credit limit as decided by HEFA based on the amount agreed to be escrowed from the internal accruals.

The HEFA would be jointly promoted by identified Promoter and the Ministry of Human Resource Development (MHRD). The Government equity would be Rs. 1,000 crore.

The HEFA would also mobilize CSR funds from PSUs/Corporates, which would in turn be released for promoting research and innovation in these institutions on grant basis.

The Government has identified Canara Bank as the partner in HEFA. An MOU and a Joint Venture Agreement (JVA) between MHRD and Canara Bank were signed on 9th February, 2017 and 16th March, 2017 respectively. HEFA would be registered as an NBFC with RBI.

Signing of MOU between MHRD and Canara Bank on 09-02-2017

Signing of JVA between MHRD and Canara Bank on 16.03.2017

National Academic Depository

In pursuance with Government's vision of Digital India and Commitment in the Budget Speech of 2016-17, to establish a Digital Depository for school learning certificates, degrees and other academic awards of Higher Education Institutions, on the pattern of a Securities Depository, Union Cabinet accorded its approval for establishment and operationalisation of a National Academic Depository (NAD) on 27th October 2016.

The NAD would help in validating the authenticity of these awards and ensuring their safe storage and easy retrieval. Maintaining academic awards in a digital depository would provide benefit to educational institutions, students and employers by enabling online access and retrieval; eliminate fraudulent practices such as forging of certificates and mark-sheets and facilitate validation. NAD would be available online 24X7 access to the stakeholders.

NAD shall maintain the authenticity, integrity and confidentiality of its database. It will also train and facilitate academic institutions/boards/ eligibility assessment bodies to efficiently lodge academic awards in the database.

The NAD would be rolled out throughout the country in 2017-18. The NAD is operationalised by NSDL Database Management Limited (NDML) and CDSL Ventures, Limited (CVL) - two of the wholly owned subsidiaries of the Depositories registered under Securities Exchange Board of India (SEBI) Act, 1992.

Vidya Lakshmi Portal:

Subsequent to the announcement of Hon'ble Finance Minister in his Budget Speech, Vidya Lakshmi Portal has been set up on 15.08.2015. The Portal has been developed by National Securities Depository Limited (NSDL) e-Governance Infrastructure Ltd. The main purpose of the Portal is to provide facilities like

education loan, scholarship & other student' friendly facilities through one link. The Portal is a gateway to Banks & students for education loan & also has linkages with National Scholarship Portal (NSP) managed by Ministry of Electronics & Information Technology. The Portal is user friendly with all relevant information for students. The Portal has the facility of tracking the education loan right from the inception of loan application to the completion of sanction of loan or otherwise. The Portal is useful for students, parents, educational institutions, bankers, employers, researchers, etc.

UGC Initiatives

Kaushal Kendras

The University Grants Commission (UGC) is implementing Deen Dayal Upadhyay Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood Kendras (DDU KAUSHAL Kendras) scheme with main objective of creating skilled manpower for industry requirements at various levels. During the year 2015-16, 48 Govt./Govt. Aided Universities/Colleges/ Institutions were recommended for DDU KAUSHAL centres. 16 Universities /Colleges/Institutions were recommended for DDU KAUSHAL centres under the Self Finance Category. Grant of Rs.98.70 crore was released during the year 2015-16. The ceiling of assistance to the Universities/Colleges is Rs. 05.00 crore.

Ishan Uday – Scholarship Scheme for Students for North East Region

With regard to promotion of Higher Education in North Eastern Region (NER), UGC had launched "Ishan Uday" Special Scholarship Scheme for North Eastern Region from academic session 2014-15. The rate of scholarship is Rs.5,400/- p.m. for General Degree Courses and Rs.7,800/- p.m. for Technical and Professional Degree courses. 10,000 candidates are selected under the scheme for North Eastern Region. The process of payment is made directly by Canara Bank as per an agreement (MoU) made between UGC & Canara Bank. An expenditure of Rs.74.74 Crore was incurred during 2015-16 to 9027 Scholarship holders. As on 31.3.2016 10000 students availed these scholarships.

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 in view Swami Vivekananda's ideas on women and to promote and achieve girls' education, UGC has introduced Swami Vivekananda Single Girl Child Fellowship for Research in Social Sciences during 2014-15 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. The Fellowship amount is Rs.25,000/- p.m. for the first two years and Rs.28,000/- p.m. for the remaining Tenure. An amount of Rs.74 Lakhs has been disbursed during 2015-¬16 to 44 beneficiaries.

Introduction of Choice-Based Credit System (CBCS):

The Introduction of CBCS is a part of numerous measures taken by UGC to enhance academic standards and quality in Higher Education through innovation & improvement in curriculum, teaching-learning process, examination & evolution system. This initiative of UGC would ensure seamless mobility of students across the higher education institutions in the country as well as abroad. The CBCS will enable students to take course of their choice, learn at

their own pace, undergo additional courses and develop an interdisciplinary approach to learning.

The CBCS essentially provides for:

A) Semesterization of curricula and choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

- Core course has to be compulsorily studied by student in a discipline of his study:
- Elective course provides an expanded scope enabling exposure to some other discipline/domain and nurtures the student's proficiency; and
- Foundation course could be either mandatory for all disciplines or an elective for value based education.

B) Restructuring of syllabi in the form of modules

- The CBCS will ensure modular programmes through adoption of semester system and within a semester system.
- Pattern of First Minor, Second Minor and Major paper i.e. three papers in a given semester
- UGC has formulated model curricula for around 108 subjects under CBCS and placed them on UGC website for wider dissemination.
- Framing of course content and credits in accordance with the instructional hours allocated to each of these sessions.
- Universities have been allowed to customize the syllabi of core papers to the extent of 30% of model syllabi. Universities have complete freedom in designing Elective and Foundation Courses.

C) Standardization of examinations (internal-external evaluation)

D) Switching over from numerical marking system to grading system

As on date 40 Central Unvierities have adopted the CBCS.

Major State Universities (16) including both CBCS and CFSD one credit is equivalent on one hour of teaching or two hours on practical work/field work/internship/self learning (based on e-content of otherwise) per week.

The UGC conducted 8 workshops on CBCS in the Country inviting all the Vice-Chancellor of Central State/Private/Deemed to be Universities. Vice Chairman, UGC chaired the workshops which were also attended by the UGC experts who had formulated guidelines of CBCS. In the first half of the workshops, the Vice-Chancellors of the Universities participated and the second half, the Principals/Nodal Officers of the Community Colleges and B.voc Institutions and Principals/ Directors of AICTE approved Polytechnics also joined.

All MHRD/UGC funded Central Universities have agreed to implement the CBCS system from 2015-16 itself. Major State Universities like Madras University, Chennai, Bharathiar University, Coimbatore, Bharathidasan University, Tiruchirapalli, Osmania University, Hyderabad, University of.: Bombay, Mumbai, SNDT Women's University, Murnbal, 'M.S. University of Baroda, Vadodara Lucknow University, Lucknow, Guru Nanak Dev University, Amritsar, Himachal Pradesh University, Shimla and Gauhati University,

Guwahati are also going to implement CBCS from the next academic session.

The UGC has published UG level minimum course curriculum for more than 107 courses on its website www.ugc.ac .in for guidance of academic institutions. CBCS allows academic flexibility to Universities in designing their syllabi. As per the UGC detailed Instructional Template, at http://www.ugc.ac.in/pdfnews/4426331 InstructionalTemplate. pdf, Universities have been allowed to customize the syllabi of core papers to the extent of 30% of model syllabi. Universities have complete freedom in designing Elective and Foundation Courses. Syllabi of 48 Skill based subjects were also designed.

Professional Education such as Medical qualifications and Legal Qualifications, which lead to practice, are regulated by Regulatory Councils such as Medical Council of India and Bar Council of India. The UGC Regulations and Guidelines are adopted by these bodies before these are implemented in the programmes and courses requlated by these bodies.

Dravidian University, Kuppam, Andra Pradesh; Sri Padmavati Mahila Vishwavidyalayam, Tirupati,Andhra Pradesh, Indira Kala Sangeet Vishwavidyalaya, Khairagarh, Chhatisgarh ; Goa University, Goa; Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar, Gujarat ; Chaudhary Devi Lal University, Sirsa, Haryana; Islamic University of Science & Technology, Avantipura, J &K; Ranchi University, Jharkhand; Karnataka University, Karnataka; Tumkur University, Karnataka; Kannur University, Kerala, Kavi Kulguru Kalidas Sanskrit University, Nagpur, Maharashtra; sotapur University, Solapur, Maharashtra , Jawaharlal Nehru Technological University, Hyderabad, Telangana; Potti Sreeramulu Telugu University, Hyderabad, Telangana and Vidya Sagar University, Midnapore, West Bengal are also going to adopt the Choce Based Credit System.

Public Finance Management System (PFMS)

UGC has implemented **Public Finance Management System (PFMS)** for disbursement of all kind of grants from the Commission. The PFMS is a web-based application for payment, accounting and reconciliation of Government transactions and integrates various existing standalone systems. It is a financial management platform under Controller General of Accounts, Ministry of Finance, GoI for grant-in-aid to Government schemes, and serves a database of all recipient agencies, integration with core banking solution of banks handling plan funds, integration with State Treasuries and efficient and effective tracking of fund flow. The users of PFMS find onscreen information to run various modules. However, an attempt has been made through this User Manual to cover all processes.

It is now mandatory that the grantee institutions be registered on PFMS and added onto the proper scheme, e.g. scheme code 0875 for UGC schemes, with 'University Grants Commission' as funding agency and with the same account number which was submitted to grant giving bureau at the time of application / proposal. UGC has communicated to all the Universities and Colleges receiving grants under various schemes of UGC to register the concerned scheme with UGC funding on the portal with Log-in ID and Password provided to them. UGC Regional Offices are facilitating the fresh institutional registration and scheme registration for the colleges of their region and the Universities are

being facilitated from UGC H.Q. for smooth transition to PFMS based disbursements of grants.

Mapping of the Universities (Digital India Initiative):

As per the Digital India Initiative of MHRD, UGC has taken mapping of the Universities in reference to (a) Universities connected with Digital Fibre, (b) Universities having LAN, (c) Universities having Wi-Fi facility.

Wi-Fi connectivity to Universities:

UGC is providing Wi-Fi connectivity under the centrally sponsored Plan Scheme of National Mission on Education through Information and Communication Technology. During the financial year 2015-16 an amount of Rs. 5.56 Crore has been sanctioned to 58 state Universities.

Web-based application for UGC Schemes:

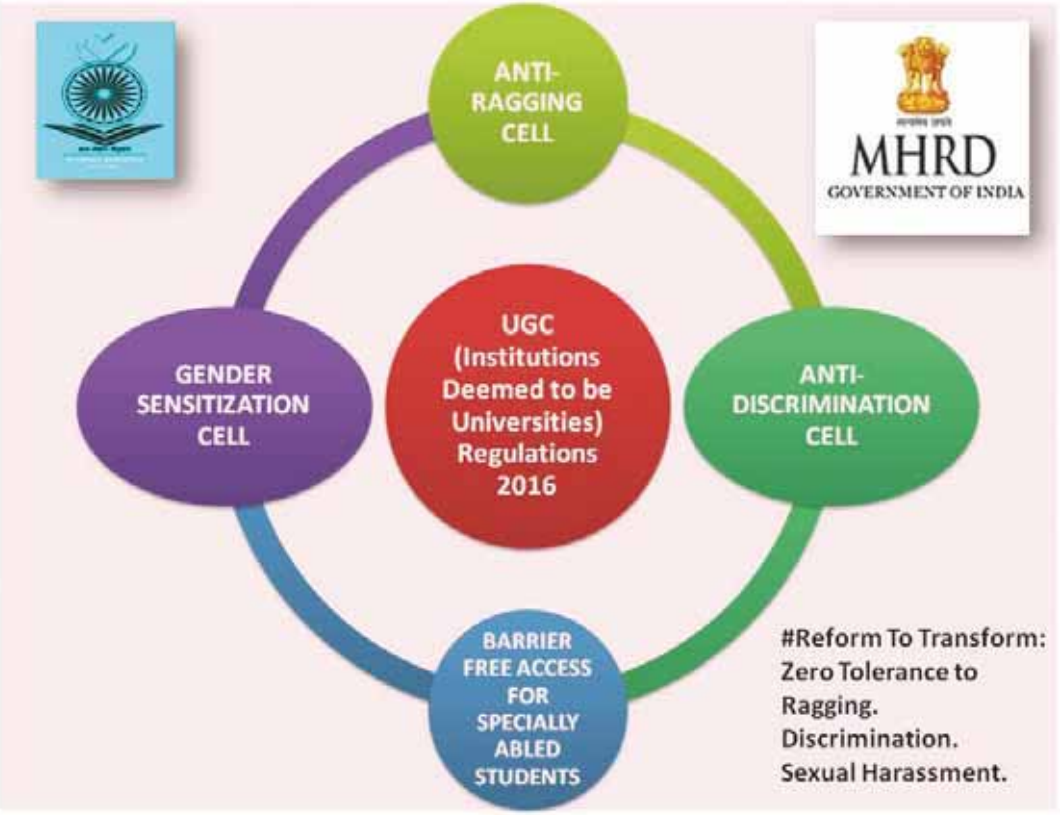
NIC is developing web- based online application forms for the XIIth Plan Schemes of the UGC. User manuals which give step-by-step instructions on the usage of the application has also been developed for the schemes, i.e. (i) General Development Assistance Scheme to Central, State and Deemed Universities, (ii) Development of Women's Studies in Indian Universities and Colleges (iii) Equal Opportunity Cells in Colleges/ Universities (iv) Remedial Coaching for SC/ST/OBC (Non Creamy Layer) and Minorities (v) Construction of Women Hostel (vi) Coaching Classes for entry into Services for SC/ST/OBC (Non Creamy Layer) and Minorities Students (vii) Coaching for NET/SET for SC/ST/OBC (Non Creamy Layer) and Minorities Students (viii) Teacher Preparation in Special Education (ix) Higher Education for Persons with Special Needs (HEPSN) (x)Organizing Conferences, Workshops, Seminars in Colleges and (xi) Scheme for Individual Travel Grant . The applications have been hosted on the NIC server and can be accessed at URL:http://eschemesugc.gov.in

Launch of Online System for various Schemes of the UGC:

31 Schemes of UGC have online application process. Eight Schemes have been made online on the e-Schemes Portal of UGC http://www.eschemesugc.gov.in) during 2015-16.

Women Candidates and Persons with Disability (more than 40% disability) may be allowed a relaxation of one year for M.Phil and two years for Ph.D. In addition, women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil/Ph.D. for up to 240 days.

In case of relocation of an M.Phil/Ph.D. woman scholar due to marriage or otherwise, research data shall be allowed to be transferred to the University to which the scholar intends to relocate provided a) all other conditions in these regulations are followed and b) the research work does not pertain to a project secured by the parent institution/ supervisor from any funding agency. The scholar will give credit to the parent guide and institution for the part of research already done.



UGC has also notified UGC (Promotion of Equity in Higher Educational institutions) Regulations, 2012, which inter alia provides as under:

Every higher educational institution shall take appropriate measures to -

a. Safeguard the interests of the students without any prejudice to their caste creed religion, language, ethnicity, gender and disability.

b. Eliminate discrimination against or harassment of any student in all forms in higher educationa institutions by prohibiting it and by providing for preventive and protective measures to facilitate its eradication and punishments for those who indulge in any form of discrimination or harassment.

c. Promote equality among students of all sections of the society.

Restructuring of IIT Fee

Keeping in view the interests of the students, annual fee for IITs is capped to 2 lakh. This is subject to following safeguards for protecting the interests of the socially and economically backward students:

- The SC/ST/Differently abled students shall get complete fee waiver.
- The most economically backward students (whose family income is less than Rs.1 lakh per annum) shall get full remission of the fee.
- The other economically backward students (whose family income is between Rs.1 lakh to Rs.5 lakh per annum) shall get remission of 2/3rd of the fee.

- All students shall have access to interest free loan under the 'Vidya Lakshmi Scheme' for the total portion of the tuition fee payable.

The report of the Committee on funding of IITs and the recommendations of SCIC for revision of annual fee in IITs based on the rationale arising from the fact that the cost of maintenance of the IITs is to be met largely from the student fee. On an average, the Government is spending about Rs 6 lakh per year on each student in the IITs.

Special Scholarship Scheme for Jammu & Kashmir

- Special Scholarship Scheme for Jammu & Kashmir continued in the sixth year with few major modifications to streamline the processes and bring effectiveness in the scheme with ease of operation.
- Supernumerary seats in Engineering programme increased from 2 to 10 per college with 2 seats per stream so as to have enough students from Jammu & Kashmir in the campus.
- Awareness about the scheme was created through 10 workshops in Jammu & Kashmir including remotest parts of the State.
- In 2016-17, total of 3818 number of students were allotted seats through Special Scholarship Scheme for Jammu & Kashmir. Out of which 3538 are from Engineering, 14 from Medical and 266 from General Streams
- So far 2240 students have uploaded their joining reports, and 1752 students have been paid their scholarships through a newly designed user friendly online portal.
- Plans of having a Nodal Officer/Coordinator/ Mentor from each College where students of Jammu & Kashmir have been allotted seats and organizing training of these officers in counselling is underway.

SWAYAM PRABHA

- The SWAYAM PRABHA has been conceived as the project for telecasting high quality educational programmes through 32 DTH channels on 24X7 basis. Every day, there will be new content of at least (4) hours which would be repeated 6 times a day, allowing the student to choose the time of his convenience.
- The DTH Channels will cover: -

  (a) Curriculum based course contents covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture etc. in higher education domain (all courses would be certification-ready in their detailed offering).

  (b) School education (9-12 levels) modules; for teacher training as well as teaching and learning aids to children of India to help them understand the subjects better and also help them in better preparedness for competitive examinations for admissions to professional degree programmes.

  (c) Curricula and courses that can meet the needs of life-long learners or Indian citizens in India and abroad.

  (d) IIT-PAL - to assist the students in the Classes 11 and 12 aspiring to join IITs by encouraging scientific thinking and conceptual understanding critical to

answer the 'tough' questions of JEE Advanced, so that good quality students enter the portals of IITs. The four channels under this would be on Mathematics, Physics, Chemistry and Biology.

SWAYAM

- SWAYAM is an indigenous (Made in India) IT Platform for hosting the Massive Open Online Courses (MOOCs) with a capacity to revolutionize the education system by providing best quality education covering all the subjects and courses being taught in the high schools, colleges and universities in the Country using the IT system to the students even in the remotest corner of the Country.
- SWAYAM would provide High quality learning experience-using multimedia on anytime, anywhere basis and provide one-stop web location for interactive e-content for all courses from School to University level.
- M/S Microsoft has been entrusted with the responsibility for creating the IT platform. Beta (β) Version of SWAYAM Portal has been launched on 15.08.2016.
- For creation of Massive Open Online Courses (MOOCs), 8 National MOOCs Coordinators (NMCs) have been appointed with the responsibility to identify the best teachers for preparation of the material for the MOOCs. Total 262 Online Courses has been repurposed in SWAYAM format by NMCs till November 2016
- University Grants Commission (UGC) has vide Gazette Notification dated 19th July, 2016, notified Regulation, 2016 regarding 'Credit Framework for Online Learning Courses through SWAYAM'. Accordingly, a student studying at a recognized institute anywhere in the country and having cleared the Online Course through SWAYAM, shall be awarded Credits and the credits earned by such a student shall be transferred from the Host Institute to the Parent Institute where the student is studying. However at present, such students through online learning delivered on SWAYAM platform can earn the Credits only up to 20% of the total courses in a Semester.
- This would allow any student in the country to take the courses offered by the best teachers on SWAYAM, thereby bridging the academic deficit experienced in the backward areas thereby, raising the overall standards of higher education in the country.

The status of preparation of the online learning courses is as follows:

National MOOCs coordinator	e-Content Courses Completed as on Date.	Courses to be repurposed in MOOCs Format by 31st July 2016.	Courses to be repurposed in MOOCs Format by from 1.8.16 to 31.12.16	Total Courses.
NPTEL	900	120	123	243
CEC	215	25	125	150
UGC	160	68	68	136
IGNOU	-	71	71	142
NCERT	-	24	24	48
NIOS	-	15	15	30
Total	**1275**	**323**	**426**	**749**

NATIONAL DIGITAL LIBRARY

- A Project titled "Development of National Digital Library of India, Towards Building a National Asset" has been sanctioned to llT, Kharagpur under NMEICT by MHRD. National Digital Library (NDL) in India aims to collect, preserve and disseminate entire intellectual output of our country and provide online access from school level to post graduate level, including technical education.
- The project aims to develop :-
  (i) Overa ll framework to collate large number of e-contents for school, college and higher education, e-content, virtual library, covering needs of learners with differing abilities
  (ii) Design & development of "OAI-PMH" Server for Metadata Harvesting, Indexed etc.
  (iii) Serve as a pan -India virtual teaching-Iearning-evaluation-knowledge platform and for key national asset and
  (iv) Collect resources from ot her Ministries such as Ministry of Culture, Health, Rural Development & Departm ent of Science & Techno logy on this portal.
- There are more than 100 lakh (10 million) digital books available through the NDL. It was opened for access for all in Feb 2017 .
- The contents cover almost all major domains of education and all major levels of learners from school level to the highest level of education including life-long learners, in more than 100 languages.
- About 142 institutions have contributed in providing digital resources in NDL and 600+ institutions have been registered and trained in se tting up of digital repository.
- More than 15 lakh users have registered themselves in the NDL, with about 10 lakhs (1 million) active use rs. The NDL is also available thro ugh mobile app for Android & IOS smart phones.

CONNECTIVITY

- Establishment of 1 GBPS Connectivity to universities and 20 numbers of 512 Kbps broadband connectivity to colleges has been provisioned under NMEICT.
- A total of 403 Universities have been connected through 1 Gbps Optical Fiber; 22026 Colleges have so far been connected with 10 Mbps bandwidth.
- Ministry of HRD is in the process of providing 1Gbps connectivity to the Universities that are funded fully or partly by Centre, State Universities and Private & Deemed Universities with NAAC accreditation that have consented for sharing of 25% cost.
- The Wi-Fi facility has been soft launched in 18 central Universities. Wi-Fi facility will be launched soon in the 8 Central Universities.

BHUVAN - RUSA PORTAL

The National Remote Sensing Centre (NRSC) of Indian Space Research Organisation (ISRO) has developed a mobile application for uploading geo-tagged photographs and associated details captured by the educational institutions, on Bhuvan-RUSA portal as a part of implementation of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) funded works. This application for geo-tagging of institutions under RUSA is a location based service.

The total number of points of RUSA funded works that have been geo tagged by the higher

educational institutions till date is 4176 in 32 States/UTs. These points are reviewed at the State level and the National Mission Directorate for acceptance.

The mobile geo tagging App of RUSA covers the following attributes: construction work or equipment, institution name, new or upgraded work, type of work, current stage of work, percentage completed, completion date, bank name, account number, amount released and amount utilized.

DIGITAL ISBN

The Hon'ble Minister of Human Resource Development has launched ISBN portal on 7th April, 2016 to facilitate authors and publishers to register ISBN online. The manual system has been replaced with the interactive portal which would overcome the problems like delayed response, difficulty in registration, lost documents etc. and ensure ease of registration, enhanced accessibility, wider transparency, trust and credibility and greater efficiency for allotment of ISBN to authors and publishers.

The Raja Rammohun National Agency for ISBN under the Ministry of Human Resource Development through the ISBN portal aims to streamline the entire process and makes it user friendly.

All India Survey on Higher Education (AISHE)

It covers all the Institutions in the country engaged in imparting of higher education. Data is being collected on several parameters such as teachers, student enrolment, programmes, examination results, education finance and infrastructure. Indicators of educational development such as Institution Density, Gross Enrolment Ratio, Pupil-teacher ratio, Gender Parity Index, Per Student Expenditure will also be calculated from the data collected through AISHE. These are useful in making informed policy decisions and research for development of education sector.

AISHE 2015-16 has been completed & survey for the year 2016-17 has been launched on 13th December, 2016 and a time-lag of four month to fill required data for higher education has been given to upload the data online form Universities, Colleges & Stand-alone institutions.

Vittiya Saksharata Abhiyan (VISAKA)

Pursuant to the Honorable Prime Minister's appeal to youth in 'Mann Ki Baat' for creating awareness among people about digital economy and cashless modes of transactions, Union Minister for Human Resource Development, Shri Prakash Javadekar launched 'Vittiya Saksharata Abhiyan' on 1st December 2016.

The purpose of the 'Vittiya Saksharta Abhiyan' is to actively engage the youth/ students of Higher Education Institutions to encourage and motivate all payers and payees to use a digitally enabled cashless economic system for transfer of funds. Ministry of Human Resource Development views the institutions of higher education in the country, faculty members and students to take the lead and act as engines of this transformational shift.

The Union HRD Minister launched a webpage where students can register themselves, give

continuous feedback and suggestions on the initiative as well as upload the progress of their work. More than 1 lakh volunteers have registered for Vittiya Saksharata Abhiyan (VISAKA) by December 2016.

National Initiative for Design Innovation

Open Design School: ODS would **ensure maximum reach of design education and practice** in the country through various collaborative education programmes (linking a broad spectrum of educational institutes), and free sharing of its courseware through the internet. The proposal for setting up of ODS was approved in the Sixth PAB held on 2nd September 2016.

National Design Innovation Network: - NDIN would be a network of design schools that work closely with other leading institutions of industry and academia, NGOs and government to further reach and access of design education, to promote design innovation in all sectors, and to develop wide ranging collaborative projects between institutions. The proposal for setting up of NDIN was approved in the Sixth PAB held on 2nd September 2016.

Design Innovation Centres (DIC) are also running various courses and workshops to support the students and help them achieve their goals. The scheme has also provided employment and is a platform for students to demonstrate their capabilities.

DIC status:- Seventeen DIC's has been established till December, 2016 so far out of which one DIC, that is NEHU, Shillong was approved in the Sixth PAB held on 2nd September, 2016. The already established DIC's are as follows: -

IIT Mumbai, IIT Delhi, IIT Guwahati, IISc Bangalore, University of Delhi, IIT Bhubaneshwar, IIT BHU, University of Rajasthan, Savitribai Phule Pune University, Rani Durgawati University, SPA, Delhi, IIT Kanpur, Panjab University, JNTU Kakinada, IIT Hyderabad and IIT Hyderabad and NEHU, Shillong.

Technical Education Quality Improvement Programme (TEQIP)

Initiation of the Third Phase of TEQIP has been approved by Cabinet on 12th September 2016. The Project will be implemented as a 'Central Sector Scheme' with total project outlay of Rs. 3600 crore. However, the project would be initiated with a cost of Rs. 2660 crore, with the possibility of additional financing of Rs. 940 crore at later stage. Out of the Rs.2660 crore, the Central share will be Rs.1330 crore and external assistance from the World Bank through International Development Association (IDA) Credit of Rs. 1330 crore

Institutions in the central, eastern and north-eastern region and hill States are at present in need of similar and specific interventions. The Focus States are 7 Low Income States (Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Rajasthan and Uttar Pradesh), 3 Hill States (Himachal Pradesh, Jammu & Kashmir and Uttarakhand), 8 North-Eastern States (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura) and Union Territory of Andaman and Nicobar Islands. The initiation and implementation of the project TEQIP-III will bridge this gap.

The major outcomes of the project are: 1) Better academic standards, through accreditation, filling up faculty positions, training

faculty in better teaching methods, improved research outputs in institution in Focus States/UTs. 2) Better administration of the institutions with improved financial/academic autonomy. 3) Better systems for assessment of Student Learning, higher transition rates. 4) Transparent and expeditious release of funds to institutes by way of Direct Funds Transfer (DFT) System.

International Collaborations and Partnerships:

A) BRICS

1st Meeting of the BRICS Network University IGB

Indian Delegation visited Ekaterinburg, Russia for the 1st meeting of the International Governing Board (IGB) of the BRICS Network University (NU) from 6-8 April, 2016, to draft regulations/ statute for the functioning of the BRICS Network University.

2nd Meeting of the BRICS Network University IGB

The 2nd meeting of the International Governing Board (IGB) of the BRICS Network University (NU) has taken place at IIT Bombay on 27th September, 2016. As there is no participation from the Chinese side in the meeting, nothing concrete has been arrived upon as far as the regulations and statute are concerned.

Signing of 'New Delhi Declaration' at 4th BRICS Education Ministers Meeting:

The 4th BRICS Education Ministers Meeting (EMM) took place in New Delhi on 30th September, 2016. It was preceded by a BRICS Senior Officials Meeting on Education on 29th September, 2016. New Delhi Declaration on Education was signed during the 4th BRICS Education Ministers Meeting.

B) International Conference on the Zero:

The Permanent Delegation of India to UNESCO, Paris together with the Pierre and Marie Curie University, Paris and with the support of the Ministry of Human Resource Development, Government of India, hosted an International Conference on the Zero on 4-5th April, 2016 at UNESCO Headquarters, Paris. This was an effective projection of India's soft power, showcasing our rich and remarkable heritage in Mathematics. The crowning moment was the unveiling of

Aryabhata's bust by Hon'ble HRM and Director General of UNESCO, which now adorns the entrance of UNESCO.

C) SAARC Technical Meeting of Senior Officials on Education:

Ministry of Human Resource Development, Government of India, in collaboration with SAARC Secretariat, held SAARC Technical Meeting of Senior Officials on Education on 15-16th September, 2016 in New Delhi as a follow-up of the 2nd meeting of SAARC Education Ministers held on 31st October, 2014 with a purpose to prepare detailed work plan for joint activities over the coming five years. The Delegates from all the SAARC Countries and SAARC Secretariat participated in the meeting.

D) ADDENDUM X to the MoU between Government of India and Shastri Indo-Canadian Institute (SICI):

Ministry of Human Resource Development, Government of India and Shastri Indo-Canadian Institute (SICI) have signed on 15th July, 2016 an ADDENDUM X to the Memorandum of Understanding for a period of five years i.e. from 1st April, 2016 to 31st March, 2021 after obtaining approval of the Union Cabinet in its meeting held on 29th June, 2016. Extension of MoU will facilitate SICI to continue with promotion of knowledge and understanding between Canada and India in the areas identified through facilitation of academic exchanges between the two countries.

E) 50th Anniversary of International Literacy Day at UNESCO Head Quarters:

UNESCO organized the 50th Anniversary of International Literacy Day at its Headquarters in Paris on 8-9th September, 2016 on the theme 'Reading the past, writing the future'. On the invitation of Director-General, UNESCO, Sh. Upendra Kushwaha, Hon'ble Minister of State for Human Resource Development participated in the global event. The main objectives of this global event were to review the achievements and lessons learnt over 50 years of engagement towards more literate societies and to identify the multi-faceted challenges in literacy and ways to address them, in the framework of the 2030 agenda for Sustainable Development, considering equity, inclusion, quality and gender dimensions.

Language Initiatives:

Comprehensive Language Policy:

An Expert Committee on Language was constituted on 29.12.2014 for preparation of Comprehensive Language Policy for the country. The expert committee has submitted its report on 24.08.2016.

Bharatvani Project

Its main objective includes delivering knowledge in and about all the languages in India in multimedia (text, audio, video, images) formats through an online portal. It will provide platform for language learning and repository of knowledge in all subjects and disciplines in all Indian languages. It will provide platform for all the textbooks, of States/UTs, in various languages. It will emerge as the premier language tool on smart phones. It will cover 122 scheduled languages and non-scheduled / tribal languages by 2016-17, and will expand further to cover more languages. Bharatvani Portal and App was launched on 25th May 2016.

Establishment of Sindhi Chairs

Two Sindhi Chairs have been established at Maharishi Dayanand Saraswati University, Ajmer and at Devi Ahilya Vishwavidyalaya, Indore. An amount of Rs. 1 Crore each has been released to the Universities as Corpus Fund by National Council for Promotion of Sindhi Language (NCPSL).

Devprayag Campus of Rashtriya Sanskrit Sansthan

Rashtriya Sanskrit Sansthan, New Delhi, a deemed university under Ministry of HRD has started a new campus at Devprayag, Uttarakhand from July 2016 session.

Thirukkural

Thirukkural is being translated in all 22 scheduled languages by Central Institute of Classical Tamil, Chennai.

Presidential Awards for Classical Languages

A scheme for the Award of Certificates of Honour the scholars of Sanskrit, Arabic, Persian, Pali/Prakrit languages has been extended to provide Presidential Awards for Classical Kannada, Classical Telugu, Classical Malayalam and Classical Odia with the objective to promote classical languages from the year 2016 onwards. One lifetime achievement award, two international awards, five young scholars awards are given for these classical languages, every year.

Mid Day Meal Scheme Initiatives

1. **TithiBhojan**

   The concept is designed to attract community participation towards Mid Day Meal Scheme. The Government of India requested States/UTs to use the concept of TithiBhojan in their State with the same nomenclature or any nomenclature suitable to the State. This concept has now become popular and many States viz. Assam (SampritiBhojan), Maharashtra (SnehBhojan), Karnataka (ShalegagiNaavuNeevu), Punjab (Community Langer) and Puducherry (AnnaDhanam) have started taking help from community.

2. **Social Auditing of the Scheme**

   7 States viz. Bihar, Karnataka, Odisha, Maharashtra, Punjab, Uttar Pradesh and Rajasthan have completed social audit of the scheme.

3. **Quality, Safety and Hygiene**

   The Central Government issued detailed guidelines on Quality, Safety and Hygiene for school based kitchen on 13th February, 2015. The salient features of the guidelines are to procure Agmark quality and branded items of preparation of mid day meals, procurement of perishable raw material, storage of raw material, tasting of meals by teacher, personal hygiene, cleanness and health checkup of cook-cum-helpers etc.

4. **Notification of Mid Day Meal Rules, 2015**

   The Mid Day Meal Rules, 2015 under National Food Security Act have been notified and in effect from 30th September, 2015. The salient features of the Rules are Mid Day Meal is entitlement of role of SMC in monitoring, utilization of any funds in the schools by headmaster or headmistress, testing of meals by accredited lab etc.

5. **e-Payment of honorarium to Cooks**

   25.74 lakhs cooks are working under the Mid

Day Meal Scheme across the country. Out of this, 17.46 lakh (68%) cooks have bank account and payment of their honorarium is being made by the States/UTs to their bank account directly. Instructions have been issued to the all States/UTs for opening of the bank account of the remaining cook-cum-helpers and ensure payment of their honorarium to their bank accounts.

6. e-transfer of funds to schools

During the last two years, the release of fund to schools through e-transfer is increased and has resulted pre-positioning of the resources in time to the schools for smooth implementation of the Mid Day Meal Scheme.

7. Restructuring of Joint Review Mission

The Joint Review Mission (JRM) has been reconstituted for review of the Mid Day Meal Scheme. 10 States have been reviewed by the JRM during the last two years.

8. Serving of additional items

With the persistent request of the Central Government to the States/UTs, 13 States viz. Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Gujarat, Jharkhand, Karnataka, Kerala, Maharashtra, Punjab, Rajasthan, Tamil Nadu, Dadra & Nagar Haveli and Lakshadweep are providing additional items to the children from their State resources under Mid Day Meal Scheme. The items are seasonal fruits, kheer, chikki, egg, laddu, sukhdi, milk etc.

9. Extension of benefit of Prime Minister's Social Security Schemes to cook-cum-helpers

The Central Government has requested to all the States/UTs for extension of benefit of the newly announced three Social Security Schemes to cook-cum-helpers. The Government of Gujarat has reported that they have extended benefits to cook-cum-helpers working at schools under Mid Day Meal Scheme.

10. Construction of Kitchen-cum-Stores

89000 Kitchen-cum-stores have been constructed in the schools during the last two years for storage and preparation of meals under safe and hygienic condition.

11. Procurement of Kitchen Devices

Funds of Rs.169.48 crore for procurement of kitchen devices for 338965 schools were provided to the States/UTs during the last two years.

12. Proposals under consideration for revisions/modifications in the norms of the scheme

The following proposals are currently under consideration in the Ministry. The Expenditure Finance Committee approved the revisions / modifications in the norms of Mid Day Meal Scheme in its meeting held on 30th January, 2014 under the chairmanship of Secretary (Expenditure) for the following components:

(i) To revise the cooking cost annually on the basis of the CPI, WPI and the core inflation rate.

(ii) To revise the honorarium for cook-cum-helpers from Rs.1000/- per month per cook-cum-helper for ten months to Rs.2000/- per cook-cum-helper for twelve months in a year.

(iii) To revise the transportation rate for non-special category of States/UTs at par with PDS rate subject to maximum amount of Rs.150 per quintal.

(iv) To revise MME rate from 2% to 3% of the total admissible recurring Central Assistance.

(v) To revise the norms for procurement of kitchen devices from Rs.5000/- per school to Rs.10000 to Rs.25000 linked to enrolment slabs of students

(vi) Third party evaluation of the scheme would be undertaken before the commencement of the next plan.

13. Big Reforms/ Maximum Governance and Minimum Government:

1. Mid-Day Meal Rules 2015 under National Food Security Act, 2013 have been notified on 30.09.2015 which envisages that if the Mid-Day Meal is not provided in school on any school day due to no availability of food grains, cooking cost, fuel or absence of cook-cum-helper or any other reason, the State Government shall pay food security allowance as defined in the rule to every child by 15th of the succeeding month.

2. Detailed Guidelines on food safety and hygiene for school level kitchens under MDMS have been issued on 13.02.2015.

3. Two Notifications have been published for the beneficiaries(children and cook-cum helpers) under Mid Day Meal Scheme wherein the beneficiaries are required to furnish proof of possession of Aadhaar number or undergo Aadhaar authentication and, if not enrolled for Aadhaar, shall have to apply for Aadhaar enrolment by 31st August, 2017 provided that till the time Aadhaar is assigned to the individual, he/she shall be entitled for benefit subject to the production of the certain viable identification documents.

   By linking student attendance with Aadhaar, duplication/leakages can be curtailed facilitating efficient fund utilization.

4. Earlier, MDM rules 2015 provided for centralised kitchen services in urban areas only. Fresh notification was issued in May, 2017 allowing centralised kitchens to cover cluster of schools in identified rural areas which have good road connectivity for leveraging the efficiency.

5. Earlier, the MDM-MIS was the institutionalised monitoring mechanism wherein data flow was periodical (monthly and above). Now, States/UTs have been advised to roll out Automated Monitoring System in a decentralised manner for the near real time monitoring of the Mid Day Meal Scheme (MDMS) through technological interventions such as Mobile Application/Web enabled systems/IVRS. 27 States/UTs have rolled out AMS and started pushing the daily data of MDM beneficiaries in schools into the central server.

   Once all the 36 States/UTs are on board the AMS system, real time monitoring of MDMS implementation will further be strengthened.

14. Ease of Doing Business:

1. Submission of AWP&B w.e.f. the year 2017-18 in respect of MDMS has been made online by all the States/UTs. This mechanism is

paperless and contributed to easier and efficient processing of the proposals.

2. In the Last 3 years, this Department motivated all the States/UTs to electronically transfer honorarium to Cook-Cum Helpers (CCHs) in to their bank accounts. Out of 25.4 lakh CCHs over 90% are being paid their honorarium in their bank accounts.

3. e-office is being implemented in MHRD to minimise delays and maximise efficiency.

15. Proposed new initiatives:

The following initiatives are proposed under Mid Day Meal Scheme:

i) Height and weight recorder for all schools

ii) LPG connection to schools

iii) Eating plate to schools

iv) Group hand washing in the schools

v) Engagement of organizers in the schools to look after the scheme

vi) Supply of tetra pack milk to the children

Navodaya Vidyalaya Samiti (NVS):

- Online Grievance and RTI Portal system have been implemented.
- For recruitment exams conducted during the year 2016 and onwards OMR sheets of all incumbents and answer keys have been placed on the web site
- System has been developed for automised transfer of all employees in future.
- As regard construction of JNVs and office buildings, norms have been devised for providing reduced mobilization advance to construction agencies and reimbursement of payments as per progress of works.
- Pre-emptive measures of disclosure have been adopted
- All payments are being made through e-payment systems only
- Bio-metric attendance system has been adopted at Head-Quarters. and Regional Offices
- Remittance of salary to the employees directly through bank web portal
- Aadhaar enrolment of all the students is being worked out. However, it has not been made compulsory so far.
- New 62 Jawahar Navodaya Vidyalayas have been sanctioned in the districts uncovered so far.
- Provision of Ramp and improvement in toilets for physically handicapped students.
- Provision for construction of additional dormitories for full student strength.
- Online application for JNVST in r/o classes VI & IX is under process.

Kendriya Vidyalaya Sangathan

i) Seema Darshan

An initiative by the Ministry of Human Resource Development, to provide an opportunity for the children to experience the border environment and to foster patriotism and nationalism among the students. Ministry of HRD in collaboration with Ministry of Defence and Ministry of Home Affairs has organized “Seema Darshan” for students from Kendriya Vidyalayas and Navodaya Vidyalayas.

The most striking outcome of the programme was the change in the thinking of the children. Most of the students were influenced positively by the visit and expressed a wish to take up a career with the defence forces and serve the motherland.

ii) KV Shaala Darpan

An ERP platform for 1100+ schools to enhance academic delivery and improving overall quality of education. KV Shaala Darpan is an effective tool to help all the stakeholder viz.

- √ Students can access curriculum, see his/her performance in various events, health cards, interact with teachers, etc.
- √ Teachers can analyse and generate reports on performance of students/classes, manage time table online, access e-content, etc
- √ Parents can monitor the child's attendance by receiving SMS; in case the child is absent, can see and track all the records pertaining to his/her child.
- √ Administration can have a full view of the entire system for analysis and decision making.
- √ Prospective parents can apply on-line for admission of their wards.

iii) Modernisation of Laboratories

An initiative to trigger interest among the students to pursue scientific research by providing exposure to higher order and technology driven experiments, 211 KVs already modernised and 200 more in pipeline.

iv) Reducing use of Paper in Schools

An initiative mooted with the objective of reducing use of paper and thereby reducing the cutting of trees. The students are encouraged to give their used text books and other books to their juniors in the next session to save the paper. Volunteers participating in this programme are awarded with a Green certificate.

v) Swachhtam Vidyalaya and Harit Vidyalaya

In order to emphasize upon clean and green environment in Kendriya Vidyalayas, 'Swachhtam Vidyalaya' and 'Harit Vidyalaya' Awards have been instituted from the session 2016-17 at regional level with running trophies and cash awards.

Adult Education:

- In order to improve the literacy rate, rural areas of 410 districts have been identified in the Country that had the adult female literacy rate of 50 per cent or below as per Census 2001 including the Left Wing Extremism affected districts to cover under Saakshar Bharat programme. So far, 5.88 crore learners including 4.16 crore female learners, 1.41 crore Scheduled Caste learners, 0.77 crore Scheduled Tribe learners and 0.55 crore learners from Minorities have been certified literate through the XIII biannual assessment tests conducted since August 2010 against the total target of 7 crore set under the programme.
- Adult Education Programme has not only confined to impart basic literacy to adult learners but has also ventured to forge convergence and partnership with various

agencies for livelihood, socio-economic development and empowerment issues of targeted beneficiaries. Under a special drive for Financial Literacy more than 1 crore adult education beneficiaries were motivated and mobilised to open their bank accounts under Pradhan Mantri Jan Dhan Yojana (PMJDY). Similar drive was also undertaken to mobilise around 1.02 crore beneficiaries to avail the benefits under Pradhan Mantri Suraksha Bima Yojana.

- As a convergence, Legal Literacy initiatives have also been taken up with the objective to create awareness among the marginalised societies so that they can exercise their rights to avail benefits deprived earlier due to lack of awareness about laws, rules and procedures. A set of 11 booklets covering different aspects of Legal Literacy including Rights, Duties & Entitlement, Law against Sex Determination, Law against Domestic Violence, Law against Sexual Harassment of Women, Law against Dowry, Prevention of atrocities against SCs & STs, Rights of Forest Dwellers and Scheduled Tribes, Right to Education, etc. has been printed and circulated among the targeted beneficiaries.
- Under Electoral Literacy initiative, campaigns were undertaken to achieve 100 per cent enrolment of Women & Youth in voter lists of villages and enhance voting percentage in electoral process. Information, Communication & Technology (IEC) materials for advocacy and training in local languages were developed and utilised by various stakeholders of adult education programme. The Electoral Literacy awareness campaign undertaken by adult education functionaries earned the appreciation of the Election Commission of India.

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CHAPTER 03

ELEMENTARY EDUCATION

CHAPTER 03

Elementary Education

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. The RTE Act confers the right to elementary education on all children, in the age group of 6-14 years, on the basis of equality of opportunity in a formal school which satisfies certain essential norms and standards. All States and UTs have notified their State RTE Rules. The centrally sponsored scheme of Sarva Shiksha Abhiyan (SSA) supports States and UTs in their efforts to implement the RTE Act. Its interventions include, inter alia, opening of new schools, construction of schools and additional classrooms, constructing toilets and drinking water facilities, provisioning for teachers, in-service training for teachers and academic resource support, free textbooks and uniforms, support for improving learning achievement levels, research, evaluation and monitoring.

PROGRAMME INTERVENTIONS

I. **Universal Access:** The Sarva Shiksha Abhiyan (SSA) Programme is being implemented since 2001 for universalization of elementary education. It has made significant progress in achieving near universal access and equity.

(i) ***New Schools:*** Progress in achieving the goal of universal access under SSA has been consistent over the years. Over the years 2,04,740 primary schools have been sanctioned, of which 8 were sanctioned in 2016-17. Over the years 1,59,415 upper primary schools have been sanctioned in a radius of 3 km, including 23 sanctioned in 2016-17.

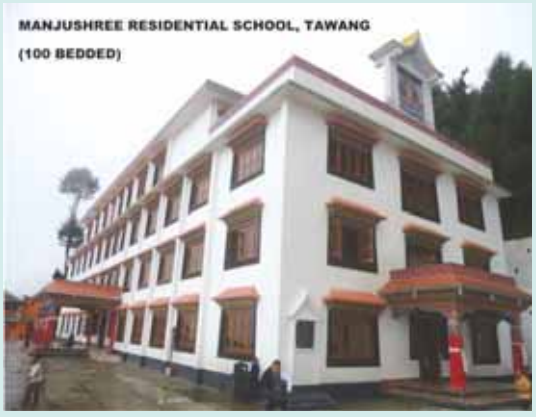
(ii) ***Special Training for mainstreaming out-of-school children:*** The RTE Act makes a specific provision for Special Training for age-appropriate admission for out-of-school children. A majority of out-of-school children belong to disadvantaged communities – scheduled castes, scheduled tribes, Muslims, 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. 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. In the AWP&B 2016-17, a total of Rs. 642.04 crore has been provided for Special Training to 11.29 lakh out of school children.

(iii) ***Residential facilities:*** SSA has a provision for residential facilities in sparsely populated or hilly and densely forested areas with difficult geographical terrains and in densely populated urban areas. SSA has provided 826 residential institutions with a capacity of around 90,855 children till date.

(iv) ***Transportation or Escort facilities:*** These facilities are 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. For the year 2016-17, SSA has provided a provision of Rs. 48.41 crore for transport and escort facility to 1.61 lakh children.

Residential School and Educational Services in Tawang District of Arunachal Pradesh

Tawang District, situated at the height of 10000 feet above sea level, bordering Bhutan and China with extreme cold climate and difficult terrain, a home of 100% scheduled tribe and Buddhist minority community people, sparsely populated with scattered habitations, is always a great challenge for the providers as well as receivers of educational services specially at the Elementary level.



Negotiating everyday with the difficult terrain and cold climate for availing education is a tedious experience for the small kids and had been a cause of many dropped out or out of school in the past.

But the establishment of Residential Schools and Residential Hostel in existing middle school (Co-education) in the District by the Government under SSA is an educational boon for the children and people of this District. Today in the District there are 5 residential schools and 5 residential hostels have been included in the existing middle schools.

MANJUSHREE RESIDENTIAL SCHOOL, TAWANG
(YOGA ACTIVITIES)

In these Schools, children are being provided boarding, bedding, stipend for rations and maintenance facilities with round the clock support staff to look after them and provide both scholastic and Co-Scholastic education. Today, children no longer have to traverse the difficult terrain for getting education. This combined with high academic quality has resulted in the enrollment of students in the Residential schools and Residential hostel in existing middle schools increasing rapidly in comparison to the normal schools.

There is a growing appreciation on the concept and practices of Residential schools from the people and there is a great public demand for setting up of more Residential Schools and Residential Hostel in existing middle schools in the District.

(v) Uniforms: 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 2016-17, SSA made a financial provision of Rs. 2,970.83 crore for providing free uniforms to 75,966,410 children.

II. Bridging Gender Gaps in Elementary Education

(i) ***Girls Education:*** 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.

Kali Bairwa, KGBV Lakhari, Bundi, Rajasthan

Drop out after class 5, Kali Bairwa from village Himmatpura, Lakheri belongs to economically poor family. She belongs to schedule caste and her father was alcoholic. Due to the socio-economic constraints she was made to leave school for grazing of goats and other labour works.

"In 2009, eight girls from my village got admission in KGBV Lakheri. When girls came back to visit their home, I was impressed with the change occurred in those girls – in terms of dressing, behavior, health, etc. I voiced my desire to study again. In June 2011, based on the information provided by other girls of her village, school headmistress came to my village and paid a visit to my home. Ms Uma Handa convinced my mother but my father scolded her under influence of alcohol. But Ms Handa patiently handled the situation and convinced my father as well.

In 2011, I got admission in KGBV and got a platform to excel in different field. Today I am state level badminton player in KGBV tournament and secured first place in single and double badminton in 2013. Besides, I also made my place at first rank in volleyball tournament of KGBV. This has given me immense self-confidence and I dream to bring fame to my country like Saina Nehwal."

(ii) ***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. 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. 3609 KGBVs have been sanctioned by Government of India till date. Out of it, 3600 KGBVs are reported to be functional (i.e. 99.75) in the States and 3,66,756 girls are enrolled in them. The buildings of 3349 KGBVs have been constructed and construction in 215 KGBVs is in progress.

(iii) ***Removal of Gender bias from School Curriculum and Text Books:*** Following the National Curriculum Framework (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. Most of the states have incorporated the gender sensitization in their regular School Management Committee (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. Trainings of teachers on gender related issues are organized in the States specifically for orientation on gender issues facing adolescent girls in particular.

(iv) ***Digital Gender Atlas for Advancing Girls' Education in India:*** Department of School Education and Literacy has prepared a Digital Gender Atlas for Advancing Girls' Education in India on its website. The tool, which has been developed with the support of UNICEF, will help identify low performing geographic pockets for girls, particularly from marginalized groups such as scheduled castes, schedule tribes and Muslim minorities, on specific gender related education indicators. In order to plan and execute educational interventions, the purpose of the Gender Atlas is to help identify and ensure equitable education with a focus on vulnerable girls, including girls with disabilities. Using available Government data such as the Unified District Information System for Education (U-DISE) data (2011-2014), Census 2011 data and District Level Health Survey (DLHS) 2007- 08, the Gender Atlas enables the user to navigate between geographical representation and numeric data at state, district and block levels and gives information on key indicators for girls' education at primary, upper primary and secondary level.

Menstrual Hygiene Management Programme in Chhattisgarh

The State has conducted training of school and KGBV teachers on Menstrual Hygiene Management. The information regarding MHM transpired to the girls through various forums like Meena Manch, special period called Samadhan. This has brought about an improvement in the Menstrual Hygiene Management as compared to the previous practices adopted by them. The girls are more aware about the use of clean sanitary pad and the method of safe disposal. The misconceptions regarding the menstrual health and the taboos associated with it are slowly diminishing. A follow up is also being taken up by the UNICEF in order to assess the effectiveness and dissemination of the MHM practices to girls.

(v) ***Separate girl's 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. 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. In response to this clarion call made by the Prime Minister, the Department of School Education launched the Swachh Vidyalaya Initiative in partnership with 64 Public Sector Undertakings (PSUs) and 11 Private Corporates for the construction and repair of toilets in schools.

(vi) Under Swachh Vidyalaya, 4,17,796 (2.26 lakh boys and 1.91 lakh girls toilets) toilet blocks have been constructed or made functional in 2,61,400 schools during the period September, 2014 to August, 2015. This includes schools in the most difficult to reach areas in the country such as districts facing Left Wing Extremism (LWE), in forests, remote mountainous terrain and in crowded slums. With this, all 13.77 crore children in 11.21 lakh government schools all over the country now have access to toilet facilities.

SWACHHTA PAKHWADA: 1st to 15th September, 2016

In order to fulfill the dream of Hon'ble Prime Minister of India to achieve a clean India by October 2, 2019, the Ministry of Human Resource Development observed a Pakhwada during 1st to 15th September, 2016 and the Department of School Education & Literacy made a concerted effort for observance of the Swachhta Pakhwada in Schools in a befitting manner.

Swachhta Calendar was circulated to all the States/

UTs for undertaking activities under the theme for the Pakhwada i.e. "focused eng agement with teachers" with a request to issue necessary instructions to all the schools/ institutions to participate whole heartedly in the campaign in order to provide the needed momentum to this important initiative. Meetings were held with the representatives from CBSE, Directorate of Adult Education, NIOS, M/o DW&S, NVS, CTSA, KVS, etc. and also the representative of Ministry of Drinking Water and Sanitation to review the progress and to guide the organizations.

States/ UTs were also requested to give this initiative a wide publicity and also to have increased focus on community participation for the Swachhta Abhiyan in schools/ institutions. It was also suggested to take Swachhta Pledge during morning assembly everyday during the Pakhwada. It was also suggested that District Magistrate/ Collector/ Deputy Commissioner/ CEOs might arrange meeting of the District level Committee (DLC) for SSA, MDM and RMSA during Pakhwada so that Members of Parliament, Members of the State legislature and members of Zila Parishad could also be involved, to give needed momentum to the programme.

III. Inclusive Education

(i) SC/STs and Muslims

There is 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. Enrolment of SC children has gone up from 19.06 % in 2010-11 to 19.80% in 2015-16 at elementary level which is more than their share in population at 16.60% (as per Census 2011). Enrolment of ST children has down from 10.70% in 2010-11 to 10.35% in 2015-16 at elementary level which is more than their share of population at 8.60% (as per Census 2011). Enrolment of Muslim children has grown up from 12.50% in 2010-11 to 13.8% in 2015-16 at elementary level which is slightly less than their share in population (14.2% as per Census 2011).

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.

An allocation of Rs. 12,71,139.81 lakhs, which is 19% of the total allocations under SSA, has been approved for 88 Muslim dominated Special Focus Districts for 2016-17. For the 109 ST focused districts, Rs 998433.32 lakhs (13% of the total allocation under SSA) have been provided in 2016-17. An allocation of Rs 983206.07 lakhs has been made for the 61 SC focused districts (19% of the total allocation under SSA) have been provided.

Teaching Learning in Classrooms in Mother- Tongue: Maharashtra

It is well established that children learn best in their mother tongue. In Maharashtra, over 9% of people belong to tribal communities and other communities/regions speak in their own dialect as well. There are a total of 60 dialects in Maharashtra of which 16 are Tribal languages.

In 2015-16, to help teachers in Government Schools bridge the language gap with students, the State undertook the development of supplementary reading material (Bhilori, Pawari, Katkari, Aandh, Kolami, Gondi, Pardhani, Korku, Mavachi, Nahali). The translated titles were printed and distributed in Schools where relevant dialect speaking children are present. An amount of Rs. 35 Lakh was sanctioned to a total of seven districts (Gadchiroli, Gondiya, Chandrapur, Yavatmal, Amaravati, Nandurbar, Dhule) and 100% expenditure was incurred. MSCERT, in collaboration with Tata Trusts and QUEST, also organized a two-day workshop on "Teaching Learning in Multilingual Classrooms".

In 2016-17 a guidebook for teachers is being prepared by State to help them use dialects in tandem with Marathi to transition students from mother tongue/dialect into Marathi. The development of this guidebook will help teachers in handling students who speak any of the 60 dialects. In addition, bilingual learning materials will be developed in dialects that were not covered in 2015-16 i.e. Kokana, Thakari, Dhorkoli, Mathwadi, MalharKoli, Mawachi, Mangeli, Rathya (Barela) and Halabi. Besides this, 10 additional titles will also be created. The State also plans to organize sessions for development of insight among teachers in tribal districts about pedagogy and approach of language teaching.

(ii) 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. Financial support up to Rs.3000/- per child for integration of disabled children, as per specific proposals is provided under SSA.

26.21 lakh children with special needs have been identified under SSA through surveys. 23.17 lakh children with special needs (88.42% of those identified) are enrolled in schools. Further 51,853 children with special needs are being covered through School Readiness Programme and 1.43 lakh children with special needs are being provided home-based education. In all 95.89% of the identified children with special needs have been covered through various strategies.

To strengthen resource support:

- 3.05 lakh CWSN requiring assistive devices have been provided with aids and appliances
- 2.64 lakh CWSN have been provided transport support
- 2.24 lakh CWSN have been provided with escort support
- 2.64 lakh CWSN are given therapeutical support and 11701 CWSN have been provided surgeries
- 77.37% schools have been provided with barrier free access and73.44% schools have been provided with disabled friendly toilets
- 18,174 resource persons are providing support on inclusive education to regular teachers
- The School Education and Literacy Department had instructed NCERT to develop exemplar material for children with special needs. NCERT has developed two separate handbooks for teachers at the primary and upper primary level. The exemplar material in particular deals with curricular adaptations to be done by the mainstream teachers in regular classrooms, teaching strategies and adapted evaluations. 2.33 lakh teachers have been trained on this exemplar material.

The total allocation for interventions for CWSN under SSA for 2016-17 is Rs. 57,276.67 lakh.

ACHIEVEMENTS IN IE

- Convergence with Lifeline Express for free of cost surgeries initiated in SSA
- 70,638 teachers have been given training on ICT for CWSN
- 67,537 teachers have been trained on curricular adaptation at the upper primary level
- Barkha Series adapted on the principles of Universal Design for Learning by NCERT.

Case study of Miss Sarita Limbu

Sarita Lambu is a 9 year old girl with Visual Impairment, daughter of Bipen Lambu and Beena Limbu, resident of Karaighat Gaon Panchayat, Uriamghat block of Golaghat district of Assam. Her impairment was not congenital. At the age of 3, she suffered from measles. Due to the traditional stigma and ignorance of parents, the child was deprived of the appropriate diagnosis and treatment. As a result the child lost vision in her both eyes. The whole family had to suffer because of the incident that had occurred. Ultimately Sarita remained confined within the house though she was very cheerful child. With the information received from the neighbors, Resource Person of that block identified the child when she was 6 years old. The intervention process was initiated with the regular home visit by Resource Person. During the visit, pre Braille skills were taught.

Counselling was given to parents for providing overall support including educational support. The ultimate objective was to mainstream Sarita. Parents got motivated and showed interest in learning Braille. The child was given consistent support for a period of one year at home and day care centre and prepared for mainstreaming. The Head Master of the nearby school was communicated for admission of the child. The concerned Resource person also met the Head Teacher and explained the condition of Sarita and also about the teaching strategies in the class room. The staff of the school was very cooperative and assured to provide necessary support to Sarita. The Resource person also assured to visit the school regularly to provide support. Sarita was admitted in the school in class IV. She has actively involved herself in all the activities of school including co curricular activities. Now she takes part in dancing and singing. During the World Disabled Day and Louis Braille day, she participated in the competitions and was awarded with second prize for singing patriotic song. She has gained complete confidence on herself.

IV. 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) ***Textbooks for children:*** All children are provided free textbooks up to class VIII. In 2016-17 provision was made for providing text books to 8.38 crore children. Concomitantly workbooks and worksheets are being provided by several States, to facilitate activity-based classroom

processes and to supplement learning processes.

(ii) Recent Initiatives taken by the Department for Improving Quality of Elementary Education:

a) Grade-wise learning goals from Class I-VIII are being framed and will be displayed on the notice board of all schools. These will also be incorporated in the Central Right of Children to Free and Compulsory Education (RTE) Rules as a guideline for States and UTs to ensure that all children acquire appropriate learning levels.

b) It has been decided that the National Achievement Survey will be conducted annually from 2017 instead of once in every 3 years, as per current practice. This will enable regular assessment of learning levels of the children and help to give an insight into the pedagogical and policy changes required to improve these learning levels further.

c) Emphasis is being laid on effective implementation of Continuous and Comprehensive Evaluation (CCE) of students in all government and aided schools.

d) Grade-wise weak students have been identified for remedial classes, to ensure that all students acquire grade-appropriate learning levels.

e) Grade-wise photos of teachers are being displayed on the school notice board in all government and aided schools. This would enable all students and their parents to know the regular teachers in that school and will discourage the practice of 'proxy' teachers.

f) Guidelines for rationalizing and positive consolidation of small schools, especially with zero or very low enrolment, in States are being prepared by the Department. This would help the States in effectively running their schools with viable strength of both students and teachers.

g) The Department has framed guidelines for "Partnership between Schools" Programme which aims to link schools located in rural areas with private, aided or government schools in urban or semi urban areas. The main objectives of the initiative include, among others, (i) bring all students to one common platform, (ii) to share experiences and learn from each other, (iii) provide opportunities to the teaching fraternity to adopt better and more effective practices and (iv) to instill a spirit of sharing, caring and togetherness. All States and UTs have been requested to take necessary action in this direction and design the modalities of the programme within the broad guidelines issued by the Department. The Kendriya Vidyalaya Sangathan (KVS) has reported that 25 Kendriya Vidyalayas have partnered with 25 State Government Schools for this programme. Central Board of Secondary Education has informed that 147 well functioning schools affiliated to the Board have partnered with Government run schools in rural areas.

h) States and UTs are taking steps to provide all teachers with Aadhar Card to prevent bogus teachers in the system. So far data of 16.10 lakh teachers is available.

i) All school going children in the age group of 5 to 18 years in the country are being covered under Aadhar. This would help in tracking of children so that they do not drop-out from school and also for monitoring their academic progress and for ensuring benefits to be disbursed to them in cash or kind under various schemes. Currently, 23.24 crore children in this age group have already been covered under Aadhar against the total enrolment of 26.07 crore children in the same age group.

j) A website http://schoolgis.nic.in/ has been enabled which shows the location of all the schools on a map of India. The schools can be searched by name, location, UDISE code etc. The school report card has been integrated with the coordinates of the schools. 18 States have achieved more than 95% coverage of their schools and against a total of 15,22,925 schools (as per UDISE 2015-16), 11,96,117 schools (78.54%) have been mapped.

k) A concept paper on carrying out student evaluation of teacher performance in government and government aided schools is being developed by NCERT.

l) A State-wise training calendar for head master training has been prepared by NUEPA to ensure capacity building of all headmasters and head teachers.

m) All States and UTs have been advised to enhance the use of e-governance in school management to facilitate faster and efficient decision making. For this, software developed by the State of Gujarat has been shared by the Department.

n) Guidelines are being prepared for creation of a separate cadre of school headmaster/principal in States and UTs. This would equip the schools with an effective leader and improve their management.

o) A study has been initiated in the States of Uttarakhand, Gujarat, Karnataka and Odisha to assess the time spent by teachers in non-teaching related activities and its adverse impact on education.

p) An advisory for drafting a suitable Teacher Tenure Policy has been issued to States and UTs to fix a minimum tenure for teachers in rural areas.

q) A study has been initiated to standardize all data definitions, methodology of collecting each data and identifying critical data gaps.

r) A plan is being finalized by NCERT, in consultation with Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, for extending the scheme for vocationalisation at upper primary level. Some pilots will be conducted from next Academic session in some classes of upper primary level.

(iii) Sub-Programmes under SSA

In addition to these, the Department is supporting States and UTs to implement national level initiatives to improve the quality of education. These include:

a) The 'Padhe Bharat Badhe Bharat'

(PBBB), a sub-programme of the SSA, in classes I and II focusing on foundational learning in early grades with an emphasis on reading, writing and comprehension and Mathematics. States and UTs have been implementing specific interventions like ABL in Tamil Nadu, Nalli Kali in Karnataka, Pragya in Gujarat; steps have been taken to develop specific teacher training modules for teachers teaching students in classes 1 and 2. Punjab, Meghalaya, Delhi have introduced programmes for strengthening teaching of maths in classes 1 and 2; in Sikkim schools have set up reading corners for children in the foundational classes through support from community members. An amount of Rs. 787.64 Crores has been approved for Padhe Bharat Badhe Bharat for 2016-17.

Padhe Bharat Badhe Bharat – a case study from Sikkim

Government of India launched the initiative of Padhe Bharat Badhe Bharat in August 2014, the framework was shared with all States. In Sikkim the State team came up with an innovative way to disseminate information about this initiative. The team used social media applications like Facebook and Whatsapp to disseminate information about the initiative. Discussions on how to take this forward started through whatsapp groups of teachers.

Without waiting for a formal government order or letter from the district authorities, teachers at Doksing Government primary School in East Sikkim decided to implement the initiative in their school. The teachers collected all the story books available in their school. The books were then categorized for all classes. The books suitable for the reading level of children in classes 1 and 2 were displayed using innovative methods. The teachers put a string across the wall and the books were hung on the string. The teachers changed the time table ensuring that there was a library period when children could choose books from those displayed to read themselves. The teachers from the school took pictures and circulated these on the whatsapp group. The word spread fast and teachers from different schools started to set up reading corners in their school classrooms. The Secondary School Ranka East Sikkim, followed by Ms. YomimaBhutia principal of the Singithang Primary School.

In order to further supplement the school libraries and the reading corners, State developed supplementary reader in English and Nepali. These materials were distributed to all schools. Teachers teaching students in class 1 and 2 were trained to effectively use this material.

The teachers from the Doksing Government primary school have reported that since the time the reading corners have been established they are being regularly used by the children from classes 1 and 2. The teachers have noted an improvement in student attendance at school. There has been marked improvement in reading habits of children. Seeing children's response to the reading corners teachers are encouraged to collect books from community, other schools, writing letters to people to donate books to the school.

1. The Rashtriya Aavishkar Abhiyan (RAA), also under the SSA, was launched by Late Dr. A.P.J. Abdul Kalam. This aims to motivate and engage children of the age group 6-18 years, in Science, Mathematics and Technology by observation, experimentation, inference drawing and model building, through both inside and outside classroom activities. Schools have been adopted for mentoring by Institutions of Higher Education like IIT's, IISER's and NIT's. In some States students have been taken for exposure visits to factories, research hubs; science and maths clubs are being formed at the school levels, students are participating in competitions and exhibitions to showcase their innovations in Maths, Science and Technology. The total funding for Rashtriya Aviskhar Abhiyan in 2016-17 is Rs. 164.93 crores.

Glimpses of activities in Schools under Rashtriya Avishkar Abhiyan

2. Vidyanjali, another sub-programme under SSA, has been launched to enhance community and private sector involvement in Government run elementary schools across the country under the overall aegis of the SSA. The aim of the programme is to strengthen implementation of co-scholastic activities in government schools through services of volunteers. So far 3306 Volunteers registered for the programme creating 10443 activities to be conducted in schools, 841 Volunteers have gone to schools and conducted activities.

Launch of Vidyanjali

Inspired from Honourable Prime Minister's vision to inculcate reading habits among children and create a reading culture at school and community level, 'Vidyanjali'- a school volunteer programme was launched on 16th June 2016, at New Delhi by then Union Minister for Human Resource Development, Smt. Smriti Zubin Irani.

This programme has been designed to involve volunteers from different walks of life to strengthen the co-scholastic activities in government schools. Vidyanjali, being implemented under the overall aegis of the Sarva Shiksha Abhiyan, will enhance the

community involvement in Government run elementary schools and effectively engage children in reading, creative writing, public speaking, play acting, preparing story books etc.

Many of the eminent personalities belonging to the fields of sports, entertainment and elected representatives of Government came forward to extend their support to the initiative. They all volunteered in schools in their respective states and conducted a live reading session which was recorded and screened at the launch event.At the launch event, the Indian Diaspora in Indonesia was connected to the live proceedings through the Indian embassy at Jakarta and they shared their heartfelt appreciation for the initiative, along with their views and suggestions.

(iv) ShaGun portal – an Initiative to monitor the implementation of SSA: MHRD has developed a web portal called **ShaGun** (from the words Shaala and Gunvatta) which has two parts i.e., one is a Repository of good practices, photographs, videos, studies, newspaper articles etc on elementary education, State /UT wise. These would be in the public domain. Its purpose is to showcase

success stories and also to provide a platform for all stakeholders to learn from each other. This would also instill a positive competitive spirit among all the States and UTs.

The second part is regarding the online monitoring of the SSA implemented by States and UTs and will be accessed by Government Officers at all levels using their specific passwords. It comprises questionnaires, related to various interventions under SSA and the performance of the State, which will be filled in by the States and UTs. There are 122 Reports which will be automatically generated from the data filled in

the questionnaires. These Reports, along with the success stories in the Repository, will create an online platform which can be viewed by officers in the Department, PMO, Niti Aayog etc., to see the status of implementation of the SSA and the elementary education in all States and UTs.

VI. Teacher Training

Teacher Training

(i) Availability of Teachers: To meet the shortage of teachers in elementary schools, 19.49 lakh additional teacher posts have been sanctioned under SSA up to 2016-17. Out of this, 15.75 lakh posts have been filled up by the States/UTs. After RTE it is mandatory that only those people may be appointed as teachers who are able to clear TET. CBSE has conducted eleven rounds of Teacher Eligibility Tests (TETs) and 33 States have also conducted TET. Apart from these 2.34 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 2016-17, 34.50 lakh (at BRC Level) 34.94 lakh (at CRC Level) teachers have been approved by MHRD for in-service training, 0.19 lakh teachers for induction training. Also 1.43 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 2016-17, 3,215 RPs and 45,761 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.

VII. Academic Support System

(i) Academic Support Structures: 6,759 Block Resource Centers (BRCs) and 76,064 Cluster Resource Centers (CRCs) have been set up till September, 2016 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, 36 States and UTs 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 2016-17 about 44.08 lakh teachers will receive teacher grant under SSA. In addition, an annual School Grant of Rs. 5000 is provided to each primary and Rs. 7000 to each upper primary school separately, to meet the cost of school consumables, Rs.7500 per school is given to each school for maintenance purposes, as well in 2016-17, about 13.38 lakh schools were targeted to receive School Grant. For new schools, onetime 'Teaching Learning Equipment' grant @ Rs.20,000 per new primary school and @ Rs.50,000 per new upper primary school is provided for school equipment and setting up expenses. In 2016-17, about 1,227 schools were targeted to receive TLE grant.

(iii) Computer aided learning: Under SSA, grant up to Rs.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 106753 schools have been benefited from this intervention.

(iv) 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 2016-17, 35 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 developed a prototype graded series of 40 early readers called Barkha, a teachers' training manual, and a dossier of materials on reading pedagogy, these are available in Hindi, English and Urdu. 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.

(v) ***Improving student learning outcomes:*** The impact of various quality interventions of SSA are reflected in the enhancement of children's learning levels. Being a major thrust area, NCERT on the advice of MHRD launched a programme to measure the achievement level of all children studying in classes 3, 5 & 8. National Achievement Surveys of NCERT are conducted every three years to assess learning levels of students in class 3, 5 and 8. The Survey (NAS) provides reliable data about students' achievement in order to assess the quality of education provided. NCERT completed 4 cycles of the survey. Report of the forth cycle for class V is available on the website and the report for classes 3 and 8 will be available by March 2017. A trend can be observed over the years and across states while taking in to account the surveys. The survey for class 3 students assesses students learning levels in Language and Maths; class 5 students are assessed for Language, Maths and EVS; class 8 students are assessed for Language, Maths, Science and Social Science.

Survey Cycles carried out by NCERT

Survey Cycle	Class III	Class V	Class VIII
Cycle 1	2003-04	2001-02	2002-03
Cycle 2	2007-08	2005-06	2007-08
Cycle 3	2012-13	2009-11	2010-13
Cycle 4	2014-16	2013-15	2014-16
Subjects Tested	Mathematics, Language	Mathematics, Language, Environmental Studies	Mathematics, Language, Science, Social Science

From the 3rd round onwards the testing was based on Item Response Theory (IRT) as it has been superior methodology for measuring achievement levels and quite comparable to international standards. Another feature of the IRT has been the inter-State achievement level of children can be compared. The basic purpose of this overall achievement test is to know what

students of specific classes know and can do and to use these findings in identifying gaps and diagnose areas that need improvement. Results of classes, 3, 5 and 8 with respect to achievement level of children is given in the Table.

	Round –I	Round –II	Round –III	Round –IV
Class- III				
Maths	58.25	↑61.89	252	
Class- V				
Maths	46.51	↑48.46	247	241
Language	58.57	↑ 60.31	251	241
EVS	50.30	↑52.19	249	244
Class- VIII				
Maths	39.17	↑42.58	245	
Language	53.86	↑56.50	247	
Science	41.30	↑ 42.72	251	
S. Science	46.19	↑47.90	247	

(↑Increasing trend)

On the basis of lessons learnt from so conducted four cycles of the surveys, it was decided that the learning levels for different classes all over India should be comparable. For this purpose NCERT has been suggested to prepare learning levels for different elementary classes and these should be pasted on the notice boards of all government schools in the country so that all stakeholders and teachers could get apprised about desired learning levels in different classes. It will also help all of them to collectively work to attain the desired learning levels.

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 decline in number of out-of-school children in rural areas is higher (4.67 percentage points) compared to urban areas (1.8 percentage points). A greater decline has been

observed among female out of school children since 2006 as compared to male children. Also overall, there is a reduction of 5.54 percentage points drop in the proportion of Muslim children out of school since 2006.

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	6.94	81.5 lakh	4.28	60.6 lakh	2.97
Male Children	67.7 lakh	6.18	41.0 lakh	3.92	31.6 lakh	2.77
Female Children	66.8 lakh	7.92	40.4 lakh	4.71	28.9 lakh	3.23
SC Children	31.04 lakh	8.17	23.08 lakh	5.96	19.66 lakh	3.24
ST Children	16.56 lakh	9.54	10.69 lakh	5.6	10.07 lakh	4.20
OBC Children	46.02 lakh	6.90	28.96 lakh	2.67	22.06 lakh	3.07
Muslim Children	22.53 lakh	9.97	18.75 lakh	7.67	15.57 lakh	4.43

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 coordinated by NUEPA was carried out in 747 villages of 9 States with higher proportion of tribal population. The study found that in sampled villages of the 9 states, the average enrolment were 81 students per school. Of the total students, 82.6% were tribal. Drinking water facility was available in most primary schools. The percentage of schools with SCR > 30 and percentage of schools with PTR > 30 is high in sampled schools. In almost 98% of schools, free textbooks are provided by the SSA. Like free textbooks and uniforms, the trend is the same for MDMs as well. The drop-out rate at the primary stage has decreased from 2010-11 to 2011-12 from about 11% to about 4% for ST total. The reasons for dropping out in tribal areas for boys, it was contribution in family income and so far as ST girls are concerned, at the primary level, the predominant reason for discontinuing studies was attributed to household work while at the upper primary level, contribution in family income remained the major reason.

Improving student learning outcomes has been the key component of SSA. After the National Achievement Survey (NAS) on learning outcomes, the States/UTs have been provided grant to carry out State Learning Achievement Survey (SLAS) in order to get the micro level picture of the learning achievements at the district and block level. In the session 2013-14 the States were provided grants worth Rs. 1450 lakh followed by Rs. 1130 lakh in 2014-15 and Rs. 1243 lakh in 2015-16. The States were provided technical know-how for conducting such surveys through workshops followed by soft and hard copies of Standard Operation Procedure (SOP) to be used as guidelines while carrying out such surveys. Twenty four States completed SLAS in

2013-14 and nineteen States shared their results. In the session 2014-15 the number of States conducting the SLAS was 27 and 11 States completed the report. States shared and webhosted their SLAS results in 2013-14 are - Bihar, Himachal Pradesh, Karnataka, Odisha, Punjab, Rajasthan, Tamil Nadu, Uttarakhand, and Uttar Pradesh. The States changed their methodology over the years. In 2013-14 the mostly the States used CTT whereas in 2014-15 seventeen States used IRT for conducting SLAS.

students showed that Andhra Pradesh, Bihar, Chhattisgarh, Karnataka, Sikkim showed decline in the scores of children from 2013-14 and 2014-15. However, Himachal Pradesh, Maharashtra, Odisha, Punjab, Goa and Tripura showed marginal increase in subjects like language and Mathematics in Primary classes but showed decline in these subjects at upper primary levels. Overall, no State showed increase in scores from 2013-14 to 2014-15 in all the subjects in all the classes at elementary level.

The results of different 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 for SLAS conducted by them in 2014-15. 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.

Intrastate Comparison of achievement of

IX. Infrastructure

RTE-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 enrolments, 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; 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.

The progress in construction of school buildings till September, 2016 is as follows:

	Work Completed	Work in Progress	Total
School Buildings	290535	12384	302919
Additional Classrooms	1759101	78344	1837445
Drinking Water Facilities	231205	1883	233088
Toilets (All)	968925	19524	988449

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 building as per provision of RTE Act. RTE-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.

RTE-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. RTE-SSA has conducted the Third Party Evaluation of civil works. An extensive supervision and monitoring system has been put in place to ensure quality of construction.

School Infrastructure as a Learning Aid

X. School Management Committees & Community Participation: SSA has always acknowledged the importance of 'community ownership' pertaining to effective funtioning of Government Schools. As per norms it has been made mandatory for the Schools to constitute School Management Committees (SMC) wherein the parents/guardians of students studying in the respective school are the members. Every SMC member is provided capacity building training through which they are made aware of their role and responsibility. It is also worth mentioning that States/UTs have prepared their own Training Modules which are in different languages namely Bodo, Assamese, Bengali, Hindi, English, Gujrati and in other local dialects as per the need. A total of 38,22,152 SMC members were given training in the year 2015-16 and a total of 59,97,140 SMC members are to be given training in the year 2016-17.

Female members play an equally important role as far as work related to improving enrolment, infrastructure development and ensuring availability of entitlements at school are concerned. SMC is responsible to sensitize for gender responsiveness in schools. Following activities are being undertaken by the SMC members at the School level:

i. Enrolment, retention and completion of education of children

ii. Gender sensitization creating suitable atmosphere for girl students in schools

iii. Effective utilization of funds provided either by appropriate Govt. or received in the form of donation.

iv. Monitoring the attendance of Students and teachers.

v. Monitoring of MDM

XI. Monitoring Institutes:

Institutions, including University Departments of Education, Social Science and Institutes of national stature have been assigned the work of periodic monitoring of SSA implementation in States & UTs. In large States more than one Institute has been assigned the task of monitoring. These Monitoring Institutes (MIs) are required to make field visits and report on progress of SSA at the ground level every six

months. This cycle is repeated every two years. SSA programme modifies the terms of reference of the Monitoring Institutes as and when required.

The monitoring activities, duly having signed an MoU with MHRD, started from 2006. Monitoring work has been completed as per the 1st round in 2006-08, 2nd round in 2008-10, 3rd round in 2010-12, 4th round in 2013-15. During the 4th round i.e. 2013-15, 38 MIs have signed MoU to monitor SSA and MDM activities.

The Scale of Work is to cover all the districts in a period of two years and 25% of the districts are to be covered in every six months and in each six month period 40 schools per district are to be covered. One half yearly monitoring report is to be submitted every six months, so a total of four half yearly reports will be received during each two year cycle.

During the 4th round for the year 2013-15, 150 (77.32%) half yearly monitoring reports have been received out of 194 half yearly reports, duly covering 555 districts out of 643 (86.31%). In these monitored districts 22,000 (85.53%) schools were covered out of out of 25,720 schools.

The major observations of the MI Reports were discussed with State and UT officials during the Appraisal Process of AWP&B 2016-17 and also in the PAB meetings. Major observations were included in the Appraisal reports for the year 2016-17 for all the States & UTs. The State/UT then have to submit action taken report for the MI reports. Accordingly, 25 States /UTs have submitted their Action Taken Report for the School field observations of the MIs report & 11 State/UTs are in the process of submission of ATR. The Terms of Reference (TOR) and Memorandum of Understanding (MOU) and Tools for the year 2016-18 are under process.

XII. 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 is available to the States from 1st April, 2015 for children admitted in schools in 2014-15. States have reported that 18.10 lakh and 24.22 lakh were admitted in private schools under section 12(1)(c) during the year 2014-15 and 2015-16 respectively. PAB has approved Rs. 25065.71 lakh to the states against their expenditure incurred towards reimbursement of fees to private schools in 2015-16 for admission of 5.05 lakh children in class I and above and Rs. 49269.88 lakh for 11.14 lakh children in 2016-17.

BEST PRACTICES

I. Teachers Training on Demand - Maharashtra

The State Government has declared a new policy i.e. Pragat Shaikshanik Maharashtra (PSM) programme to bring quality in school education and motivate, help and support teachers to achieve this by creating a supportive environment. PSM has introduced several methods to enable teachers to change the nature of classroom interactions, to make them child-friendly and to promote self-

learning. Accordingly teacher's role has changed. The teacher is not expected to teach, but to facilitate learning and enable every child to learn at her/his pace.

This programme is trust based. As the full responsibility of teaching the students is with the teacher's, full freedom will be given to them regarding teaching methods, materials, etc. There will be no inspection, supervision, monitoring, and guidance which are not very conducive to improving the quality, instead support, counselling, facilitation and mentoring is expected from supervisory machinery.

There will be no training without teachers demand. Training plan that is supportive for teachers will be developed at cluster level. Kendra Pramukh (KP) (Cluster Head) is expected to help teachers to plan a teaching programme that ensures that not a single child is left behind. If teachers request training inputs, the KP should try to provide this at cluster level with the help of teacher trainers. If this is not possible, the request must be forwarded to the Block Education Officer (BEO) at BRC level. The BEO is responsible to ensure that all teachers in the block are experts in all subjects, pedagogy and child psychology. If any request for training in any of these areas is made by teachers or KPs, the BEO is responsible for organizing this. They can take the help of Education Officer, DIET, MSCERT or NGO s for this. Teachers' capacity is going to be built through training as requested by teachers themselves. In any given cluster, training will be provided on those aspects that teachers request. BEOs, DIETs and MSCERT are to plan training according to the demand that comes in from the field.

In order to do this, it would be appropriate to plan beforehand, with some idea of the type of requests that are likely to come in. Open sources, reading material, video clips and activities are available on the internet. Many NGOs in Maharashtra too have put plenty of such material on the net. Links to this material should be put on their websites by MSCERT and DIETs.

Excellent Trainers from Innovative Schools;

The Government Resolution dated April 21, 2015 directs that one school in each cluster is to be selected under an innovative programme of SSA. One teacher in each of these schools is to be developed as a trainer for language and maths, so that training capacity is built in the state.

MSCERT has planned a long term programme to strengthen these teachers' capacities in these two subjects. A list of these specially trained teacher trainers will put up on the MSCERT website. This will ensure that adequate numbers of trainers are available at cluster, block and district levels.

Steps taken;

1. 200 innovative schools selected from each district and online information is collected at state level.
2. Information of 200 language teachers and 200 maths teachers from these innovative schools has been compiled at state level.

3. Funds have been distributed to all these 7200 schools under innovation funds in SSA.
4. Criteria defined for selection of master trainers for language and maths
5. Online applications invited from interested trainers those who are fulfilling the defined criteria.
6. 900 applications received for master trainers.
7. Teachers have made demand of training after baseline test.
8. 1.82 lakh teachers registered their demand of training through online process, mainly for constructivist, multi grade, maths and language.
9. The detailed plan for training has been developed by the state.
10. There will 6 days training, comprising 2 days language, 2 days maths, 1 day visit to schools implementing constructivist method and one day discussion or field visit and NAS/SLAS report and formulation of action plan.
11. Training started from July 2016 and completed by end of February 2017.
12. 9500 online applications received for Spoken English training.
13. 45734 teachers registered for technology training.
14. Government issued Government order dated 17th October on restructuring of MSCERT and DIET
15. Educational and School Leadership programme is being conducted.

II. Implementation of 'Rashtriya Avishkar Abhiyan' (RAA) in Uttar Pradesh

'Rashtriya Avishkar Abhiyan' (RAA) is an initiative by MHRD, Government of India which aims at making learning of Math and Science subjects easy and stress free. States have undertaken many initiatives which have not only helped in improving the attendance but have also lead to migration of students from Private to Government Schools.

In the upper primary school of Sabda, Pata and Biriya villages in Auraiya district of Uttar Pradesh the students love to come to school and hardly ever miss any class. Attendance of each student is very high and consistent, which is quite a significant improvement in itself. On any given day the students in this school are involved in many engaging activities and experiments relating to daily life. The teachers use state of the art Teaching Learning Methods (TLMs) and techniques to drive enquiry based learning in students. The school has low cost solar powered smart classrooms. Lectures in these schools are conducted through Audio / Visual content being displayed using projector. It develops curiosity amongst students and confidence to ask question. The effect of such change is significant.

The exciting part is that students have left nearby private schools and other govt. schools to join these schools in Sabda, Pata and Biriya villages just because of 'RAA' initiative.

This is not just the story of school in Sabda, Pata and Biriya village, but 27 other schools in Auraiya district which have taken up 'Rashtriya Avishkar Abhiyan' (RAA).

Teachers of Sabda, Pata and Birya villages (Ms. Archana, Ms. Mamata and Ms. Abha) and 27 other school teachers from Auraiya district were trained and counseled twice in academic year 2015-16 in 3 day residential training. The teachers were trained in Science, Mathematics and child psychology by Prof H.C. Verma (nodal officer RAA, UP) and his team (UNISED).

The teachers were introduced to latest tools and techniques of learning/teaching in these sessions. Teachers were given hands on experience to many activities that will be directly helpful for them in classroom teaching. Each school was also provided Science and Mathematics Learning Resource kit (developed in IIT Kanpur), so that teachers can actually include many activities and experiments in classrooms teaching. Audio/Visual content was supplied monthly to each school depending on the status of curriculum in every school.

Solar Energy Operated Based Smart Class (Technology Intervention)

- **Technology Intervention:** LED Projector operation at 60w Power consumption & high luminous at day time
- **Why:** renewable energy for imparting Education
- **How:** Using portable solar panel
- **Why portable:** Easy to keep , maintain and to minimize risk of theft
- **Why Solar Energy:** Maximizing outreach specially rural area schools where continuous electricity is an issue
- **Future Monitoring:** A register for SMC to check on weekly basis whether equipments are used or not
- **How:** Orientation of SMC members by the teacher who are trained by the trainers at IIT Kanpur
- **Audio/Visual Content:** Not replacement of teachers yet capacity building of teachers. Motivation for teachers & students technology /innovation in education at rural level.

NATIONAL PROGRAMME OF MID-DAY MEAL IN SCHOOLS:

1. Background

With a view to enhance enrolment, attendance and retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme 'National Programme of Nutritional Support to Primary Education (NP-NSPE)' was launched on the 15th August 1995. In 2008-09, the scheme was extended to cover children of upper primary classes and the Scheme was renewed as 'National Programme of Mid-Day Meal in Schools'. Mid-Day Meal Scheme covers

all school children studying in I - VIII classes in Government and Government-aided schools, Special Training Centres (STCs) and madrasas & maqtabs supported under Sarva Shiksha Abhiyan (SSA). Content and coverage of the scheme has been revised from time to time.

Salient features of the scheme are given below:

2. Objectives

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

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

3. Rationale

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

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

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

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

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

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

vii. Psychological Benefits: Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. Mid Day Meal Scheme can help address

these and facilitate cognitive, emotional and social development.

4. Coverage

During the year 2015-16, 10.03 crore children studying in Classes I-VIII in 11.50 lakh eligible schools in the country were covered under the scheme. State/UT wise details are at Annexure I & II.

5. Norms for Mid-Day Meal Scheme

i) Calorific Value of mid-day meal

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

ii) Cooking cost covers expenditure on pulses, vegetables, cooking oils, condiments, fuel etc. The cooking cost has been increased by 7.5% in each of the last 5 years. The cooking cost is shared between the Centre and the NER States and Himalayan States on 90:10 basis, 100% for UTs and with other States on 60:40 basis. The cooking cost norms during the previous years, current year and sharing pattern between the Centre and the States are as under:

Year	Stage	Total Cost Per meal	Center-State Sharing			
			Non-NER States(75:25)		NER States (90:10)	
2013-14	Primary	3.34	2.51	0.83	3.01	0.33
	U. Primary	5.00	3.75	1.25	4.5	0.50
2014-15	Primary	3.59	2.69	0.90	3.23	0.36
	U. Primary	5.38	4.04	1.34	4.84	0.54
Revised Funding pattern		UTs(100%)	60:40(Non NER)		NER & 3 Himalayan States (90:10)	
2015-16	Primary	3.86	2.32	1.54	3.47	0.39
	U. Primary	5.78	3.47	2.31	5.20	0.58

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

One cook-cum-helper can be engaged for upto 25 students, two cook-cum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students. Each of them is entitled to a minimum honorarium of 1,000 per month. The States are however free to give more honorarium over and above the prescribed minimum to the cooks-cum-helpers from their own resources. The expenditure towards honorarium of cook-cum-helpers is shared between the Centre and the NER States and Himalayan States on 90:10 basis, 100% for UTs and with other States on 60:40 basis. Programme Approval Board – Mid Day

Meal headed by Secretary, School Education & Literacy has approved the engagement of 27.39 lakh cook-cum-helpers under the scheme. The States/UTs have engaged 25.52 lakh cook-cum-helpers against the approval.

iv) Construction of kitchen-cum-store:

The Central Assistance is being released to the States/UTs for the construction of Kitchen-cum-Store on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. This Department has prescribed 20 sq. mt. plinth area for construction of Kitchen-cum-Store in schools having upto 100 children. For every addition of upto 100 children, additional 4 sq. mt. plinth area is added. States/UTs have the flexibility to modify the slab of 100 children depending upon local conditions. The cost of construction of Kitchen-cum-stores is shared between the Centre and the NER States and the Himalayan States on 90:10 basis, 100% for UTs and with other States on 60:40 basis.

Central Assistance of 8031.95 crore has been released to the States/UTs for construction of 10,05,477 kitchen-cum-stores since 2006-07. Out of this 7,82,161 (78%) kitchen-cum-stores have been constructed and 1,08,137 (11%) are under construction. State/UT- 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 food grains to the FCI to the district level:

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

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

6. Pattern of Central Assistance

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

The cooking cost, cost of the kitchen-cum-stores and honorarium to cook-cum-helpers is shared between the Centre and the NER States & Himalayan States on 90:10 basis, 100% for UTs and with other States on 60:40 basis.

7. Implementation of the Mid-Day Meal Scheme

i) The overall responsibility for providing cooked and nutritious midday meal to eligible children lies with the State Governments and Union Territory Administrations. States/ UTs have to

ensure that all logistic and administrative arrangements are made to ensure regular serving of wholesome, nutritious and cooked meal in every eligible school. This includes development of adequate infrastructure viz. construction of kitchen-cum-store, and procurement of kitchen devices, through funding made available under the scheme and mobilization of additional resources through convergence with other 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) Food grains allocation is made in advance and States/UTs have the flexibility to lift the quarterly allocation in one go. The FCI is held responsible for ensuring continuous availability of adequate food grains in its Depots and in Principal Distribution Centers in the case of North East Region. States / UTs are permitted to lift the food grains one month in advance. Every school/cooking agency is to maintain a buffer stock of food grains for one month requirement.

8. Task of Cooking

i) The Guidelines provide that, as far as possible, the responsibility of cooking/supply of cooked mid-day meal should be assigned to local women's/mothers' Self-Help Group or local Youth Club affiliated to the Nehru Yuvak Kendras or a voluntary organization or by personnel engaged directly by the SMC/VEC/SMDC/PTA/Gram Panchayat/Municipality.

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

9. Quality of Mid-Day Meal

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

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

ingredients of branded and Ag-mark quality on the lines of Maharashtra;

iii) Detailed Guidelines on Food Safety and Hygiene for School Level Kitchens under Mid Day Meal were issued on 13.02.2015. These guidelines cover safety aspects of procurement, storage, preparation, serving and waste disposal of food items as well as issues of personal hygiene of students and those involved in cooking and serving of food.

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

v) Web enabled MDM-MIS has been launched for effective monitoring of the Scheme. 97% of annual data entry and 91% of monthly data entry has been completed for 2015-16. This has a scope to integrate MDM-MIS with IVRS to monitor the scheme on real time basis through community participation.

vi) Automated Monitoring System (AMS)

The Government of Uttar Pradesh was the pioneer in implementation of the IVRS project for real time monitoring of the Mid Day Meal Scheme. The Government of Bihar is also using IVRS system for monitoring of the Mid Day Meal Scheme. Based on the experiences of both these States, the Central Government has decided to roll out the MDM-IVRS project across the country for real time monitoring of the Mid Day Meal Scheme and to integrate it with MDM-MIS. This system will enable data collection on daily basis from schools throughout the country, followed by collation and analysis of this data centrally to get a nationwide picture of the scheme compliance, beneficiaries, key issues, etc.

The Automated Monitoring System (AMS) has been introduced for monitoring of Mid Day Meal Scheme and is being implemented in decentralized fashion: preferably, at State level for major States and at Regional level for smaller States. Under this system daily data is being captured through automated mode (IVRS/SMS/Mobile App.etc) from the schools with no cost to school Head Master/teacher. States/UTs are pushing data on specified fields on real time basis into central server maintained by NIC. As on date 23 States/UTs have started pushing the daily data into central server for about 3.7 lakh (32%) schools.

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

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

10. Monitoring Mechanisms

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

i) **Arrangements for local level monitoring:** Representatives of Gram Panchayats/ Gram Sabhas, members of SMCs, VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid-day meal served to children, (ii) cleanliness in cooking and

serving of the mid-day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv) implementation of varied menu, (v) social and gender equity on a daily basis.

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

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

b) Quantity of food grains utilized

c) Other ingredients purchased, utilized

d) Number of children given mid-day meal.

e) Daily Menu

f) Roster of Community Members for supervision and monitoring.

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

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

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

This committee also monitors the implementation of 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) **Grievance Redressal :** States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.

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

ix) National level:

a) Empowered Committee on Mid-Day Meal has been set up under the Chairmanship of Hon'ble Minister,

Human Resource Development for monitoring the access, safety, hygiene and quality aspects in the implementation of MDMS; Review mechanism is in place to ensure effective monitoring and evaluation of the scheme; Mechanism is in place for community participation in the scheme and its effective monitoring.

b) Executive Council of the National Mission for 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.

x) **The 7th Joint Review Mission** which visited the States of Assam, Maharashtra, Telangana and West Bengal during the period 23rd March - 1st April 2015 was of the view that the management, implementation and monitoring of the MDMS is by and large satisfactory

8th Joint Review Mission has visited the States of Chhattisgarh, Haryana, Jammu & Kashmir, Karnataka, Kerala and Sikkim during the period 27th November to 8th December, 2015.

9th Joint Review Mission visited 2 Districts of Andhra Pradesh viz. Chittoor and kadappa during 3 - 8th May, 2016 and Gujarat during 19 - 23rd April, 2016.

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

11. 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 Commissioner undertakes extensive review of various welfare schemes through field visits. They have observed that the MDM is widely acknowledged as one of the more successful entitlement schemes of Government of India and has resulted in an increase in enrollment and retention of children in elementary classes.

12. Achievements during the 11th Plan

The approved outlay of the scheme during 11th Five Year Plan was 48,000 crore against which releases of 38,490.91 crores have been made. The Planning Commission had approved 90,155.00 crores for the scheme during the 12th Plan. The Budget Estimate for 2015-16 was 9236.40 crores against which an amount of 9151.55 crores has been released in FY 2015-16. The BE for 2016-17 is 9700.00 crores.

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

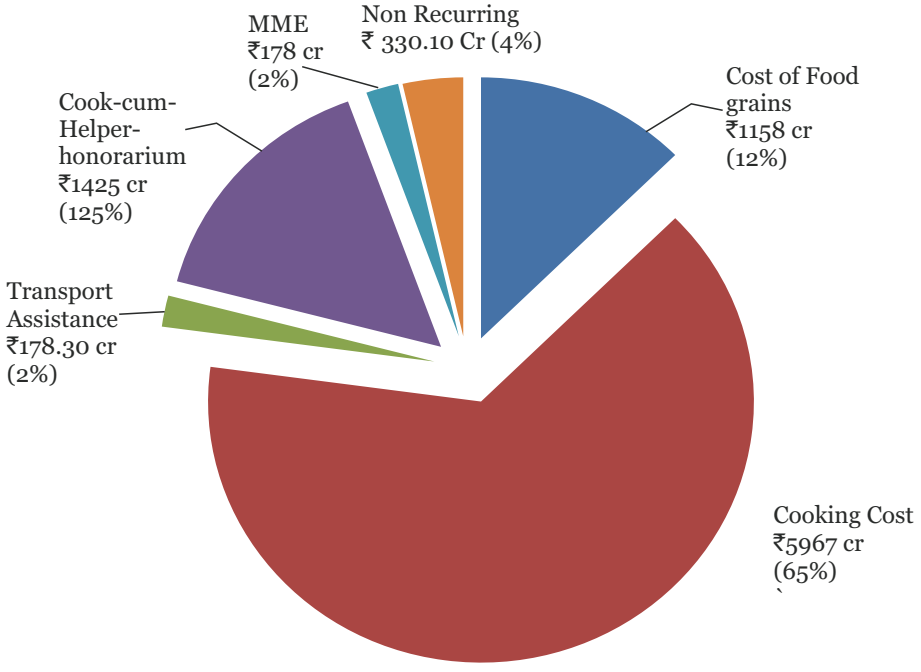
Components	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Children covered (Rs. in crore)	10.54	10.68	10.80	10.22	10.03	10.08*
Foodgrains allocated (in lakh MTs)	29.09	29.55	29.77	29.33	28.83	27.17
Budget allocation (Rs. in crore)	10380	11937	13215	13215	9236.4	9700
Total Expenditure (Rs. in crore)	9901.91	10868	10927.21	10526.97	9151.55	7737.46**

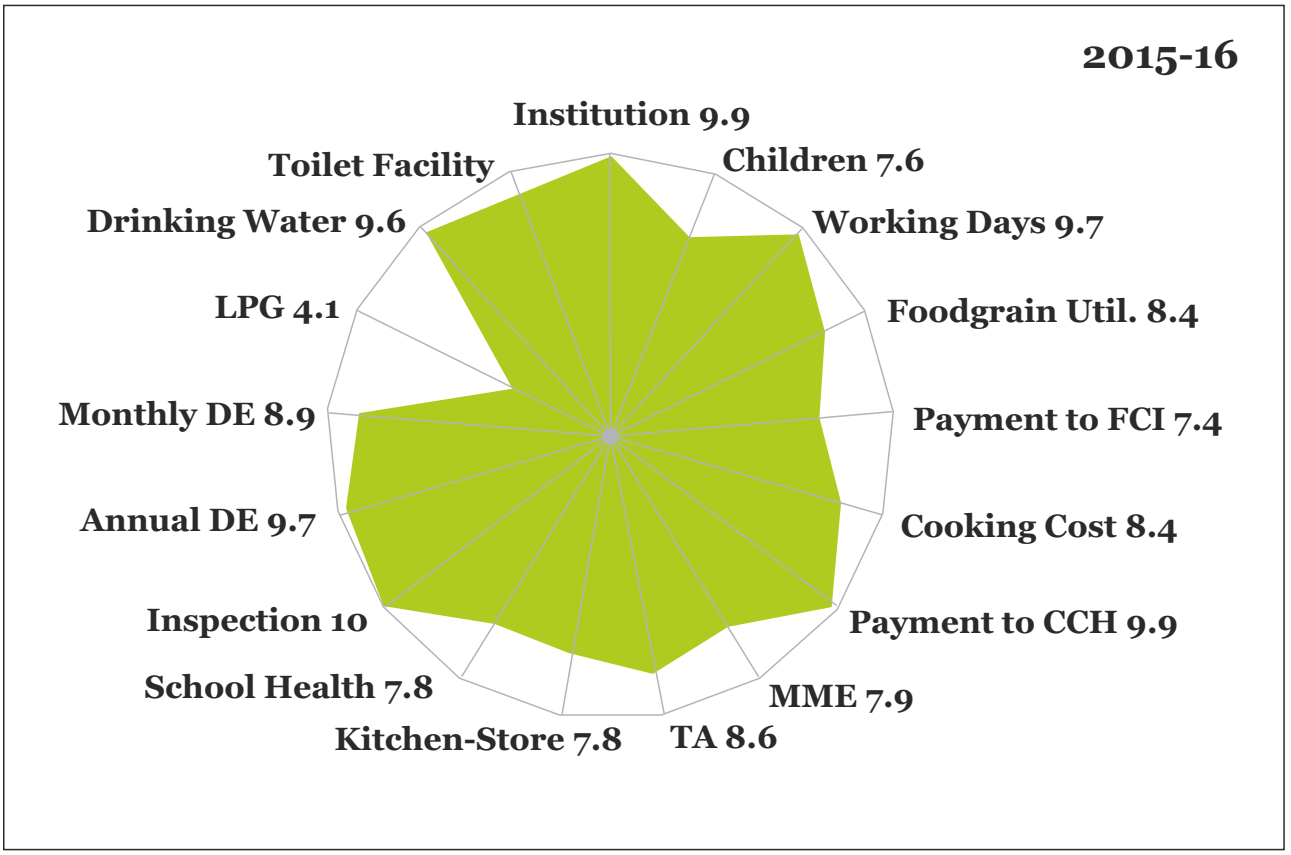
* PAB approval for 2016-17

** as on 21.11.2016 Including Rs 480.92 Cr. released for serving of Mid Day Meal during summer vacations in 12 drought affected States viz. Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Telengana Uttar Pradesh, Jharkhand, Uttarakhand, Gujarat and Odisha.

13. Component-wise Budget allocation for the F.Y. 2015-16:

Component-wise Budget Allocation (9236.40 Cr.); 2015-16





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

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

16. Improvements in the scheme

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

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

b) A provision for payment of honorarium @ 1000/- per month to cook-cum-helpers has been introduced with effect from 01.12.2009. The States/UTs have been advised to enhance this honorarium by making additional contribution from their resources. 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 food grains to FCI to the district level with effect from 01.04.2010.

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

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

i). Every child within the age group of six to fourteen years, studying in classes I to VIII who enrols in Government, Government aided, local bodies schools and madrasas and maqtabs supported under Sarva Shiksha Abhiyan shall be provided hot cooked meal containing 450 calories and 700 calories as well as 12 grams and 20 grams of protein for primary and upper primary classes respectively every day except school holiday

ii). Headmaster or Headmistress of the school shall be empowered to utilize any fund in the school temporarily for the purpose of continuation of the Mid-Day Meal Scheme in the school.

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

18. Best Practices in MDMS

Name of State	Details
Andhra Pradesh	As per MDM guidelines children studying in classes I to VIII are covered under MDMS. However, it is praiseworthy that the State Govt. is providing Mid Day Meal for students of classes IX and X also from its own resources.
Bihar	**ICT intervention in mid-day meal:** The State has introduced many ICT interventions i.e. Management Information System, Dopahar IVRS, Tablet based inspection, Individual web site of all the schools implementing mid-day meal, for monitoring and smooth implementation of MDMS.
Jharkhand	Additional food items : State is providing additional items i.e. egg/bananas thrice a week from its own resources.
Karnataka	**Ksheera Bhagya Yojana (Providing hot Milk) :** 150 ml hot milk is provided on three days under **Ksheera Bhagya Yojana** from State funds. It is benefitting 64 lakh children of 1-10th standards in Govt. and aided schools. Karnataka Milk Federation (KMF) is supplying Skimmed Milk Powder in 1kg packs to schools. 18 grams of whole Milk Powder is converted into 150ml Milk. The cost of milk per child is Rs. 5.18 per day.

	A sum of Rs.100/- is paid to Cook cum helpers for the preparation of hot milk in addition to Honorarium paid to cook-cum-helpers. The State bears the cost of milk and payment of Rs. 100/- to cook-cum-helpers for this purpose from State fund under "Ksheera Bhagya Yojana".
Kerala	**Pre-positioning of funds:** State E-Transfers 80% of cooking cost and remuneration to cook-cum-helpers for 6 months to school's account in the beginning of the year.
Odisha	**Rice Fortification and Multi micro nutrient project:** The Department of School and Mass Education in collaboration with the United Nations World Food Programme (WFP) has conducted a pilot project of rice fortification of mid-day meals in Gajapati district from State Budget. The fortification project scaled up from iron fortification in Gajapati district to multi micro nutrient in Dhenkanal district & Centralized Kitchen in Cuttack.
Punjab	**E-Transfer of funds** i) Funds are E-Transferred from districts to the schools directly. ii) Honorarium to cook-cum-helpers is E-Transferred in to their bank accounts.
Sikkim	**Use of organic vegetables :** In the State of Sikkim, every School going child is served with fresh and locally available organic vegetables like potatoes, black dal, cabbage, green saag, cauliflower, Broccoli, radish, carrot, beans, peas in Mid-Day Meals which helps in providing adequate nutrients and proteins to the children.
Tamil Nadu	**Additional food items:** Eggs/bananas are served to all children from class 1- 10 on all 5 working days. 20 gms of Black Bengal gram / Green gram is provided to children to enhance the calorific needs of the children on all Fridays to supplement carbohydrates with proteins.
Tripura	**Dining Hall :** The State has taken the initiative of construction of dining hall in the schools with the objective of giving the children an opportunity to sit together and eat their meal (MDM) comfortably and hygienically.
Uttarakhand	**Honorarium to Cooks cum Helpers** i) Additional honorarium of one month (Total 11 Months in place of 10 Months minimum) to all Cook cum helpers (Bhojan Mata) being provided by the State from their own resources.

Name of State	Details
	ii) Additional contribution of Rs. 500.00 as honorarium to each cook-cum-helper per month from State resources. iii) State is providing Rs.1000/- as bonus to each Cook-cum-helper annually from State resources.
West Bengal	**Dining Halls** 969 dining halls have been constructed in Jungle-Mahal and Sundarban areas from State funds. 1540 dining halls have been constructed at different districts with the help of local administration / local contribution / MP LAD etc.
Chandigarh	**Additional contribution** The UT administration is providing additional share in cooking cost (Rs.2.84 at Primary and 2.14 at upper Primary per day per child). UT is also providing additional share of Rs.1622/- towards honorarium to each Cook cum Helper being per month.
Dadra & Nagar Haveli	**Additional contributions** i) Union Territory is contributing additional Rs 7.75 in primary and Rs.8.17 in upper primary respectively in cooking cost. ii) Honorarium is paid to cook-cum-helpers @ Rs.142.10 per day per cook-cum-helper. Thus the UT's contribution is Rs. 2600/- is over the central share for each cookcum-helper.
Lakshadweep	**Coverage of MDM upto class XII** U.T. is covering all children studying upto class XII under MDMS and Rs. 62.64 lakhs has been provided for the implementation of MDMS.
Puducherry	**Coverage of MDM upto class XII** U.T. is covering all children studying upto class XII under MDMS and Rs.1366.27 lakhs has been provided for the implementation of MDMS.

CENTRALLY SPONSORED SCHEME ON TEACHER EDUCATION:

A. Strengthening Teacher Education

The Centrally Sponsored Scheme for Teacher Education was initiated in 1987 pursuant to the formulation of the National Policy of Education, 1986. The scheme has been revised for the 12thFive Year Plan with an approved outlay of Rs. 6308.45 crore over the 12th Five Year Plan to be shared between the Centre and the States was the ratio of 75:25 (90:10 for NER) which as per D.O. no. 32/PSO/FS/2015 dated 28.10.2015 received from the Ministry of Finance has been revised 60:40 between the Centre and the States (90:10 for the 8 North-Eastern and 3 Himalayan States

i.e. Jammu & Kashmir, Uttarakhand & Himachal Pradesh)to strengthen SCERTs, establish DIETs in all districts created up to 31.03.2011, thereby increasing their numbers from existing 571 to 646; 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 (BITEs) in identified 196 SC/ST/Minority Concentration Districts, out of these 96 Block Institutes of Teacher Education (BITEs) have been sanctioned till 2016-17 to train teacher educators for SC/ST and Minority communities in different parts of the country.

Consequent upon the revision of the Scheme, for 2012-13, out of the allocation of Rs.500.00 crore a sum of Rs. 394.60 crore was spent, for 2013-14 out of the allocation of Rs. 525.00 crore, a sum of Rs. 507.60 crore was spent and for 2014-15 out of the allocation of Rs. 500.00 crore, a sum of Rs. 499.99 crore has been spent and for 2015-16 out of the allocation of Rs. 489.10 crore, a sum of Rs. 488.70 crore has been spent.

For 2016-17, the Budget Estimate (BE) for CSS-Teacher Education is Rs.480.00 Crore a sum of Rs. 396.58 Crore has been spent till 10.02.2017.

B. Quality in Teacher Education

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

- **TESS-India 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, 2017.
- **Teacher Education Institutions:** The Government of India has approved establishment of 75 District Institutes of Education and Training (DIETs/DRCs), 16 Colleges of Teacher Education (CTEs), and 7 Institutes of Advanced Studies in Education (IASEs) around the country in year 2012-13 to 2016-17. 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 96 Block Institutes of Teacher Education (BITEs) have been sanctioned till 2016-17 to train teacher educators for SC/ST and Minority communities in different parts of the country.
- **Creation of Separate Cadre:** As per Annual Work Plan & Budget (2016-17) 17-States/ UTs have created separate cadre for teacher educators under the TE-Scheme. States have also been asked to strengthen the cadre of teacher educators in their respective States/UTs.

- **Status of Institutions Countrywide:** As on 02.05.2016, there are 23,219 institutions recognized by NCTE for running teacher education courses with approval intake capacity of 17, 57,630 students. However the actual enrolment may differ from the approved intake capacity.

- **National Curriculum Framework of Teacher Education as per New Norms (2014):** As per Annual Work Plan & Budget (2016-17) 25-States/ UTs have revised its D.Ed/ D.El.Ed Curriculum as per New Norms and Standard (NCTE) Regulations, 2014.

- **National Council for Teacher Education (NCTE) Regulations, 2014- Norms and Standards:** The NCTE was established by an Act (No.73 of 1993) of Parliament with a view to achieving planned and co-ordinate development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system, and for matters connected therewith. NCTE revised Regulations was notified in November, 2014 and some salient features of the revised regulations are:

  - Norms and Standards of 12 Teacher Education Programmes revised.
  - New Norms and Standards framed for 3 Teacher Education Programmes: 4 yrs integrated courses: BA/B.Ed. & B.Sc. /B.Ed.; B.Ed. Part time face to face (for in situ teachers); and 3 yrs. integrated B.Ed./M.Ed.
  - Curriculum of all courses revised and more sharply defined.
  - Yoga, ICT, Gender and Children with Special Needs (CWSN) included in curriculum of all programmes.
  - Clear thrust and focus on Practicum, School Internship and Field work in Teacher Education Programs.
  - School Internship of full 20 weeks.
  - Accreditation principle introduced.

- **Re-organizing Restructuring of SCERT and Cadre Restructuring for Teacher Educators:** Under the CSS-Teacher Education 09 States in the country have Re-organized Restructured their SCERT as on 30th April, 2016.

- **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: As a part of the monitoring mechanism of TE scheme, Joint Review Mission consisting of experts in Teacher Education has been sent to 30 States from the year 2012-13 till 2016-17 for ensuring effective implementation of Centrally Sponsored Scheme for Teacher Education (CSSTE).

  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.

- **National and Regional workshop under Teacher Education- Scheme:** Two National workshops on Teacher Education were conducted for the Directors of SCERTs/SIEs, CTEs and IASEs on 4th November, 2016 at Puri, Odisha and 23rd January, 2017 at Udaipur, Rajasthan.

  The main objective of these Regional workshops was to review the implementation of Teacher education Scheme, preparing the comprehensive Annual Work Plan & Budget proposal for the year 2017-18, Challenges in preparing the AWP, Key activities under CSSTE, Priorities areas under CSSTE and Status of Revision of Curriculum and other aspects as per NCTE Regulations 2014.

(1st National workshop for Director SCERTs/SIEs and CTEs, under CSS- Teacher Education, 4th November, 2016 at Puri, Odisha, Organized by Ministry of HRD)

(2nd National workshop for Director SCERTs/SIEs and IASEs, under CSS- Teacher Education, 23rd January, 2017 at Udaipur, Rajasthan, Organized by Ministry of HRD)

One Regional workshop was conducted for the North Eastern Regions on 7th October, 2016 at Shillong, Meghalaya. The main objective of this Regional workshop was to review the implementation of Teacher education Scheme, preparing the comprehensive Annual Work Plan & Budget proposal for the year 2017-18, Challenges in preparing the AWP, Key activities under CSSTE, Priorities areas under CSSTE and Status of Revision of Curriculum and other aspects as per NCTE Regulations 2014.

(Regional workshop for North Eastern States (NER), under CSS- Teacher Education, 7th October, 2016, Shillong, Meghalaya, Organized by Ministry of HRD)

- **New Activities/Initiatives under CSSTE Scheme 2016-17**
  - **'India Teacher Education Portal (Prashikshak)'** the Department of School Education & Literacy (SE&L), MHRD has launched 'India Teacher Education Portal (Prashikshak)' on 30.06.2016. This portal will be helpful in monitoring of Teachers Education Institutions and in providing comprehensive information to prospective students and teachers to select the right institute as per choice.
  - **NCTE notified Regulations, 2014** on 28.11.2014 for 15 teacher education programmes, including three new programmes namely B.A. B.Ed/B.Sc.B.Ed, B.Ed. (Part-Time) and 3-year B.Ed-M.Ed. - successfully implemented in about 18000+ TEIs in the country.
  - **Enhanced use of E-Governance** in Teacher Education by National Council for Teacher Education (NCTE) for better regulation of the sector.
  - **Accreditation for Teacher Education Institutions (TEIs)** by National Council for Teacher Education for better management and improved quality of teacher education.
  - **Mapping of Teacher Education Institutions (TEIs)** for providing comprehensive status of 18,000+ recognised TEIs spread across the country in the public domain, a Geographical Information System (GIS) has been introduced online for mapping the TEIs. GIS mapping of more than 7000 institutions have been undertaken.
  - **NCTE has also undertaken a demand and supply gap** for 2015-16 to 2025-26 to ascertain teacher demand and supply up to district level and subject-teacher level at all levels of schooling.
  - **Ranking for NCTE affiliated Institutes**-on 10th March 2016; a committee has been constituted to develop accreditation/grading framework for of the Teacher Education Institutions.

Scheme for Providing Quality Education in Madarsas (SPQEM)

1. Ministry of Human Resource Development, Govt. of India lays emphasis on providing equal opportunities to minorities as far as access to Education is concerned. For this purpose, Govt. is implementing the Scheme for Providing Quality Education in Madarsas for the children of minorities section. Under the scheme. The objectives under the Scheme are:
   - Encourage Madrasas & Maktabs to introduce formal subjects i.e. Science, Mathematics, Social Studies, Hindi & English by means of providing financial assstance.
   - Children studying in Madrasas & Maktabs attain academic proficiency for class I-XII.
   - Madrasas/Maktabs/Dar-ul-Uloom can opt to become accredited study centers with National Institute of Open Schooling (NIOS) for which proper assistance will be provided.

- Children above 14 years in Madrasas/Maktabs/Dar-ul-Uloom are given opportunities to attain vocation training.
- Strengthening of Madrasa Board for Monitoring & Awareness of SPQEM.

2. The Scheme provides assistance for:
   - For appointment of teachers for teaching Science, Mathematics, Social Studies, Languages, Computer Application and Science. Full time Graduate teacher is paid salary for 12 months @ Rs.6000/-p.m. and post Graduate/B.Ed. Rs. 12000/-
   - One time grant of Rs.1,00,000/- for Science/Computer Labs/Workshops in Madrasa at the Secondary/Senior Secondary Level. Rs.5000/- as annual grant for maintenance
   - One time assistance of up to Rs.50,000/- for libraries/book banks/teaching learning material followed by an annual grant of Rs 5000/-.
   - A grant up to a maximum amount of Rs.15000/- for purchase of Science/Math Kits & other pedagogical equipment
   - An amount of Rs.100/- per teacher per day (15 days) for providing 'in service teacher training' through SCERT/DIETs etc.
   - 100% financial assistance to meet registration fees, examination fees & cost of study material supplied by NIOS for each student opting NIOS at Secondary& Snr. Secondary level.
3. Madrasas which have been in existence at least for three years and registered under Central or State Government Acts or Madrasa Board or with Waqf Boards or NIOS are eligible to apply for assistance under this programme.
4. Training will be arranged in groups for Madrasa teachers appointed under the scheme by SCERTs/DIETs/BRCs.
5. Madrasas with respect to whom expenditure on account of honorarium of the teachers is met by the State Government will not be eligible for salary component under the scheme
6. Madrasas receiving financial assistance for teacher training, text books, computers, science/maths kits etc. from any other State/Central Scheme will not be eligible for that component under this scheme.

An amount of Rs. 120.00 cr. has been earmarked for the year 2016-17 under the Scheme for Providing Education to Madarsas/ Minorities (SPEMM), which includes funds for both SPQEM and IDMI. Out of this an amount of Rs. 83.30 Cr. has been released to State Governments for honorarium of teachers, Book Bank/Science kits, Computer Lab. and Teachers Training etc. covering 15547 Madarsa teachers teaching modern subjects in 6256 Madaras under SPQEM Scheme as on 23.3.2017.

Infrastructure Development for Minority Institute (IDMI)

- The Scheme facilitates education of minorities by strengthening school infrastructure in Minority Institutions. The scheme covers the entire country. It will fund infrastructure development of private aided/unaided minority elementary/

secondary/senior secondary schools to the extent of 75% and subject to a maximum of Rs. 50 lakhs per school. Organizations that are recognised by Central or state government shall be eligible to apply, should have been functioning for at least last 3 years and have substantial enrolment of children from minorities.

- The scheme is implemented through the State Governments and all requests for financial assistance are entertained by the State Government in the prescribed application form. On receipt of proposals from the State governments the Grant in Aid Committee of the Central Govt. considers them on merit and recommends assistance.
- The financial assistance is provided on a one time basis. A voluntary organization or educational institution can receive benefit from the scheme only once in five years. Funds are released in two instalments by Government of India through the State Government. The second instalment has to be claimed within one year of the first instalment during which period, the Institution has to incur its share of 25% towards infrastructure up gradation.
- The Central & State Governments will widely publicize the scheme. The performance of the scheme will be evaluated by the Central & State Governments as appropriate but definitely once after completion of two years of its operation.

An amount of Rs. 120.00 crore has been earmarked for the year 2016-17 under the Scheme for Providing Education to Madarsas/ Minorities (SPEMM), which includes funds for both SPQEM and IDMI. Out of this an amount of Rs. 1.66 Cr. has been released to State Governments for infrastructural development of 37 Institutes under IDMI Scheme as on 23.3.2017.

Name of State / UT	Amount released (in Lakhs)					
	2015-16			2016-17 (as on 17.3.2017)		
	Amount	Madarsas	Teachers	Amount	Madarsas	Teachers
Bihar	1543.36	1127	3381	-	-	-
Chhattisgarh	364.11	268	667	-	-	-
Jharkhand	204.48	110	285	-	-	-
Karnataka	-	-	-	-	-	-
Madhya Pradesh	2532.865	3288	6093	240.95	194	440
Tripura	305.27	258	655	-	-	-
Uttar Pradesh	23101.32	14974	37824	8089.05	6062	15107
Uttarakhand	892.49	481	1389	-	-	-
West Bengal	461.38	221	663	-	-	-

Name of State / UT	Amount released (in Lakhs)					
	2015-16			2016-17 (as on 17.3.2017)		
	Amount	Madarsas	Teachers	Amount	Madarsas	Teachers
Chhattisgarh (for development of Madarsa Board)	5.00	-	-	-	-	-
NIOS	39.13	-	-	-	-	-
EdCil	**1.33**	**-**	**-**	**-**	**-**	**-**
Total	**29450.735**	**20727**	**50957**	**8330.00**	**6256**	**15547**

Statewise achievements under Infrastructure Development of Minority Institutes(IDMI)

S.No.	States	2015-16		2016-17(as on 21.3.2017)	
		No. of Institutes	Amount (Rs. in Lakh)	No. of Institutes	Amount (Rs. in Lakh)
1	Kerala	6	56.0625	1	3.75
2	Uttar Pradesh	1	5.33	1	20.60
3	Sikkim	4	39.58	5	39.54
4	Manipur	1	25.00	-	-
5	Mizoram	1	4.875	25	82.40
6	Karnataka	-	-	2	11.44
7	Nagaland	-	-	3	8.63
	Total	**13**	**130.8475**	**35**	**166.36**

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CHAPTER 04

SECONDARY EDUCATION

CHAPTER 04

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 to enhance the enrolment at secondary stage by 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 provided under the Scheme 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 on micro planning, (ii) Preference to areas with concentration of SC/ST/Minority for opening of schools, (iii) Special enrolment drive for the weaker sections, (iv) More female teachers in schools and (v) Separate toilet blocks for girls.

Revision in Funding pattern and fund flow:

Ministry of Finance vide their letter dated 28.10.2015 revised the sharing pattern between Central and State Government to 60:40 for all States excluding 8 North Eastern and 3 Himalayan States for which it is 90:10. For UTs, it is 100% central share. Funds under RMSA are released to the States/ UTs, who in turn release it to the State Implementing Agencies along with matching State share.

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 implementation of the RMSA programme during 2012-16. During this implementation period, 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 Fund for capacity building of RMSA.
- International Experience of the External Funding Agencies have been useful in

providing technical expertise to the programme, besides additional financial resources.

Progress of implementation (2016-17): A total Budgetary Allocation of Rs. 3700 crores have been made for Integrated RMSA scheme. Out of total allocation, an amount of Rs. 2974.61 crore has been incurred till 09.01.2017.

1. Some of the significant initiatives, under RMSA for improving quality of education are as below:-

(i) **Shaala Siddhi -** School Standards and Evaluation Framework and its web portal was launched on 7th November, 2015. It is a comprehensive instrument for school evaluation leading to school improvement. Developed by the National University of Educational Planning and Administration (NUEPA), it aims to enable schools to evaluate their performance in a more focused and strategic manner and facilitate them to make professional judgments for improvement. The programme's objective is to establish an agreed set of standards and benchmarks for each school, by focussing on key performance domains and their core standards. The web portal for the framework will enable all schools to engage in self-evaluation in the 7 key domains under the Framework. The results of the evaluations will be available on a public platform along with the School Report card.

In the Project Approval Board (PAB) meeting to consider the Annual Work Plan & Budget of the States/UTs for the year 2016-17, States and UTs have been advised to implement Shaala Siddhi programme for all schools. Shaala Siddhi has been implemented so far by 25 States/UTs covering 25438 schools.

(ii) **Shala Darpan -** The "Shaala Darpan Project" to cover all the 1099 Kendriya Vidyalayas was launched on 05.06.2015. The objective of this project is to provide services based on School Management Systems to Students, Parents and Communities. Under School Information Services, the following list of services will be enabled i.e., School Profile Management, Student Profile Management, Employee Information, Student Attendance, Leave Management, Report Cards, Curriculum Tracking Custom, SMS Alerts for Parents / Administrators on student & teacher attendance.

During the current financial year 2016-17, 3224 schools have been approved for implementing School Management Project on pilot basis in States/UTs with total outlay of Rs. 393.445 lakh. This will help in ensuring better and transparent administration in the schools.

(iii) **GIS MAPPING -** To ensure universal access to schools including secondary schools within a reasonable distance of any habitation and without any discrimination, the Geographic coordinates of school along with the school information available in UDISE is being uploaded on the school GIS Web enabled platform i.e. http://schoolgis.nic.in. All states have conducted GIS mapping and shared geographical coordinates of schools with the NIC except the State of Jammu and Kashmir. This mapping is

linked to the UDISE data base to ensure that every school is mapped and is backed by a detailed school report card based on UDISE information. This effort of developing web enabled platform about school information (Spatial and Non Spatial data) will add to the quality of planning and better utilization of resources available under SSA and RMSA.

As on 31.12.2016, Against the total of 15,22,925 schools (as per UDISE 2015-16), 12,56,551 (81.55%) schools have been mapped on GIS portal.

(iv) **National Achievement Survey for Class X -** The National Achievement Survey for Class X has been undertaken for the first time by MHRD. A summary report on the National Achievement Survey (NAS) Class X was submitted by NCERT to the Ministry on 4th January, 2016. The survey investigates student achievement in five subjects: English, Mathematics, Social Science, Science and Modern Indian Language. The test has been administered in 33 States and Union Territories after a scientific and robust process of sample design, test development and translation, with rigorous adherence to technical procedures.

The achievement of a child is dependent on various background factors, which have been collected in detail under the survey. In depth analysis of achievement scores and background variables is giving more insight to policy makers and curriculum developers and other stakeholders. Accordingly, teachers training (pre-service and in-service) programmes will be designed on the basis of NAS findings to improve pedagogical aspects in relation to different subjects. It will also help States to revisit curriculum expectations and initiate curriculum reforms. The State Report Card has also been forwarded to the States/UTs.

(v) **Kala Utsav -** Kala Utsav is an initiative of MHRD to promote Arts (Music, Theatre, Dance, Visual Arts and Crafts) in education by nurturing and showcasing the artistic talent of school students at secondary stage in the country, and it is also a platform to bring arts to the centre stage in an inclusive environment.

As part of Kala Utsav, Competitions in the four themes of Music, Dance, Theatre and Visual Arts were held at District and State levels and the winning teams thereafter participated at the National level Kala Utsav 2016 which was held at New Delhi from 15-18th November, 2016. Nearly 1700 Students from all 36 States/UTs, KVS and NVS participated in the event.

(vi) **Focus on Science and Maths:** Rashtriya Avishkar Abhiyan launched on 9th July 2015-Under Rashtriya Avishkar Abhiyan, training of 1.04 lakh Science and Maths teacher, Math and Science Kit, excursion trip to science centres and Museum for students, special teaching on science and maths, science exhibition at district level, teaching of Vedic maths etc has been included under RMSA.

During the current financial year 2016-17, an amount of Rs. 157.31 crore has been approved for the RAA Project on Science & Maths.

(vii)**National Award for Teachers using ICT for Innovation in Education -** Under the ICT in Schools, to promote computer enabled learning and usage of ICT in teaching in Government and Government aided Secondary and Higher Secondary Schools has provision for instituting the National Award for innovative use of ICT to motivate the Teachers and Teacher Educators for innovative use of ICT in teaching-learning.

The National Award for Teachers using ICT for innovation in education for the 2015 was given away to the 11 teachers along with the National Teacher Award on Teachers Day, 2016.

(viii) **Data base of Students and Teachers -** As on 31.12.2016, 25,04,73,095 (approx 71.6%) children in the age group of 5 to 18 years have been enrolled under Aadhar, as against 20,94,34,376 Children (59.8 %) at the end of December, 2015.

Data of 50,77,029 teachers was captured including Aadhar of 16,10,487, email of 20,20,687 and mobile no. of 37,59,705 teachers, and uploaded on e-Sampark portal. NUEPA has incorporated the aforesaid details in its Data Capture Format (DCF) for UDISE, which will ensure its periodic updation.

VOCATIONALISATION OF SECONDARY AND HIGHER SECONDARY EDUCATION

Introduction

The Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education approved by the Cabinet in September, 2011 has been revised on 12 February, 2014 with a view to align it with the National Skills Qualification Framework (NSQF) into which the NVEQF issued by the Ministry on 2nd September, 2012 has been assimilated. The scheme has been subsumed Under Integrated Rashtriya Madhyamik Shiksha Abhiyan since April 2013.

Objectives

The specific objectives of the scheme are 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 while introducing Vocational Education at the Secondary level, seeks to integrate Vocational Education with general education and provide horizontal and vertical mobility to the students. It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content.

Coverage

7448 schools in 32 States/UTs across 17 sectors - Agriculture, Apparel, Automobile, Beauty & Wellness, Banking/Financial Services & Insurance, Construction, Electronics, Health Care, IT & ITeS, Logistics, Media & Entertainment, Multi Skill, Physical Education & Sports, Retail, Security, Telecom, and Tourism& Hospitality have been covered till 2016-17. Approximately 4 lakh 86 thousand students of

5582 government schools are undergoing vocational courses across the nation. The vocational courses being offered under the scheme make these students employable and prepare them for the world of work. Around thousand students have been employed after completing NSQF level four courses from the schools.

Beauty & Wellness Practical

Role play under Security

Healthcare Practical

Role play under Retail

Achievements/Outcomes

The following are the latest developments under the scheme:-

1. During the Financial Year 2016-17, 3798 schools have been approved for implementation of component of Vocational Education across 27 States/UTs.
2. A series of meeting with all the stake holders including NSDC, PSSCIVE, SSCs were held in the months of November, 2016 and January, 2017 for selection of 100 NSQF compliant job roles to be taken up in the schools under Vocationaliation of Secondary and Higher Secondary Education.

3. A national consultation meeting with States/UTs and all other stake holders was organized on 25th January, 2017 to sensitize the States about the concept of Job roles and review the implementation.

Construction and Running of Girl's Hostel for the Students of Secondary and Higher Secondary School- a Component of centrally sponsored Scheme of RMSA.

The Centrally sponsored scheme of " Construction and Running of Girls Hostel (GH) for Students of Secondary and Higher Secondary Schools" was launched in 2008-09 and is being implemented from 2009-10 replacing the earlier NGO driven Scheme. The Scheme was subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in may 2013. The main objective of the

GH component of RMSA is to improve access and to 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 social 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 girl students should be from SC,ST,OBC and Minority Communities.

As per information provided by the States/UTs out of 2483 Girls Hostels(GH) approved so far construction of 1076 Hostels were completed and construction in 739 Hostels is in progress with construction still to commence in 668 Hostels and 988 Girls Hostel were made functional, as on 31/12/2016. The Ministry approved 259 new Girls Hostels in 2016-17 (58 in Andhra Pradesh, 10 in Arunachal Pradesh, 93 in Bihar, 31 in Jharkhand, 1 in Kerala, 43 in Odisha and 23 in Telangana).

Inclusive 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). Inclusive Education for Disabled at Secondary Stage (IEDSS) component was subsumed under Rashtriya Madhyamik Shiksha Abhiyan during 2013-14. 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.

2. 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) Loco-motor disabilities, vi) Mental retardation, vii) Mental illness, viii) Autism, ix) Cerebral palsy and may eventually cover Speech impairment, Learning disabilities, etc.

3. The components of the scheme includes assistance for two major components i.e. A) Student-oriented components: i) Assessment of medical / educational needs, ii) Provision of student specific facilities, like assistive devices, therapeutic service, books support services etc. iii) Development of learning material, iv) Purchase of screen reading software. Girls with disability receive special focus and efforts made under the scheme to help them gain access to secondary schools with a provision of monthly stipend of Rs.200/- for the disabled girls. Rs.3000/- per child per annum is provided as Central Assistance to be topped by the States by a scholarship of Rs.600/- per disabled child per annum.

   (B) Other Components: i) Appointment of special educators, ii) Special pay for general teachers trained in special education –Rs.400/- per month iii) Construction and

equipping of resource rooms, vi) training of general school teachers to build their capacity to fulfil the needs of children with special needs vii) make schools barrier free.

4. Central assistance is being provided to States/UTs for all items covered in the scheme as per revised funding pattern between central and States/UTs. The funding pattern is 60:40 for all the States except 8 North Eastern States and 3 Himalayan States. The funding pattern for 8 North Eastern States including Himalayan States is 90 (GOI):10(States) while for Union Territories the Scheme is funded 100% by the central government. The School Education Department of the State Government/Union Territory (UT) Administration is the implementing agency. They may also involve NGOs having experience in the field of education of the disabled in the implementation of the scheme.

5. 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.

6. Approval Board approve the proposals received from the State/UTs. Accordingly approval was given for providing assistance to State/UTs for appointment/continuation of 3245 special educators.

7. A total no of 220481 Children with Special Needs (CWSN) has been covered under the scheme during the year 2016-17. A central assistance of Rs. 128.61 lakh under Non recurring and Rs. 6697.41 lakh for recurring as on 31.12.2016 has been released to State/UTs under this component in the year 2016-17. The detailed guidelines of the scheme are available on the website of Ministry: www.mhrd.gov.in/iedss.

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 Rs. 6000/- per annum (Rs.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 a State 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 Rs.1,50,000/- are eligible to avail the scholarships. There is reservation as per the 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 following DBT mode.

During 2016-17, 64,426 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 Rs.3,000/- 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 enrol in class IX in a State Government, Government-aided and local body schools. Canara bank is the implementing agency for the scheme.

During 2016-17, an amount of Rs. 44.65 Crore have been sanctioned covering 1,47,577 girl students.

IMPLEMENATION OF DIRECT BENEFIT TRANSER (DBT) SYSTEM

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

A National Scholarship Portal (NSP) has been made operational for on-line submission of proposals/list of beneficiaries by the State Governments for National Means-cum-Merit Scholarship Scheme (NMMSS) and National Scheme of Incentive to Girls for Secondary Education (NSIGSE). The Department had advised the State Governments to collect Aadhaar numbers of beneficiary students and seed the digitized database of beneficiaries with Aadhaar numbers. The States have also been advised to seed the bank accounts of the beneficiaries under both the schemes with Aadhaar to facilitate payment through Aadhaar Payment Bridge.

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CHAPTER 05

INSTITUTIONAL SUPPORT TO SCHOOL EDUCATION

CHAPTER 05

Institutional Support to School Education

Kendriya Vidyalaya Sangathan (KVS):

The Scheme

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

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

Over the years, the number of Kendriya Vidyalayas steadily increased to 1136 as on 30/06/2016 including three KVs abroad (Kathmandu, Moscow, Tehran) and 03* Non functional KVs. The number of KVs running in double shift are 66.

KVS Administration

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

The distribution of 1136 KVs, sector-wise is as under (as on 30/06/2016)

Sl. No.	Sector	No. of KVs
1	Defence	351
2	Civil	647
3	Institutes of Higher Learning	29
4	Projects	109
	Total	**1136**

(*03 Non functional KVs: 1. Gulmarg at Tamarg;
2. KIOCL at Kudremukh;
3. Bandarsindri at Rajasthan)

Admissions

The basic criterion for admission in Class-I in KVs is the transferability of the parent during the last 7 years. Thereafter, other categories of children to

be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population, if seats are available. A total number of 1190997 students (Boys 663881 and Girls 527116) are studying in Kendriya Vidyalayas (as on 30/06/2016) including enrolment of SC students 234410 (19.68%), ST students 68282 (5.73%), OBC students 191851 (16.1%) and differently-abled students 3429 (0.28%).

Empowering the Girl Child Education

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

Major Initiatives

i) **Seema Darshan** - An initiative by the Ministry of Human Resource Development, to provide an opportunity for the children to experience the border environment and to foster patriotism and nationalism among the students. Ministry of HRD in collaboration with Ministry of Defence and Ministry of Home Affairs has organized "Seema Darshan" for students from Kendriya Vidyalayas and Navodaya Vidyalayas.

The most striking outcome of the programme was the change in the thinking of the children. Most of the students were influenced positively by the visit and expressed a wish to take up a career with the defence forces and serve the motherland.

ii) **KV Shaala Darpan** - An ERP platform for 1100+ schools to enhance academic delivery and improving overall quality of education. KV Shaala Darpan is an effective tool to help all the stakeholder viz,

- Students can access curriculum, see his/her performance in various events, health cards, interact with teachers, etc.
- Teachers can analyse and generate reports on performance of students/classes, manage time table online, access e-content, etc
- Parents can monitor the child's attendance by receiving SMS; in case the child is absent, can see and track all the records pertaining to his/her child.
- Administration can have a full view of the entire system for analysis and decision making.
- Prospective parents can apply on-line for admission of their wards.

iii) **Modernization of Laboratories** - An initiative to trigger interest among the students to pursue scientific research by providing exposure to higher order and technology driven experiments. 211 KVs already modernised and 200 more in pipeline

iv) **Reducing use of Paper in Schools** - An initiative mooted with the objective of reducing use of paper and thereby reducing the cutting of trees. The students are encouraged to give their used text books and other books to their juniors in the next session to save the paper. Volunteers participating in this programme are awarded with a Green certificate.

v) **Swachhtam Vidyalaya and Harit Vidyalaya** - In order to emphasize upon clean and green environment in Kendriya Vidyalayas, 'Swachhtam Vidyalaya' and 'Harit Vidyalaya' Awards have been instituted from the session 2016-17 at regional level with running trophies and cash awards.

Academic Performance

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

Class X	**2012**	**2013**	**2014**	**2015**	**2016**
KVS	99.36	99.90	99.59	99.39	98.92
JNV	99.58	99.73	99.80	99.72	98.87
Independent Schools	99.20	99.46	99.44	-	97.72
Total (CBSE)	98.19	99.49	98.87	97.32	96.21
Class XII					
KVS	94.15	94.82	97.39	94.75	95.46
JNV	95.96	96.14	97.54	96.70	96.69
Independent Schools	80.11	82.31	82.77	-	82.40
Total (CBSE)	80.19	82.10	82.66	82.00	83.05

Salient features of Kendriya Vidyalayas

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

1. Common textbooks and bilingual (English & Hindi) medium of instruction for all Kendriya Vidyalayas.
2. All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE).
3. All Kendriya Vidyalayas are co-educational, composite schools.
4. Teaching of three languages – English, Hindi & Sanskrit from Class VI to VIII is compulsory. In Classes IX and X, any two languages out of English, Hindi and Sanskrit can be opted. Sanskrit can also be taken as an elective subject at +2 stages.
5. Through an ideal and updated methodology, KVS strives to maintain excellence in academic pursuits.
6. No tuition fee is charged from boys up to Class VIII, girls up to Class XII, for SC/ST students, children of KVS employees, children of Officers and men of the Armed Forces killed or disabled during the wars of 1962, 1965, 1971, 1999-Kargil War (against China and Pakistan).

IT –enabled schools

Kendriya Vidyalaya Sangathan is a pace setting

organisation and has taken various initiatives for improving and overhauling school education system in the country including various Audio /Video device and application of Information and Communication and Technology (ICT).

As on 30/06/2016 ICT infrastructure in Kendriya Vidyalayas is as follows:

S. No.	Item	Number
1.	Total no. of functional KVs	1136
2.	Total no. of computers available in KVs	66,368
3.	Total no. of students in KVs	11,90,997
4.	Student-Computer ratio	18:1
5.	No. of KVs with computer labs	1106 (97.70%)
6.	No. of KVs having Internet Connectivity	1116 (98.58%)
7.	No. of KVs having Broad Band Connectivity	1096 (96.81%)
8.	No. of KVs having their own Websites	1118 (98.76%)

Computer and ICT related Initiatives

Setting up of E-Class rooms in Kendriya Vidyalayas: Initially, Kendriya Vidyalaya Sangathan had implemented the E-class room scheme in 50 Kendriya Vidyalayas @ 10 E-class room in each Kendriya Vidyalaya i.e. 500 E-Class rooms. Further, it has been extended in 75 more Kendriya Vidyalayas @ 10 E-class rooms in each Vidyalaya i.e. 750 E-class rooms. 3000 more e-classrooms were established during the FY 2015-16 and 3000 are in pipeline and will be established within the FY 2016-17. Each e-classroom is equipped with Interactive Board, Multimedia Projectors and Desktop Computers. All the Kendriya Vidyalayas (except newly opened schools) are having audio-visual devices like tape recorders, television etc.

E-Content: Kendriya Vidyalaya Sangathan has developed its own E-content in all subjects for all classes which may be used in Kendriya Vidyalayas on- line/off- line basis. The process of updating the E-content is going on regular basis in collaboration with CIET-NCERT, CBSE, and NVS.

Initiatives taken by KVS in the field of ICT : KVS has implemented various ICT related training programmes in collaboration with Microsoft, Oracle Academy, INTEL & Google so that the students and teachers are prepared for collaborated and self directed learning.

ICT Award : KVS is regularly participating in ICT Award introduced by MHRD, Govt. of India. M/HRD has allocated two awards to KVS.

Achievements in Sports/Co-curricular Activities

The children of Kendriya Vidyalayas participate in various sports and games activities at regional and national level. The students of Kendriya Vidyalayas also participated in Sports

Games Federation of India (SGFI) and many students of Kendriya Vidyalaya won medals in different games and sports events.

- The students of Kendriya Vidyalayas participated in Jawaharlal Nehru Science Exhibition conducted by NCERT and won prizes of National level.
- Youth Parliament competition is organised in Kendriya Vidyalayas in collaboration with the Ministry of Parliamentary Affairs every year. For the year 2015-16 KV CRPF, Guwahati, Assam won Pandit Jawaharlal Nehru running Shield and Trophy by standing 1st position at National level.
- 1067 students (630 scouts & 437 guides) of KVs who qualified for Rashtrapati Scouts/Guides Award 2015.
- The student of Kendriya Vidyalayas participated in various Olympiads, namely, Mathematics/Physics/Chemistry/Biology, etc. and won medals at national and international levels.
- Kendriya Vidyalayas organised Social Science Exhibition to nurture the talent among the children in the area of art and culture.
- The KVS Social Science Exhibition cum - National Integration camp is organized at Regional and National Level.

Training Programmes

KVS gives due emphasis to Refresher Courses for all categories of its teachers to update their knowledge, methodology and innovative practices. In the session 2015-16 the number of courses/workshops organized are as under:-

Sl. No.	Category	No. of Courses/Workshops	No. of participants
1	In-service Courses for Teachers	84	2675
2	No. of Workshop (ZIETs)	397	3616
	TOTAL	**481**	**6291**

Guidance and Counselling

KVs has hired counsellors for career guidance and Counselling and also utilizes the services of its teachers, especially of those who have undergone the professional training in Guidance and Counselling, to help children at times of their social needs and also in selection of their career and social obligations through personality development.

Hostel Facilities

The scheme of Kendriya Vidyalayas originally approved by the Cabinet in November, 1962 had envisaged that Kendriya Vidyalayas would be residential. However, at the time of implementation of the scheme it was decided that hostel facilities should be provided to some students, particularly to those whose parents were transferred in the middle of a term or to a station not having a Kendriya Vidyalaya. There are 08 KVs having hostel facility for boys and girls.

Sl. No	Name of the KV	Region	Total capacity of the students	Present enrolment as on 10.11.2016
1.	Lansdowne (boys)	Dehradun	100	36
2.	Jawahar Nagar (Boys)	Patna	96	58
3.	Jhajjar (Boys)	Gurgaon	50	17
4.	No. I Gwalior (Boys)	Agra	150	Nil
5.	ASC Center Bangalore (Girls)	Bangalore	60	24
6.	Pachmarhi (Boys)	Bhopal	50	50
7.	Ghaziabad (Boys)	Delhi	80	Nil
8.	No. I Delhi Cantt (Girls)	Delhi	72	45

Finance

KVS is fully funded by the Government of India. The budget sanctioned to KVS by the Government of India, Ministry of HRD (Department of School Education & Literacy) under Non-Plan and Plan heads during the last 5 years are as under :-

Year	Non-Plan	Plan
2011-2012	1885.00	350.00
2012-2013	2104.34	350.00
2013-2014	2424.97	350.00
2014-2015	2501.15	742.00
2015-2016	2403.47	875.00

Kendriya Vidyalayas in North East Region

There are 105 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 75187 (Boys 40461 and Girls 34726). Among 105 KVs in NE Region, 59 are in Civil, 22 are in Defence, 17 are in Project Sector and 07 are in Institutes of Higher Learning.

The pass percentage in class X & XII in the regions during 2015-16 is given as under:-

	Class X	Class XII
Guwahati Regional Office (covering Assam, Meghalaya, Arunachal Pradesh, Sikkim and West Bengal)	99.22	95.16
Silchar Regional Office (covering remaining part of Assam, Mizoram, Manipur, and Tripura)	98.34	94.90
Kolkata Regional Office (covering Andaman & Nicobar Island Schools and West Bengal).	95.74	94.19
Tinsukia Regional Office (covering Arunachal Pradesh, Nagaland, remaining part of Assam)	98.93	90.20

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

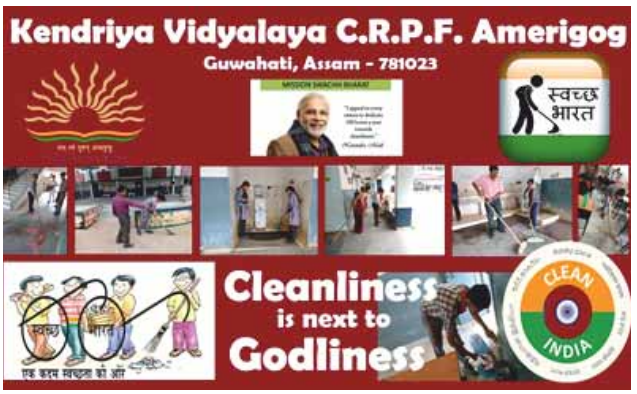
Year	Plan	Non-Plan
2011-2012	Rs. 3500 lakh	Rs. 10368.91 lakh
2012-2013	Rs. 3500 lakh	Rs. 11323.57 lakh
2013-2014	Rs. 3500 lakh	Rs. 12017.78 lakh
2014-2015	Rs. 4703 lakh	Rs. 12659 lakh
2015-2016	Rs. 8750 lakh	Rs. 13013.82 lakh

47th KVS National Sports Meet 2016

Hon'ble PM and Hon'ble MEA visits KV Tehran

National Swachhata Award to KV-FRI, Dehradun

Clean India Drive at KV CRPF Amerigog (Guwahati, Region)



Hon'ble Union HRD Minister Visits KV Salt Lake, Kolkata and Participated in Cleanliness Drive

Inauguration of KV Budayan in Jind District of Haryana

National Integration Camp-cum-Social Science Exhibition-2016 at SVP Radhakrishnan Auditorium, New Delhi

"Azadi-70: Yaad Karo Kurbani"
Festival-cum-Exhibition at SVP Radhakrishnan Auditorium, New Delhi

JAWAHAR NAVODAYA VIDYALAYAS (JNVs)

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 Registration Act XXI of 1860, with the objective to establish Navodaya Vidyalayas to provide good quality modern education – including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education – to the talented children predominantly from the rural areas without regard to their family's socio-economic condition.

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

Status of sanctioned JNVs and functional JNVs: To start with, two Jawahar Navodaya Vidyalayas were established during 1985-86, at Jhajjar

(Haryana) and Amaravati (Maharashtra). As on date 660 JNVs have been sanctioned by the Government in 35 States and UTs except Tamil Nadu State. Out of total 660 JNVs sanctioned 594 are functional in the country.

Admission of students in JNVs: Admission in Jawahar Navodaya Vidyalaya is made on the basis of Selection Test designed and conducted by the Central Board of Secondary Education. The Selection test is non-verbal and class neutral and is designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. Only the candidates from the district concerned where the Jawahar Navodaya Vidyalaya has been opened are eligible to apply for admission. However, the district where JNV is opened and is bifurcated at a later date, the old boundaries of the district are considered for the purpose of eligibility for admission in the JNV, in case a new Vidyalaya has not been started in newly bifurcated district as yet. JNVs are co-educational and residential and from Class VI to Class XII. The admissions are done for Class VI and IX through JNVST. The statistical figures for the students appearing for the JNVST and selected in the year 2015-16 are as under:

Class	Students Appeared	Student Selected
VI	1891092	41663
IX	75768	4649

Reservation Policy for admitting students in the JNVs:

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

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

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

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

Enrolment figure of students as on 31.12.2016

Total number of students	NUMBER	BOYS	GIRLS	RURAL	URBAN	GEN	SC	ST
	253659	154249	99410	198638	55021	141029	63914	48716
%AGE	100.00	60.81	39.19	78.31	21.69	55.60	25.20	19.21

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

	2012-13		2013-14		2014-15		2015-16	
Year Class	X	XII	X	XII	X	XII	X	XII
Pass Percentage	99.73	96.14	99.80	97.67	99.72	96.91	98.83	96.70

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

Computer Education:

- 588 JNVs have Computer Aided Education.
- 554 JNVs have been provided with laptops.
- 516 JNVs have Smart Classrooms with 29" colour TV connected to computer.
- 02 Multimedia Projectors are provided in each of the 554 JNVs.
- 33 JNVs have been developed as Smart Schools.
- In 373 JNVs, facility of web based teaching & learning has been introduced.
- More than 80% Teachers (about 10,000) have undergone structured training in basic operations and computer aided education.
- About 50% of non-teaching staff have also undergone computer training.

Students and teachers have been attempting to develop collaborative projects using the advantage of network facilities available.

Facilities for the students in the JNVs: Education in the Jawahar Navodaya Vidyalayas, including boarding & lodging as well as expenses on uniform, textbooks, stationery, rail/bus fare from school to the homes etc., are free for all students. However, a nominal fee @ Rs. 200/- per month is charged from students of class IX to XII as Vidyalaya Vikas Nidhi. The students belonging to SC/ST categories, girls, disabled students and children from the families below poverty line (BPL) are exempted from payment of this fee. The average operational expenditure per student per annum for the year 2015-16 was Rs. 79,853/-.

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 (1968-1986) 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 Education 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 Umiam (Meghalaya).

As the academic authority for implementation of the Right of Children to Free and Compulsory Education Act, 2009, NCERT has been providing academic support to States and UTs for implementation of the Act. Sarva Shiksha Abhiyan (SSA) launched by MHRD for Universal Elementary Education is being implemented by NCERT as a flagship programme for universal access and retention, binding gender and social category gaps in education and enhancement of learning levels of all children. Under Sarva Shiksha Abhiyan (SSA), Padhe Bharat Badhe Bharat, Early Literacy Programme (ELP) and Early School Mathematic Programme (ESMP) are carried out in all the States to improve fundamental skills of reading and writing and learning of mathematics in early grades.

In the area of Early Childhood Care and Education, research studies on 'Availability of educational facilities for pre-primary education in the primary schools of selected North- Eastern States' and 'Green School Practices under Education for Sustainable Development (ESD)' are in progress. Also, national consultation meets on 'Pedagogy and practices in early childhood education' and 'Out of school children' have been conducted.

The Council has developed Learning Outcomes document in two forms i.e., 'Complete document' which includes Curricular Expectations, Pedagogical Processes and Learning Outcomes of Classes I-VIII. This document is meant for teachers and teacher educators and school administrators to ensure and enhance the quality of learning in the school premises and 'Compact version' contains only the learning outcomes for each subject in each class.

Early Literacy Programme (ELP) under Sarva Shiksha Abhiyan (SSA) with the approval and support of the Ministry of Human Resource Development (MHRD) started with the objectives to focus the attention of policy makers and curriculum designers all over the country on the pedagogy of reading in the early years. The ELP has collaborated with States/UTs towards the creation of awareness and implementation of Early Literacy in schools all over the country.

In order to promote early literacy programme, video programmes, guidelines on print rich environment, Reading Corner, Flyers on Barkha Series, children's magazine Firkee Bachchon ki. Posters with short poems and stories for children are being developed. Capacity building programmes on Early Literacy are being conducted with the help of the training manual 'Padhne ki Samajh' for the States of Bihar, Goa, Andaman & Nicobar Islands.

Under Early School Mathematics Programme, capacity building programmes for teacher educators from various States and UTs on early mathematics learning and early literacy, a national workshop on 'Learning Outcomes at elementary stage', development of Hindi version of the CCE package at the primary and upper primary stage are in progress.

Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) framework (MHRD, 2009) envisages

NCERT as a nodal agency to implement quality concerns of RMSA so as to improve secondary education in the country. The RMSA Project Cell established in NCERT address all the aspects of RMSA viz., up-grading existing upper primary schools into secondary schools, strengthening the existing secondary schools, quality of teachers, up-gradation of KGBV, IEDC, vocational education, and also the curriculum issues. It also advises the Government of India on policies and programmes pertaining to secondary education, both in formal and non-formal sectors. The RMSA Project Cell in major way tries to meet one of the greatest challenges to reduce the gap between intended, enacted and received curriculum by strengthening curricular, pedagogical and evaluation aspects in the secondary education.

The RMSA Project Cell, NCERT is conducting two-research studies viz., 'Follow up study of the capacity building programmes in science and mathematics' and 'Curriculum study of the State of Tamil Nadu. Capacity building programmes for the question paper developers of the State School/Examination boards and secondary stage teachers belonging to SC and ST concentrated blocks of Jharkhand and Chhattisgarh on project learning in Science and Social Sciences were also conducted.

To gauge the extent of correspondence between planning, execution and impact (to some extent) of the various quality interventions, NCERT has undertaken the development of Quality Assessment Tools (QATs). The QAT have been shared with RMSA monitoring institutions and state functionaries through a workshop. In addition, a 'Secondary School Preparedness Package' has been developed.

NCERT has undertaken research studies in the priority areas of school and teacher education viz, RTE Act 2009, inclusive education, analysis of textbooks of states, science and social science education, environment education, innovative pedagogy learning outcomes, impact of RMSA on school improvement, RTE Act, 2009 implementation, education of the minorities, guidance and counselling, home based education practices, Ashram Schools of Chhattisgarh, bridge course and teacher training package, emerging concerns of gender, school and society etc. Moreover, the council continues the regular research programmes viz., National Achievement Surveys and All India School Education Survey.

Through its Educational Research and Innovations Committee (ERIC), NCERT promotes educational research by providing financial support to the scholars throughout the country in the form of Doctoral fellowships and research grants. The scholars working in different universities and institutes working on school education submit their proposal which are approved and financed by ERIC.

In order to improve the classroom processes and students' learning in various curricular areas, capacity building programmes conducted in the areas of science, social science, Hindi, English, Urdu and Sanskrit, Art Integrated Learning (AIL), application of quantitative techniques in economics, promotion of ICT, action research, constructivist pedagogy, school readiness, school librarianship, health care, automobile technology, implementation of vocational education under NSQF, etc. These programmes focus on familiarising teachers, teacher educators with new pedagogies of teaching learning of language and developing language skills for academic success of the learners.

NCERT undertakes various developmental

programmes that enhance the teaching-learning process in all areas of school and teacher education. The major developmental programmes include development of educational audio-video CDs, training packages, handbooks, resource materials, various short term course materials, students workbooks, modules, dictionaries, multimedia packages, etc.

NCERT is presently involved in the development of e-Resources in psychology at senior secondary stage, a training package in arts education for primary teachers, preparation and use of science and mathematics kits, Hindi Version of the manuals higher secondary mathematics, physics and biology Kits, Barkha Series for visually challenged children and other CWSN.

NCERT has been conducting the National Talent Search Scheme since 1963 with the purpose to identify and nurture talented students every year so that they can serve the nation with distinction.

Guidance and counselling services play a crucial role for school going children by helping them meet their personal-social, educational and career related needs. NCERT has been training guidance and counselling personnel to work in school settings, for more than six decades across the country. The council also conducts Diploma course in Guidance and Counselling (Distance/online and face-to-face).

The council organizes Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) every year that marks the culminations of a series of science exhibitions for children, organized at district, zonal and state levels. 43rd Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) for Children-2016 was conducted at Bangalore from 13 to 19 December 2016. It also provides academic guidance and financial support for State Level Science, Mathematics and Environment Exhibition (SLSMEE) for children. Guidelines for the preparation of exhibits and models and organizing SLSMEE for children are provided to all stakeholders.

The research studies undertaken by the council are: 'Study of the syllabi and textbooks in science and mathematics at the upper primary and secondary stages across the country from the perspective of conceptual depth', 'Promoting quality learning in science at upper primary level in scheduled tribe (ST) dominated districts of Chhattisgarh: A framework', 'A study of utilization of science kits in schools at upper primary and secondary stages', 'A study of utilization mathematics kits in schools of Delhi at upper primary stage', 'A study of use of Micro scale Chemistry Kit developed by NCERT for the higher secondary schools of Delhi' and 'A study on science teaching with reference to Children With Special Needs (CWSN) studying at elementary schools of Delhi' have been undertaken.

Under the project 'Web conversion of certificate programme for teaching of elementary science (CTES)', 25 modules have been converted in online mode. E-Resource in various science subjects viz., Interactive e-Contents drag-and-drop, Geogebra applets and animation have been developed. Capacity building Programmes for key resource persons in teaching-learning of mathematics and Micro Scale Chemistry Kit have been conducted.

For the popularisation of science a 'Centre for Popularisation of Science' has been initiated under which there are three centres of attraction namely, 'Science Park', 'Herbal Park', and 'Activity Room'. The Science Park, an open air park wherein working models provide hands on

experiences to understand and appreciate certain selected principles of science received visitors from all over the country. Guidance is also provided to schools and educational planners for developing similar models. Two herbal gardens, one exclusively meant for inclusive education have more than 160 medical plants in all. The activity room is used to demonstrate the low cost activities that can be performed in the classroom. National conferences were organised on 'Science education' by RIE, Ajmer from 24 to 26 November 2016 and 'Mathematics education' by RIE, Bhubaneswar on 19 December 2016.

Educational kits namely, Upper Primary Science Kit, Secondary Science Kit, Senior Secondary Micro scale Chemistry Laboratory Kit, Solid State Model Kit, Molecular Model Kit, Upper Primary Mathematics Kit, Secondary Mathematics Lab Kit, Secondary Science Lab Kit (biology, physics and chemistry) have been made available. Hindi version of the manuals of Higher Secondary Mathematics Kit and Higher Secondary Biology Kit has been developed.

Recognising the potential of technology in teaching-learning, various innovative curricular materials have been developed by NCERT. The Council is involved in the development of various audio-video programmes and interactive multimedia programmes to support teaching and learning. The Council endeavours to bring together all digital and digitize-able resources for the students in subjects and all languages through NROER. The council developed 162 educational video programmes, 315 audio programmes, online course modules for SWAYAM Moocs in different subject areas, 719 e-content at elementary level, 450 at secondary level and 220 at senior secondary level, in different areas of school and teacher education. The educational programmes are telecast on SWAYAM PRABHA channel (24x7) for secondary and senior secondary classes. Under 'e-pathshala' programme, eight training programmes are conducted for thirty States/UTs. 623 e-pubs and 504 flipbooks and 2507 audio-videos are available on 'e-pathshala'. The council also monitored the implementation of ICT in education curriculum in the states of Delhi, Karnatatka, Odisha, Telengana, Andra Pradesh and Tamil Nadu. National ICT Award for School Teachers 2015 & 16 were given to 11 awardees on 5th September 2016. Also, research studies on 'Integration of ICT in teaching and learning process: A qualitative study', 'Analysis of trends in ICT in education' 'A study of ICT- Pedagogy integration approaches adopted by nominees of National ICT Award for School Teachers during 2010 to 2015' and 'Teachers' reflections on their classroom pedagogic practices' are undertaken by the Council.

NCERT looks into the issues, concerns and problems related to education of girls and women and works for promoting women's equality and empowerment. The council with the objective of providing education to girls and ensuring their full enrolment develops bridge courses for girls entering into school education at age appropriate classes and provides training to KGBV teachers on the bridge course and training package for North –Eastern States. Orientation programmes on gender, school and society were organised by NCERT for teacher educators of minority concentration districts of Bihar and Uttar Pradesh and also for the States of Assam, Gujarat, Kerala, Madhya Pradesh, Nagaland, Rajasthan, Tamil Nadu, Telengana, Uttarakhand and West Bengal. Keeping in view the importance of education and empowerment of girl child, a training programme on addressing of declining sex ratio in India was conducted for the teacher

educators from Punjab, Haryana, Delhi and Rajasthan. The council also in the process of analysing textbooks from gender perspective for the States Bihar, Chhattisgarh, Jharkhand, Haryana, Jammu & Kashmir and Rajasthan.

PSSCIVE, Bhopal, a constituent unit of NCERT, assists MHRD by providing academic and technical support to vocational programmes and also plays an advisory role to state governments on implementation of vocational education programmes. Under NSQF, the institute has developed students' workbooks in the areas of Vocational education, Construction Sector for class 11th and class 12th, Organic Farming, Floriculturist, Micro Irrigation for class 11th, Junior Software Developer, Marketing and Sales Management for class 11th, Vegetable Cultivation for class 11th and Elective Modules have been prepared. Research studies viz; 'Study of promising practices in vocational pedagogy under Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in Haryana and Himachal Pradesh', 'Effectiveness of strategies of teaching in information technology/ Information Technology Enabled Services on the basis of achievement of Class 9 Students of Government Schools of Haryana', 'Comparative study of curriculum transaction in Haryana and Himachal Pradesh States for teaching of retail management and security services vocational courses under NSQF in schools- A study' and 'A study of vocational aspirations of Class VIII students in priority sectors of NSQF in Bhopal district of Madhya Pradesh' are initiated. Training programmes were conducted in the areas of update in automobile, IT&ITeS, retail marketing Management areas with industry and implementation of vocational education under NSQF.

Regular pre-service courses are running in the Regional Institutes of Education of NCERT situated at Ajmer, Bhopal, Bhubaneswar and Mysore. (i) Four-year integrated B.Sc. B.Ed., (ii) Two-year M.Sc.(Life Science)Ed. (iii) Four-year integrated B.A. B.Ed., (iv) Two-year B.Ed., (v) Two-year M.Ed. (vi) One-year M. Phil. in Education and (vii) Pre-PhD course in Education and one-year Diploma Course in Guidance and Counseling are conducted at these centres. As components of the pre-service course activities like multicultural placement, internship-in-teaching, working with community and field work are organized for students. As a novel activity, a theatre workshop is also being organized for the students. The RIEs also have facilities for Ph.D. programme and RIE, Bhubaneswar is also recognized as a nodal centre for research in the field of education and for Pre-Ph.D. course in Education.

In the area of teacher education, research studies viz; 'A Study of SCERTs/SIEs and DIETs for strengthening their functioning and performance,' 'Factors influencing teacher motivation and their performance' and functioning and achievements leading to quality enhancement of DIETs in North-Eastern Region- An evaluative study are in progress.

The council revised the pre-service teacher education programmes run by RIEs in the light of NCTE Regulation 2014. An enrichment programme on 'Effective organisation of internship programme' for the DIET faculty of Jammu and Punjab and a capacity building programme for teacher educators for SC concentrated States on immerging issues in teacher education were organised. Further, professional development courses for SCERTs/SIEs and DIETs faculty and NCERT

faculty and conference of Directors of SCERTs/SIEs are being conducted.

To promote innovative practices and experiments in education for schools and teacher education institutions, NCERT conducts all India competition. During the year 2016-17 A national seminar was organised on 4 July 2016 to give away the awards for the year 2015-16.

Implementation of an inclusive system of education for all assumes greater significance for systemic reforms, especially in the context of the socially disadvantaged and the persons with disability. Guidelines for inclusive pre-service teacher education degree programmes and a printing of booklet "FAQ's on RTE Act with a Focus on Children with Special Needs" have been prepared. A training programme for Member Secretary of School Management Committees (SMCs) on inclusive education at elementary stage in ST concentrated states was conducted from 3 to 5 October 2016 for the States of West Bengal and Maharashtra.

Minority Cell meetings conduct at regular/intervals to monitor the Minority Cell activities. In addition, a booklet is being developed on "Frequently Asked Questions (FAQs) on Education of Minorities in English, Hindi and Urdu. The FAQs focus on academic, administrative, socio-economic and other pertinent concerns related to education of children from the minority groups.

A four member delegation from the Republic of Kyrgyzstan visited NCERT on 11 April 2016 to discuss on formulation of national curriculum framework, textbook development and use of ICT in educational processes.

Prof. Anna Parking, Dean, (International), Faculty of Humanities at Curtin University, Perth, Western Australia and her associate from New Delhi Mr. Rajiv Mathur visited NCERT on 10 May 2016. A discussion was held on the issues relating to possibilities of working with NCERT on Joint Research Projects concerning School education and offering on-line courses for in-service education of teachers for professional enhancement and capacity building in ICT-based teaching-learning practices.

A Joint Seminar was organised by the National Council of Educational Research and Training (NCERT), New Delhi, India in collaboration with the Academy of Korean Studies (AKS) from 27 to 29 July 2016 to explore possibilities of bi-lateral cooperation in the field of school education especially in the areas of curriculum and textbook development, ICT and educational technology, vocational education, physical education, yoga and sports and education for groups with special needs.

Kala Utsav is an initiative to promote arts in education by nurturing and showcasing the artistic talent of school students at the secondary stage (Class IX-XII) of education in the country. This is an event to celebrate living traditions of art forms (folk, regional & tribal) in music, dance, theatre and visual arts. This year the event was celebrated from 14 to 19 November 2016 which experienced a gathering of around 1800 students from government, government aided & private schools, teachers , teacher educators & government officials. Thirty five States/UTs, Navodaya Vidyalaya & Kendriya Vidyalaya participated in this mega event which showcased 140 art forms in music, dance, visual arts & theatre.

Yoga is an integral part of the subject 'Health and Physical Education' which is a compulsory subject up to the secondary school stage.

'Introduction of Yoga in Schools' scheme provides financial assistance to yoga institutions for enrichment of libraries of institutions, providing training to teachers and conducting compulsorily residential one-month duration Yoga training to about 30 Yoga / physical education teachers in government and government-aided schools.

As an initiative to promote Yoga in curriculum and transaction in Schools, Yoga Olympiad for school children was organised. The first-ever 'National Yoga Olympiad' was organized by the NCERT for all government and government-aided schools students from 18-21 June, 2016. Participants from block, district, state to national level competed on five yogic practices: Asanas, Pranayam, Kriya , Dhyana, Bandha and Mudra. The theme of the Olympiad was 'Yoga for Health and Harmony' in which a total of 321 students along with their 79 teachers from 21 states/UTs participated. The Yoga Olympiad is going to be annual feature henceforth.

More than 4.25 million copies of various NCERT publications in English, Hindi and Urdu which include textbooks, supplementary reading materials, teachers' handbooks, source books, research reports and six educational journals are brought out every year. Apart from non-textual material, more than 341 textbooks for different classes from I to XII are printed every year. NCERT also participates in the important book fairs like World Book Fair, Delhi Book Fair, Kolkata Book Fair, Rajdhani Book Fair, etc.

NCERT has published the document titled 'Learning Indicators and Learning Outcomes at the Elementary Stage' copies of which were sent to all Education Secretaries, SPDs and Directors of the SCERTs.

Two quarterly journals namely, 'Prathmik Shikshak' (in Hindi)' and 'The Primary Teacher' (in English) published by NCERT provide an opportunity to teachers to share their experiences and innovations at the primary level in schools across the country. NCERT also publishes 'Journal of Indian Education' and 'Bhartiya Adhunik Shiksha', 'Indian Educational Review' and 'The School Science' for dissemination of ideas for teachers, teacher educators, researchers and other concerned with education. 'Firkee Bachchon Ki' (a half yearly magazine), is also brought out by the council for children at early classes i.e., classes I and II. Tactile map book for upper primary stage for students with visual impairments has been prepared by the council. The tactile map book was released by Hon'ble Union Minister for HRD on 55th Foundation day of NCERT on September 01, 2015 at New Delhi. Audio version of the tactile map book in Hindi and English in Daisy format has also been developed by NCERT. Hon'ble HRM Smt. Smriti Zubin Irani also released supplementary book and audio-visual materials namely Vedparijat (Introductory book on Vedic Literature), Vatayanam (Audio of Sanskrit Stories) Vatayanam (Video of Sanskrit Stories) and Chhandovilasah (Video of Sanskrit Chhandas).

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

National Bal Bhavan: National Bal Bhavan,

established in 1956, is an autonomous institution funded by the Ministry of Human Resource Development, Government of India. Bal Bhavan as a movement is spread across the length and breadth of the country with 134 affiliated Bal Bhavans and Bal Kendras. In addition there are 48 Bal Bhavan Kendras and a Bal Bhavan at Mandi village in Delhi. National Bal Bhavan aims at enhancing the creative potential of children by providing them various activities, opportunities and common platform to interact, experiment, create and perform according to their age, aptitude and ability. It offers a barrier-free environment with immense possibilities of innovation without any stress or strain. Various creative activities are conducted for children specially from the deprived sections of society on a regular basis at NBB and its affiliated institutes.

National Bal Bhavan, Kotla Road

Toy Train at National Bal Bhavan

Programmes: Apart from their regular activities, National Bal Bhavan and its affiliated institutes organize large number of programmes at local, zonal and national levels. Thousands of children participate in these programmes. Many specially designed workshops, seminars and symposia are also organized throughout the calendar year.

Major Programmes:

- **Bal Shree -** The Bal Shree Scheme was started by National Bal Bhavan in 1995 to recognize exceptionally creative and innovative children of the country in the fields of arts, performance, writing and scientific innovation. A National Camp for selected State level Bal Shree participants was organized for two days on the 4th and 5th May, 2016. Out of 404 children from all over India 369 candidates appeared in the 16 sub streams amongst the four Categories of Creativity.

(Dr. Subhashini Passi conducting Creativity Session with national Bal Shree participants)

- **Summer Fiesta -** National Bal Bhavan organized Summer Fiesta 2016 from the 17th May to 22nd June, 2016 for which 5,958 children enrolled for various activities. Every Saturday, special assembly was organized in the Open Air Hall. More than 2,500 children were a part of these assembly sessions. Another special feature of Summer Fiesta 2016 was participation of Bal Bhavan Kendra children and children from Arya Orphanage, Govt. Boys Sr. Sec. School, Ambedkar Nagar in the activities. More than 3,000 children were given refreshment packets & bananas on daily basis during summer fiesta.

Highlights of Summer Fiesta:

- Video on Information technology for children
- International Yoga Day celebration
- Workshops - Radio Jockeying, Communication skills, Creative writing, Storytelling, Life skills, Terracotta Art, Papier-maiche, Flower pot painting. Jewellery designing, Handicraft, Chhau dance, Folk songs of Rajasthan, Exploring Heritage, trip of member children to Chandigarh for outdoor photography camp, visits to various museums in Delhi.

(Inauguration of Summer Fiesta)

(Art Activity – summer fiesta)

International Yoga Day celebrations

- **AZADI 70 :** Yaad Karo Kurbani - Swatantara Pakhwara was organized from the 1st- 15th August 2016. Quiz , creative writing, banner making, poem writing, freedom movement run were planned on the theme of Freedom. Children from different schools, NBB member children and staff participated in the programmes

Azaadi 70: Yaad Karo Kurbani Freedom Run

- **National Children Assembly-** National Children's Assembly and Integration Camp 2016 was organized on the 14th, 15th and 16th of November 2016. Theme for the camp was based on the values-'dosti, sachchai, sneh' (friendship, truthfulness and love). The programmes were designed according to the theme for this 3 day gala event. Around 400 children participated from 69 Bal Bhavans across 17 States in the 3 days camp. Various innovative workshops and activities were organized and certificates were awarded to all the participants.

Story telling session in progress at NCA 2016

Art of pottery at NCA 2016

(Children from different Bal Bhavans – NCA NCA 2016 Valedictory 2016)

- Hindi Pakhwara (01 Sept. 2016 to 15 Sept. 2016) - slogan writing, poetry writing, quiz etc. were organized for adults and children
- Aero modeling & Flying Workshop (06 Sept. 2016 to 30 Sept. 2016) - to teach the basics of flying to adults and children with some hands on activities.

(Aero-modelling workshop)

(Craft class Photography workshop in Chandigarh)

MANDI

In the mid sixties, a scheme for the establishment of Jawahar Bal Bhavans was initiated, Jawahar Bal Bhavan at Mandi is an extension of the scheme. Activities at Jawahar Bal Bhavan include Physical Education, Art & Craft, Tailoring, Wood Craft, Clay Modelling, Dance and Music.

Highlights:

- Children of Masonic Public School participated in the activities on the 19th, 22nd, 26th and 27th April, 2016. They took part in the art and craft and sports activities.
- Earth Day 2016 with the theme "Trees for the Earth" was observed with member children. A pledge was taken for protecting the earth and environment followed by poster making and slogan writing and sports activity.
- Each festival is celebrated at Jawahar Bal Bhavan, Mandi to promote love and respect among different faiths, religions and beliefs by discovery of each other's customs and thereby promoting peace, amity and brotherhood.

(Azaadi 70 celebrations at JBB Mandi)

- Jawahar Bal Bhavan, Mandi is an extension of NBB and observes all the programmes that are undertaken at NBB

Bal Bhavan Kendras (BBK) in Delhi NCR: The growing needs and demands of children who find it difficult to reach Bal Bhavan for some reason or the other made it imperative to set up Bal Bhavan Kendras in various parts of Delhi. The prime objective of these Kendras is to help the economically and socially deprived children as well as the school children who cannot avail of the Bal Bhavan facilities for some reason or the other. Bal Kendras provide children in the far flung areas of Delhi an opportunity for creative expression at their very door step. BBKs have activities like Art & Craft, Stitchery and Music.

(Children of Bal Bhavan Kendra participating in a rally at NBB)

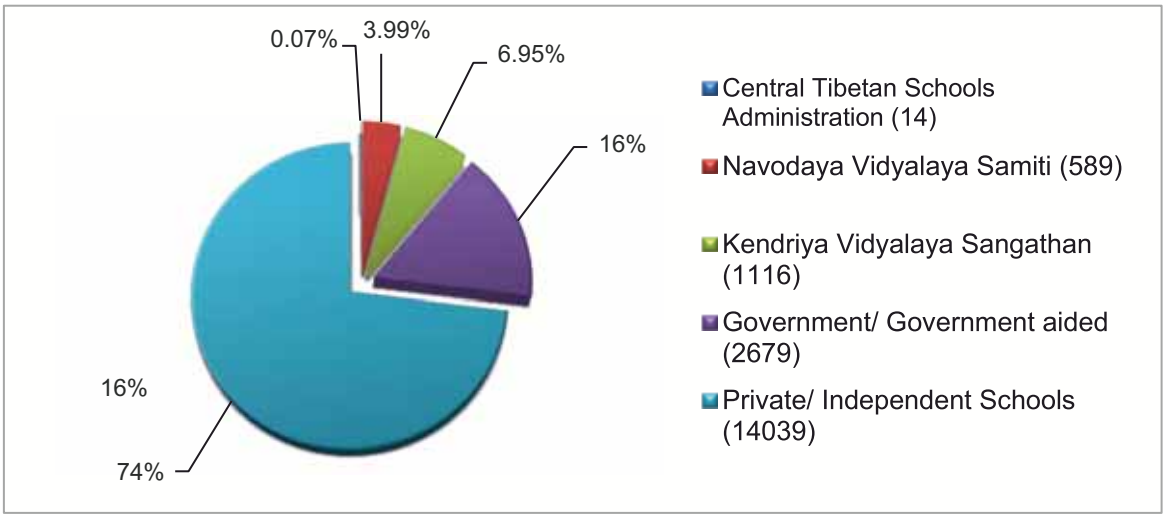
Highlights:

- Membership in BBKs till date is more than 8,000.
- 1000 plus children from BBKs participated in NCA 2016
- They put up a stall at NBB of creative artefacts during NCA 2016

CENTRAL BOARD OF SECONDARY EDUCATION, DELHI

There are of 18437 schools affiliated to the Board as on 31st December 2016 across the world. Out of which there are 1116KendriyaVidyalayas, 2679 Government Schools, 14039 Independent Schools, 589JawaharNavodayaVidyalayas and 14 Central Tibetan Schools.

CBSE Schools (18437)



Examinations/Assessments

School Examinations	Entrance Examinations for Professional Courses	Assessment	Others
• Senior School Certificate Examination (Class XII) and Compartment. • Secondary School Examination (Class X) and Improvement of Performance (IOP)	• 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) for Assistant Professor and Junior Research Fellowship	• Performance Analysis Test (CBSE-i) • Assessment of Speaking and Listening (ASL) Skills	• Central Teachers Eligibility Test (CTET) • Jawahar Navodaya Vidyalaya Selection Test (JNVST) for classes VI & IX • Navodaya Vidyalaya Samiti Recruitment Test for Principal, Assistant Commissoiner, PGT's & TGT's • Kendriya Vidyalaya Recruitment Test for Principal, PGT's, & TGT's & PRT's

Examination 2016

Classes	Candidates Registered	Pass %
XII	1065179	83.05
X	1491293	96.21

Examination 2017

Classes	Date of Examinations
Class XII	09th March 2017 to 29th April 2017
Class X (scheme I) School based examination	15th March 2017 onwards
Class X (scheme II) Board based examination	09th March 2017 to 10 th April 2017

Joint Entrance Examination (JEE)

JEE is conducted by the JEE Apex Board (JAB) for admission to Undergraduate Engineering Programmes in NITs, IIITs, other Centrally Funded Technical Institutions, participating State Government Institutions and also for the JEE (Advanced) for admission to the undergraduate programmes offered by the IITs/ ISM Dhanbad.

JEE (MAIN) – 2016

As per the decision taken by the JAB in meeting held on 05th October, 2015, the Central Board of Secondary Education conducted the JEE-MAIN for admission in the undergraduate programme in engineering for the academic session 2016-17.

The offline examination was conducted on 03rd April, 2016 & online examination was conducted on 09th& 10th April, 2016

JEE (Main) 2016 Examination Statistics

Description			April, 2016
No. of candidates Paper – 1 (B.E./ B. Tech.)	Offline	Registered	10,34,989
		Appeared	9,83,129
	Online	Registered	1,72,069
		Appeared	1,45,507
No. of candidates Paper–2 (B. Arch./ B. Planning)	Offline	Registered	1,29,629
		Appeared	1,12,035
No. of examination cities	Offline		132
	Online		132
No. of examination centres	Offline		1817
	Online		443

The score of top 2,00,000 candidates eligible for appearing in JEE (Advanced)was declared on 27th April, 2016.

The ranks/result of JEE (Main) was declared on 23rd June 2016.

JEE (Main) –2017

The offline examination for JEE (Main) is scheduled to be held on 02ndApril 2017 and the online examination will be held on 08th and 09th April, 2017.

Number of Candidates	1199039
Number of Centres	1780

National Eligibility cum Entrance Test-2016

In compliance with the directives of the Hon'ble Supreme Court of India, the notifications issued by Medical Council of India and Dental Council of India in December, 2010 for holding of NEET came into force.

During the course of hearings in the Hon'ble Court CBSE kept on preparing for the AIPMT scheduled for 1st May, 2016 that was eventually termed as NEET-I and the examination was successfully conducted by the Board on 01.05.2016 in 1,040 centres across 52 cities in India and abroad for 6,67,637 candidates.

NEET-II was successfully conducted on 24th July 2016 at 739 centres across 56 cities in India for 4,75,785 candidates. The combined result of NEET-I and NEET-II was declared on 16th August, 2016.

Details	Registered	Appeared	Absent	Total exam cities	Total centres
NEET-I (01.05.2016)	6,67,637	6,25,392	42,245	52	1040
NEET-II (24.07.2016)	4,75,785	4,38,867	36,918	56	739

NEET 2017

NEET 2017 is scheduled to be held on 07th May 2017.The responsibility of the CBSE is to conduct the NEET 2017 and prepare All India Rank based as per the instructions supplied by Medical Council of India. CBSE will hold NEET-UG, 2017 for the first time for admission in MBBS/BDS courses for all seats and all Medical/Dental Colleges.

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 February 2016

- The 9th edition of CTET was successfully conducted on 21st February 2016.

CTET-February 2016 Examination Statistics

Appeared	Qualified	Cities	Centres	Overall Pass Percentage
610595	114223	87	973	18.7%

Paper 1				Paper 2			
Registered	Appeared	Qualified	%age	Registered	Appeared	Qualified	%age
241616	200100	59054	29.51	558137	450976	60411	13.4

CTET September 2016

- The 10th edition of CTET was successfully conducted on 18th September 2016.

CTET- September 2016 Examination Statistics

Appeared	Qualified	Cities	Centres	Overall Pass Percentage
538283	65834	94	851	12.23%.

Paper 1				Paper 2			
Registered	Appeared	Qualified	%age	Registered	Appeared	Qualified	%age
232442	193006	26638	13.8	474513	386085	42928	11.12

JNVST (Jawahar Navodaya Vidyalaya Selection Test)

Presently there are 590 JNVs spread in 28 States and 7 Union Territories. These are co-educational residential schools fully financed and administered by Government of India through an autonomous organization, Navodaya Vidyalaya Samiti. Admissions in JNVs are made through the Jawahar Navodaya Vidyalaya Selection Test (JNVST) at Class VI. The first selection test was conducted by CBSE in the year 1997.

The JNV Selection test is conducted in 3 phases in a year in different parts of the country, summer bound session during January, winter bound during April and extreme winter bound session during June.

Date of Exam	Registered	Appeared	Selected
09.01.2016(Summer Bound)	21,67,242	19,10,821	41,661
09.04.2016(Winter Bound)			
11.06.2016(Extreme Winter Bound)			

Recruitment test for NVS & KVS

Navodaya Vidyalaya Samiti Recruitment Test

Post	Date of Exam	Registered candidates	No. of centres	No. of cities
Principal	04.12.16	3734	6	1
Assistant Commissioner	04.12.16	1255	2	1
PGTs	11.12.16	242353	468	42
TGTs	11.12.16	132128	304	42

Kendriya Vidyalaya Sangathan Recruitment Test

Post	Date of Exam	Registered candidates	No. of centres	No. of cities
PRINCIPAL	17.12.16	8651	15	1
PRT (MUSIC)	17.12.16	7348	34	34
PGTs	07.01.17	259021	494	34
PRTs	07.01.17	113396	267	34
TGTs	08.01.17	95228	194	34
TGT (MISC)	08.01.17	45042	191	34

UGC National Eligibility Test (NET)

S. No.	Description UGC NET		
1.	**Date of Exam**	**10 July 2016**	**22 January 2017**
2.	**Registered Candidates**	7,89,789	7,94,263
3.	**Examination Centres**	1396	1421
4.	**No of Cities**	87	90
5.	**Number of Subjects**	83 and 1 main paper	84 and 1 main paper (New Subject "Yoga" has been added)
6.	**Date of Result**	21.11.2016.	--

Academic Activities

Centres of Excellence

Since the last decade, the Central Board of Secondary Education has been organizing various Capacity Building and Empowerment Programmes for principals and teachers of schools affiliated to the Board.

The board has opened Centres of Excellence at Gurugram, Kakinada, Kochi, Kolkata, Panchkula, Pune and Raebareily to fulfil the need of continuous professional development of schools teachers and administrators. The Centres organize programmes for teachers and principals on a regular basis. Besides this, the Centres periodically undertake need analysis, design and develop material and resources for future programmes and continuously monitor programmes.

The Teachers' and Principals' programmes have been an active platform for collaborative learning, sharing ideas and gaining insights about new developments in the subject, pedagogy and other aspects of school life. Participants' feedback suggest that the learning from these programmes have been instrumental in strengthening

classroom interactions and improving the nature of educational experiences for learners in schools. In the year 2016, the Board organized 880 Programmes and a total of 45,439 Teachers and Principals participated in these programmes.

Workshop at Centre of Excellence Gurugram

Participants of the Workshop at School in Leh

Workshop at Jind

Workshop on Classroom Management Skills

UDAAN

UDAAN, a project launched by CBSE in November 2014 under the guidance of Ministry of Human Resource Development, Government of India aims to address the low enrolment of girl students in prestigious engineering institutions and the teaching gap between school education and engineering entrance examinations by addressing the three dimensions of education – curriculum design, transaction and assessment. The project supports 1000 selected meritorious girls from economically weaker section to prepare for the Engineering Examination while studying in class XI & XII. 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 are able to compete confidently in the entrance examinations of technical education institutions and eventually become important stakeholders in the technical growth of the nation.

In the year 2016, 376 girls out of 429 (session 2015-16, class XII) appeared in JEE (Mains) and 143 qualified for JEE (Advanced). For the session 2015-16, 1013 girls were enrolled for class XI where 777 girls are continuing and promoted to class XII. For the session 2016-17, 1034 girls were selected from class XI.

The highlights and benefits of the program are immense; Udaan poses no financial burden on the students as the entire program is free of cost. Udaan has provided high quality study material prepared by renowned experts by means of tablets and books. Students are guided and assessed by qualified mentors during online weekend classes held at 60 centres across the country on Saturdays and Sundays. Students are also provided with 24*7 toll free helpline number to resolve their general, academic and technical queries. Another key highlight of the program is the extensive Face to Face Contact Programmes for Class-XII students to prepare for JEE Mains and Advanced. In the year 2016, two Face to Face contact programmes for preparation of JEE Mains and one for preparation of JEE Advanced were conducted successfully.

Face to Face contact programme 2016

CBSE Expression Series

CBSE Expression Series are conducted to commemorate the birthdays of important personalities or to celebrate important days. The students submit the Essay/ Poem/ Drawing through online/ mobile App mode. 36 best entries are selected after three-tier processes of evaluation and screening: evaluation, short listing and review/ telephonic verification. Each winner is given cash award of `2500/- and a Certificate of Merit. Each participant gets an online Certificate of Participation.

Seven Expression Series were conducted on: Swami Vivekananda, Dr. B.R. Ambedkar, Sh. Bankim Chandra Chattopadhyay, Sh. Bal Gangadhar Tilak, Celebrating our Independence Day, Swachhta and Dr. A.P.J. Abdul Kalam in which 1,59,324 students participated.

Group Mathematical Olympiad – 2016

'Mathematical Olympiad' is a talent search programme of international significance for school students which is organised by the National Board for Higher Mathematics (NBHM), since 1988. The NBHM since 1997 has constituted an 'Independent Group' of all the schools affiliated to CBSE. CBSE is conducting Group Mathematical Olympiad (GMO) every year, for the students studying in class IX, X, and XI, at different centres located in different parts of the India and in selected countries outside India. The purpose is to identify and nurture the talent, promoting excellence and encouraging students to pursue careers in the field of Mathematics.

In 2016, the CBSE successfully conducted the GMO on 16th October, 2016 at 27 centres in India and 9 centres outside India. A total of 7950 candidates registered for the GMO and 6129 candidates appeared in the year 2016 and 35 candidates (30 from merit and additional 5 Girls candidates quota) were selected. These students later participated in the Indian National Mathematical Olympiad (INMO) conducted by NBHM.

The GMO is a gateway to achieve excellence in the field of Mathematics as the meritorious students from GMO participate in Indian National Mathematical Olympiad (INMO). Further, the successful candidates from the INMO participate in International Mathematical Olympiad (IMO), Asia Pacific Mathematics Olympiad (APMO) and European Girls Mathematical Olympiad (EGMO).

CBSE Science Exhibition

The Central Board of Secondary Education (CBSE) has been organizing Regional and National Level Science Exhibition every year to promote scientific temperament among the students. This activity provides opportunities to the students to showcase innovative ideas through creativity.

The theme for the Science Exhibition was 'Science and Mathematics for Inclusive Development'. Sub – themes were:

- Health, Nutrition and Cleanliness

  Resource Management
- Industry
- Agriculture and Food Safety
- Disaster Management
- Mathematics for a Quality Life

The Regional Level Science Exhibition was conducted at 22 Venues selected across the Country. A total of 428 teams (comprising a maximum of two students per team) were selected from the Regional Level to participate in the National Level Science Exhibition. The National Level Science Exhibition was conducted from 08th to 10th February, 2016 at Vivekanand School, D Block, Anand Vihar, Delhi. The total number of teams that participated in the National Level Science Exhibition was 402.

Twenty one exhibits/teams were declared as the winners of the National Level Exhibition. 'Certificate of Merit' per student along with prize money of ` 3000/- per team were awarded to the winners. The National Level Exhibition concluded on 10th February, 2016. These winners later got an opportunity to participate in 43rd Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) 2016, organized by NCERT, held from 13th to 19th December, 2016 at Bengaluru.

Teams at the National Level Science Exhibition with their exhibits

CBSE Heritage India Quiz

Heritage comprises movable and immovable assets of artistic, literary, architectural, historical, archaeological, ethnological, scientific value that embody the essence of a nation. In order to build greater awareness about the rich cultural heritage of our country and promote its preservation, the CBSE since 2001 has been organizing the Heritage India Quiz, an inter school competition.

CBSE Heritage India Quiz is conducted in 3 phases: City chapter, Regional chapter, National Semi- Finals and Finals. In the report period 1603 schools participated in the quiz which was conducted in thirty cities across the country.

Regional Round being conducted at India

International School, Jaipur

IT Initiatives

CONTRIBUTION TO THE PM'S DIGITIAL INDIA PROGRAMME

CBSE has joined the ongoing PM's flagship 'Digital India Program', and shared data in required formats with the nodal agencies and come on board for Digital Locker, National Scholarship Portal and DGET Portal.

Recent Initiatives

परिणाममंजूषा- A CBSE Digital Academic Repository

- At present two years' (2015 & 2016)academic records are available. Legacy data will be added gradually.
- Employers and educational institutions can use this repository to verify academic records of CBSE students online.
- The digital academic certificates from this repository will also be available to students through Digi Locker.
- CBSE will give access of its result data to National Academic Depository (NAD) service providers.

Online Affiliated Schools' Information System (OASIS)

CBSE and its affiliated schools are responsible for quality education in the country, academic empowerment of faculty and successful conduct of all the examinations entrusted with CBSE. The CBSE will utilize the information for various academic, examinations, training purposes and Geo positioning of all affiliated schools for the purpose of fixing exam centres.

GIS mapping of schools & online exam centres creation

- All the affiliated schools will be mapped using the latitude and longitude information being fetched using geo tagged photographs of schools.
- The examinees will be able to locate exam centre(s) using school code or centre code or roll no.
- The Affiliated schools can also be searched/located using various filter options viz. state, city, name, school code, affiliation no etc.

Digi-Scoring

- For the first time, CBSE introduced scanning of OMR answer sheets at exam centres in recently conducted recruitment exams of KVS and NVS.
- Under this process, soon after exam is over OMR answer sheets are scanned at exam centres. Scanned images are uploaded on central server from exam centres directly.
- Candidate's QP with his/her response, correct response and marks obtained can be displayed. Candidate's OMR sheet image can also be published.

USE of AADHAAR

- CBSE is already taking AADHAAR details from Class IX – XII students. In 2016-17 more than 60% students have provided AADHAAR.
- The AADHAAR details will also be used to open Digital Lockers of students.
- CBSE is likely to be Principal Registrar for UIDAI and will ensure AADHAAR enrolment

of all students, teachers and parents of CBSE affiliated schools.

- Entire admission process will be slowly linked to AADHAAR.
- AADHAAR numbers of each candidate appearing in competitive examinations like JEE(Main), NEET is also being taken.

Other Digital Initiatives

- e-Prac-Digitalization of practical exam monitoring and marks collection system.
- eIG - Online internal assessment grades collection and management system.
- पंजीयन–An online registration portal of Class IX & XI students.
- परीक्षा–A portal for online submission of Class X & XII students data for Board examination.
- Online application system for private candidates (class x & xii)
- छात्रवृत्ति–Online scholarship application submission.
- सहबद्धता–Digitalization of affilation documents and management suystem.
- पुनरावेक्षण–Online rechecking, scan copy of answer books and re-evaluation system.
- अध्यापक–Online collection of Principals & Teachers databank.
- पनुर्निवेशन–An online feedback system for stakeholders.

ई-सी. बी. एस. ई. Portal

- This portal has two sections:
- Collection of CBSE Books in Electronic Format
- Easy availability of CBSE publications for all students any time, any-where, free of cost.
- Web based Activities for Examination(X/XII)
- Hassle free single point access for CBSE schools to access various Board exams related online applications.

Document Authentication System

- Introduced from 2016 examinations.
- PKI based QR codes have been introduced on Class X Grade sheet cum certificate of performance, Class X Private candidates' pass certificates and Class XII pass certificates in respect of regular as well as private candidates.
- Online as well as offline verification possible through a web portal and specialized mobile app.
- Robust technology will ensure 'no tempering of documents'.

Mobile Applications

- All CBSE sites are mobile friendly.
- **विद्यालय दर्शिका-** Affiliated School Location app launched under Unified Mobile Application for New Age Governance (UMANG) scheme of Govt. of India.
- **परिणाम अवलोकन–** App for viewing results declared by CBSE launched under Unified Mobile Application for New Age Governance (UMANG) scheme of Govt. of India.

- सारांश App
- e-CBSE App
- Digi Locker App for verifying PKI based QR code printed on Marks Statements, Pass Certificates and Migration Certificates
- CBSE validator app for authentication of Class X Grade sheet and Class XII Pass certificates

CBSE Award to Teachers

For the year 2015, 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 interest, reputation of a teacher in the community, love for children, perseverance and commitment towards the field of education.

CBSE Reward Scheme for Meritorious Students

The CBSE Reward Scheme for the meritorious students of Class XII from government schools, is an initiative to promote access and equity among deserving students and bring them into the mainstream. For meritorious students whose family income is below 6 lakh per annum, the Board disburses 6854 scholarships per year under the Central Sector Scheme of Scholarship (CSSS), sponsored by the MHRD for undergraduate study.

Single Girl Child Merit Scholarship Scheme

The Single Girl Child Merit Scholarship Schemes for pursuing XI and XII in CBSE affiliated schools from schools affiliated to CBSE, entitles the single girl child an amount of `6000/- per annum.

Board's Merit Scholarship Scheme for SC/ST students at `250/- per month is disbursed to 23 toppers of Class X and `500/- per month to 25 toppers of Class XII.

CBSE Counselling

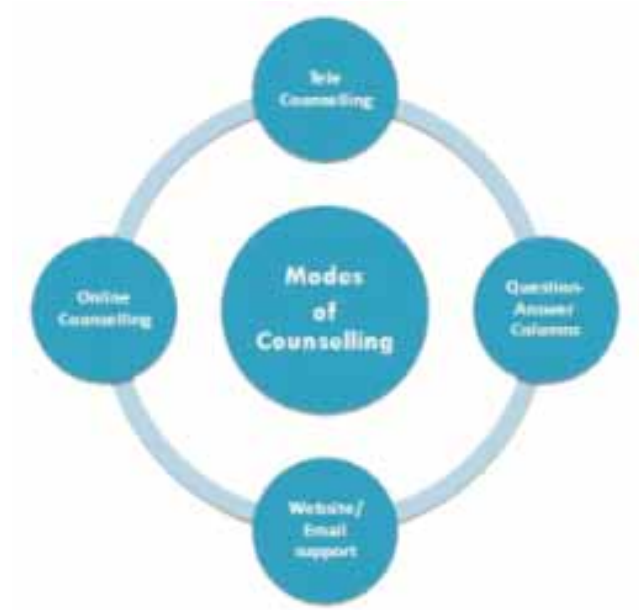
CBSE started this pioneering community work 20 years back in 1998 for the first time with Tele-counselling. CBSE is the only board in the country which provides psychological counselling via multiple modes to the class X and XII examinees.

- Tele-counseling is offered by trained counselors and Principals from within CBSE affiliated schools located across the world.
- It is a voluntary, free of cost service provided by the participants in two phases (Pre-exam and Post result).
- Prior to the annual counseling, 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 counselors is a regular feature of this project.

During the report period, 111 volunteer principals, counsellors, special educators in the country and 28 across other countries provided free of cost services to the students and parents.



Development of National Level Aptitude Test

A task force was setup by the Ministry of HRD to develop a prototype aptitude test at national level for secondary students with CBSE as the nodal agency. The test has been duly submitted to the ministry.

Increased Public Responsiveness and Systematic Improvements

- CBSE is a service oriented organization. It has aligned public grievance redressal process and information under RTI in online modes to ensure transparent and quick response.
- As a consequence of redress of genuine grievance of public, the Board has made systemic changes in the allotment of examination centre with the help of Geographic Information System (GIS) for the first time from 2017 examinations.
- The disposal rate of Public grievances, RTI applications and appeals on an average is between 94% to 98%.

NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS):

- **Award for Excellence bagged by NIOS**

  The Commonwealth of Learning (COL), the premier institution responsible for coordination and maintenance of standards in distance education, declared the NIOS as the best institution during the Eighth Pan-Commonwealth Forum on Open Learning (PCF8) in Kuala Lumpur, Malaysia. The award is given to one institution every three years.

- **New Regional Centres**

  NIOS has established its new Regional Centres at Shillong and Gangtok in order to cater to the needs of the learners of North Eastern Region. A building for opening of new Regional Centre of NIOS at Amethi was identified.

- **National Academic Depository (Digital Locker)**

  NIOS has launched its Digital Locker so as to facilitate the learners and other state education boards/educational institutions to have the details through online with regard to certificates and marks sheets of NIOS learners.

- **MoU with Directorate General of Training (DGT)**

  NIOS has signed an MoU with Directorate General of Training (DGT) for offering skill courses and awarding academic equivalence to ITI learners.

- **MoU with Indian Army**

  NIOS has signed an MoU with Indian Army for education of Army troops (Jawans) to complete 10th and 12th certification.

- **MOU with Ministry of Textiles (MOT)**

  NIOS signed an MoU with Ministry of Textiles (MOT) for collaboration in the area of education for Handloom weavers and their children.

  NIOS signed another MoU with Ministry of Textiles (MOT) for collaboration in the area of education for Handicraft Artisans and their children through Open Schooling.

  A grass root level need analysis study was undertaken for the weavers community in one handloom cluster, which is funded by the Ministry of Textiles. This is the first external funded study undertaken by NIOS.

- **National Literacy Mission Authority (NLMA)**

  NIOS assessed a total of 7.98 crore learners under NLMA project out of which 5.8 crores learners have been certified. During 2016-17 NIOS assessed 1.83 Crores learners out of which 1.41 crores have been certified.

- **MOU with National Council for Promotion of Sindhi Language (NCPSL)**

  NIOS signed an MoU with National Council for Promotion of Sindhi Language (NCPSL) to develop courses and promote Sindhi Language through NIOS. For the first time NIOS has been funded to conduct need analysis and design and develop courses for Sindhi Language.

- **Launch of YOGA Course**

  NIOS has launched Yoga Teacher Training Programme and developed modules for Introduction to Yoga, Understanding Ashtanga Yoga, Practical Aspects of Yoga in Life and Yoga for Health and Diet.

- **Increased Emphasis on Vocational Training**

  NIOS has partnered with various agencies and organizations, both Government as well as non-government to provide opportunities for enhancing the individual employability especially to the under-privileged and socially excluded, giving the advantage over formal education system. The objective is to offer

relevant courses in collaboration with agencies such as Indian Tourism Development Corporation (ITDC), Indian Medical Association (IMA), Construction Industry Development Council (CIDC), National Skill Development Corporation (NSDC) etc.

An Memorandum of Understanding (MoU) has been signed between NIOS and NSDA to jointly develop the capacity of local institutions to deliver the National Skills Qualifications Framework (NSQF).

- **Launch of Class XII Vocational Stream**

  NIOS has launched vocational stream at senior secondary level in 5 domain areas which are NIOS based NSQF compliant courses.

- **Enhancing inclusion of Persons with Disabilities**

  Persons with Disabilities are one of the prioritized groups for NIOS. Proactive steps were taken towards facilitating their education.

  6 Videos in Sign language version have been developed for Secondary level learners on Pilot basis. In addition 30 videos have been developed in Indian Sign Language Dictionary for Hearing Impaired learners.

  The Differently abled learners from all over the country were also invited for participation in the 28th Foundation Day celebration of NIOS held on 23rd December, 2016 at New Delhi. During this occasion these learners also performed different cultural activities.

NIOS learners from APS Delhi Cantt have represented India team in Special Olympics World Winter Games 2017 held at Graz, Schlandming, Austria. Our learners represented India and won Gold Medal in Floor Ball after defeating 100 countries in total. Our champion Monu was the key player being the goal keeper of the team. In other sports our student Ranjali represented India in Floor Hockey Team and has won "Bronze Medal". Our stalwart Mukul Panwar has won "Bronze Medal" in the event Snow Shoeing 50 meters Race

NATIONAL COUNCIL OF TEACHER EDUCATION (NCTE):

1. Several decisions have been taken to strengthen the administrative functioning within NCTE.

(a) Mandatory Affidavit

In order to systematise the compilation of detailed information on NCTE recognised teacher training institutions, as enshrined in clause 8 (12) of the NCTE Regulations, 2014, it was decided to seek information from all the recognised TEIs in the form of a comprehensive affidavit. Accordingly, a Public Notice was uploaded on NCTE website and in pursuance of the Public Notice, 7163 institutions filled up the affidavit, online. The non-filers will be punitively dealt with as per law.

(b) Review of Court Cases

All Court cases pending in Supreme Court of India and cases filed in all the High Courts under the jurisdiction of the Regional Committees were comprehensively analysed by a team of three Advocates. A total number of 1608 Court cases were analysed with a view to understand the reasons why NCTE has so many cases against it. The resultant study has helped identify the areas requiring administrative or Regulatory intervention.

(c) Locating of Regional offices in Delhi for better oversight, transparency etc.

It has been realized over a period of time that optimum use of human and other resources is not being made within NCTE due to the available resources being spread thin in several parts of the country in the shape of Regional Offices. Therefore, it has been decided that the Regional Offices located at Bhubaneswar, Bhopal, Jaipur and Bangalore will be shifted to the newly constructed building at Sector 10, Dwarka, New Delhi.

(d) Restructuring of monitoring (VT Policy)

To monitor the functioning of recognised Teacher Education Institutions (TEIs) from time to time and to grant recognition to new TEIs/ Programmes the NCTE has to cause inspection with the help of experts for which the council maintains a Panel of experts. Efforts have been made to empanel experts of considerable experience and expertise through a transparent process. Accordingly, a Centralised VT Database at NCTE-Hqrs. has been prepared which is being utilised by all the Regional Committees and the Hqrs. for causing any inspection. The selection of VTs is now done on random basis through a machine driven process. Further policy changes have been made to improve this system further.

(e) Implementation of Citizen Charter

In order to have transparency and systemic functioning, NCTE has developed a citizen charter which has been launched on17th August, 2016, at the 21st Annual Day of NCTE.

A machine-driven recognition process is conceptualized to eliminate unnecessary discretion and bring about transparency in the recognition process.

(f) Revision of Legal Policy.

Legal guidelines for NCTE were framed and issued on 28.06.2011. To bring about greater accountability among empanelled lawyers and also with a view to ensuring quality of representation, the legal policy has been substantially altered. The revised guidelines were placed before 46th General Body Meeting of NCTE Council held on 28.03.2017 and the Council approved the same.

2. Steps to improve the quality of TEIs and facilitate better monitoring of their functions.

(a) Accreditation and Ranking of TEIs.

A robust system of accreditation of TEIs is conceptualized and has been put in place. This system would not only assess the quality of physical and academic assets, but also evaluate the quality of classroom transactions and learning outcomes eventually the best institutions will be determined through a process of ranking. A suitable agency has been identified for this purpose.

(b) Annual renewal of registration.

In order to ensure that TEIs continue to abide by NCTE Norms regarding physical and academic infrastructure and other facilities, as well as keep themselves up to date with NCTE Regulations made from time to time, it is now mandated that recognition will be initially accorded for a period of one year and thereafter renewal of recognition will be done on yearly basis, through an online method to be prescribed by the NCTE.

(c) Creation of a National Teacher Portal

National Teacher Education Portal is being created for hosting a variety of high quality academic resources for teachers in the school system, teacher educators and teacher pupils. This portal will also promote interaction among all stakeholders as well as providing a regulatory mechanism to NCTE.

(d) Allotment of a unique ID to all recognition TEIs and unique ID of all teachers/teacher educators and teacher pupils.

It has been observed that a good number of Teacher Education Institutions are not following the NCTE Norms in respect to the number of teacher educators, faculty appointed and also in respect of qualifications possessed by them. As such it is proposed to have a data base of such teacher educators working in TEIs, with the Aadhar number of each teacher educator to be maintained by NCTE through a mechanism to be specified, with a view to have a close regulatory control on TEIs. Furthermore, in keeping with the legal mandate available with NCTE, all teachers in the school system will also be required to have a unique ID to enable appropriate policy making for them as well as help in their capacity building.

3. Amendment in Regulations 2014 to facilitate ease of doing business with NCTE.

A Committee headed by Prof. Ramesh Ghanta has been constituted to look into the various provisions of Regulation2014 which are causing practical difficulties in implementation or giving rise to Court cases. Some provisions have already been approved for amendment by the NCTE Council and it is expected that these would promote case of doing business with NCTE.

- **NATIONAL AWARD TO TEACHERS (NAT):** Instituted in 1958, the National Award to Teachers is given away by the President of India on 5th September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. Altogether there are 378 awards out of which 23 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State/Union Territory/Organization has an earmarked quota based on the number of teachers. The Scheme also covers teachers of the schools affiliated to Central Board of Secondary Education (CBSE) including teachers of independent affiliated schools situated abroad, Council for Indian School Certificate Examination (CISCE), Sainik School, Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Tibetan School Administration (CTSA) and schools run by the Atomic Energy Education Society. From the award year 2001, 'Special Awards' have been instituted for teachers promoting inclusive education in schools and the education of children with disabilities in regular schools. The total number of 'Special Awards' are 43. 'Special Awards' are conferred on the teachers of following categories

  - Teachers with disabilities working in mainstream schools
  - Special teacher or trained general teachers who have done outstanding work for Inclusive Education.

2. Each award carries with it a Certificate of merit, a cash award of Rs.50,000/- and a Silver Medal.

3. On 5th September 2016 (Teacher's day), 335 teachers from all over the country including 106 lady teachers, 14 Sanskrit teachers, 01 Arabic/Persian teacher and 16 teachers for promoting education of children with disabilities in integrated/ inclusive education in schools, were conferred with 'National Award to Teachers' by the Hon'ble President of India in a glittering ceremony.

4. The Awardee Teachers were conferred with the Award for their promotional activities in community development, preparation of subject-wise modules; research papers; development of text-cum-activity book and preparation of evaluation tools; upliftment of under-privileged children; usage of innovative techniques for making teaching of subjects lucid and interesting; devotion for the welfare activities of physically handicapped children, etc. These Awardee Teachers help in the overall personality development of children enabling them to be a good future citizen of India.

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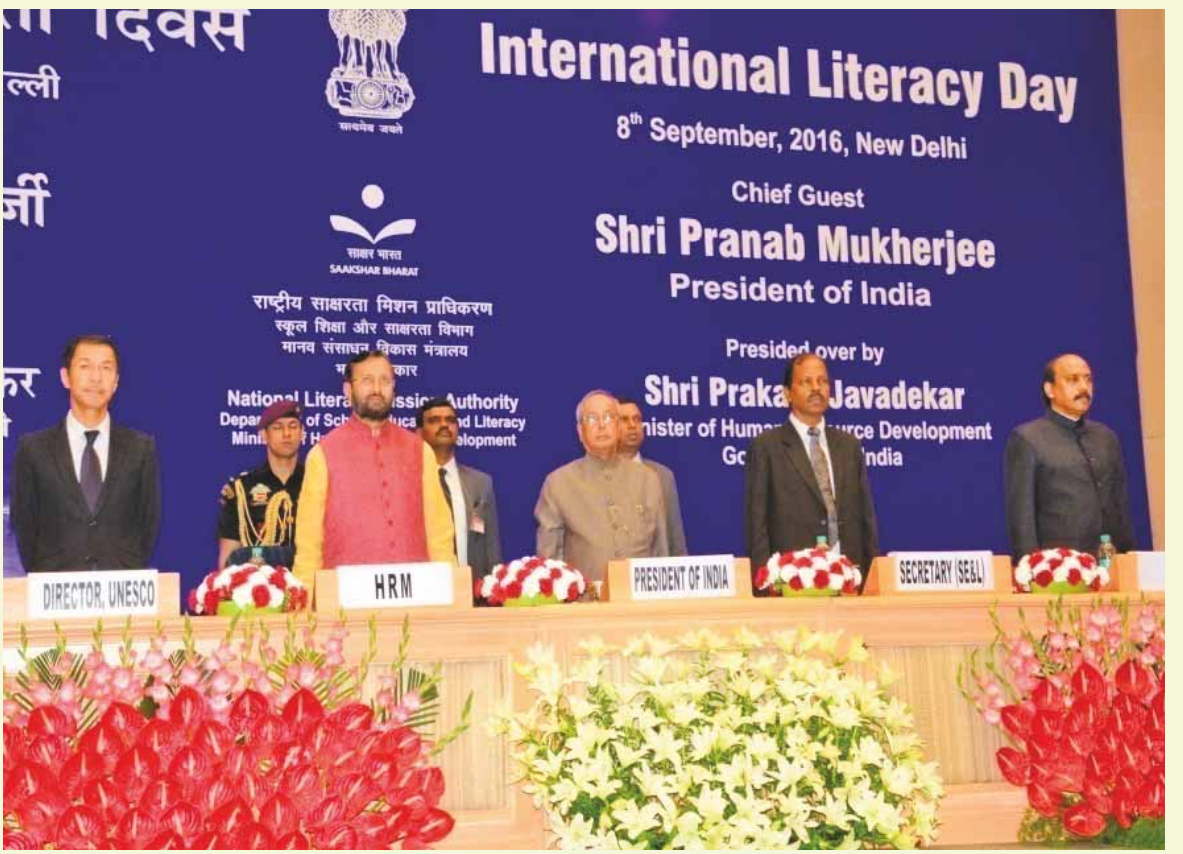
CHAPTER 06



ADULT EDUCATION

CHAPTER 06

Adult Education

Executive Summary

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

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

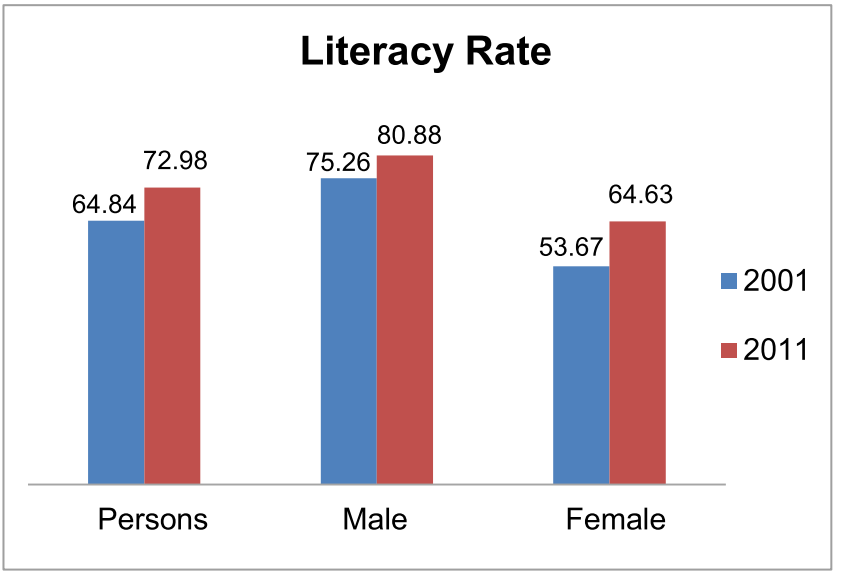
Of the 410 districts which qualify for coverage under Saakshar Bharat Programme, the Programme has been sectioned in 404 districts in 26 States and 1 Union Territory covering about 1.64 lakh Gram Panchayats. During 2016-17 the programme has been continued in these 404 districts. By end of October, 2016, about 1.56 lakh Adult Education Centres (AECs) have been set up. Survey has been completed in around 1.57 lakh Gram Panchayats (GPs) out of 1.64 lakh GPs & 10.68 crore learners have been identified. Teaching learning process has commenced in 57.8 lakh Literacy Centres. About 45.73 lakh Volunteer Teachers have been trained by Master Trainers & 2.54 lakh Master Trainers have also been trained by Resource Persons. In addition about 13.5 thousand Resource Persons have also been trained so far. 2.76 lakh Preraks have been given orientation and training to organize activities in the AECs. Basic Literacy Primers in 13 languages and 26 local dialects have been printed and distributed so far for the learners. Around 8.27 crore learners have been enrolled under basic literacy up to October, 2016. Out of 6.98 crore learners, 5.14 crore (3.65 crore female and 1.49 crore male) have successfully passed the assessment tests conducted by NIOS between August, 2010 to March, 2016. Result of around 1 crore learners who have appeared in August, 2016 test is awaited. Community wise 1.21 crore SCs, 64.93 lakh STs, 46.9 lakh Minorities and 2.76 crore learners belonging to other communities have been certified as literate. Till October, 2016 an amount of Rs.261.4 crore was released as Central Share to State Literacy Mission Authorities (SLMAs) for the implementation of Saakshar Bharat Programme during 2016-17.

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) continue 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 the functioning of the JSSs.

Directorate of Adult Education a subordinate office under the Department of School Education & Literacy provides support to NLMA in the implementation of the Programme. The International Literacy Day was celebrated on 8th September, 2016. The Saakshar Bharat Awards were distributed on that occasion. Media campaigns through electronic media and interpersonal media were launched. Capacity building activities were undertaken. Monitoring of JSSs had been carried out and assessment of learners through NIOS had also been supported.

INTRODUCTION

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



Literacy Profile

With the planned interventions and sustained efforts, considerable progress has been made. 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 with the Minister of State, HRD being the Vice-Chairperson. The Council is responsible for operating and implementing all the activities to be undertaken in respect of Adult Education. The Executive Committee (EC) of NLMA is headed by the Secretary, Department of School Education and Literacy. The Executive Committee of NLMA carries out all the functions of the NLMA in accordance with the policies and guidelines laid down by the Council.

To assist NLMA in the discharge of its mandate, a National Resource Group (NRG) 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 has been striving 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 has been implementing two schemes - namely, the Scheme of Adult Education and Skill Development (Saakshar Bharat) and the Scheme of Support to NGOs/Institutions/SRCs for Adult Education & Skill Development.

SAAKSHAR BHARAT

Saakshar Bharat (SB), the new variant of the National Literacy Mission, was launched by the then Prime Minister, on 8th September, 2009. Initially, the scheme was in operation till the end of XI Five Year Plan i.e. upto 31.3.2012. Now Saakshar Bharat programme has been extended for XII Five Year Plan (2012-17).

Objectives

The Mission has four broad objectives:-

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, 90 districts were sanctioned during 2011-12 and by end of October, 2016 the programme has covered 404 districts in 26 States and 1 Union Territory.

Progress during 2016-17:

Setting up of Adult Education Centres

1.56 lakh Adult Education Centers have been set up so far in as many Gram Panchayats 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 at some of the Adult Education Centres, in addition to ones organized at the Adult Literacy Centres.

Training of Functionaries

About 45.73 lakh Volunteer Teachers have been trained by Master Trainers and 2.54 lakh Master Trainers have also been trained by Resource Persons so far. In addition about 13.5 thousand Resource Persons have also been trained so far. 2.76 lakh Preraks have also given orientation and training to organize activities in the AECs.

Distribution of literacy primers

SRCs have 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 57.67 million Basic Literacy Primers in 13 languages and 26 local dialects have been printed and distributed so far among the learners.

Teaching Learning Activities and Assessment & Certification of Basic Literacy

About 57 lakh literacy learning centres are functioning in different states of the country. Around 82.7 million learners have been enrolled under basic literacy up to October, 2016. 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 separately 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 6.98 crore learners have appeared in the biannual assessment tests conducted by NIOS. So far about 5.14 crore learners (including 3.65 crore female) have successfully passed the assessment tests conducted under the Programme upto March, 2016 and certified as literate. Out of 5.14 crore learners certified literates, 1.21 crore were Scheduled Castes (23.54%), 64.9 lakh Scheduled Tribe (12.63%) and 46.9 lakh Minorities (9.12%). In addition, around 1 crore learners have appeared in the last assessment test held in August, 2016 and the result of the successful learners is under compilation. The next assessment test is scheduled to be conducted in month of March 2017.

Utilization of Funds

During the financial year 2016-17, an amount of Rs.320.00 crore was budgeted for Saakshar Bharat Programme as central share against which, an amount of Rs.184.34 crore was released to SLMAs for implementation of Saakshar Bharat Programme up to October, 2016.

ADVOCACY AND ENVIRONMENT BUILDING

Advertising and Publicity

The major activities under Advertising and Publicity Unit during 2016-17 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) Electoral literacy; and (4) 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 5 minutes duration on success stories on 'Expanding the scope of Literacy to include Financial Inclusion and Social Security' was produced and screened on the occasion of International Literacy Day held on 8th September, 2016. Print advertisements were released were released in the small, medium and big newspapers of the country.

The Audio/Video Spots and Same Language Subtitling programmes are mounted on prime slots of National and Regional Channels of Doordarshan and All India Radio to create awareness among the target group. Print advertisements are also issued to promote literacy programmes in the country. Audio Spots on the Learner Assessment Test for August, 2016 was broadcast through All India Radio. Video spots on the Learner Assessment were telecast

through Doordarshan during August, 2016. Video /Audio spots have been edited/voiced over the dates of the Learner Assessment Test. A print advertisement was released on the occasion of International Literacy Day 2016 in National and Regional dailies. The Same Language Subtitling in Hindi through Doordarshan is being telecast.

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 Rs. 100 lakhs and Rs. 70 lakhs respectively.

During the financial year 2016-17, the 32 functional SRCs in the country undertook various activities for implementation of the Saakshar Bharat programme across the country. Specific assignment has been given to these SRCs to facilitate the achievement of 100% literacy in the Sansad Adarsh Grams. A regular monitoring of SRC intervention in Sansad Adarsh Grams is being reviewed by National Literacy Mission.

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 Rs.40 lakhs, Rs.35 lakhs and Rs.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.

A series of meetings was held with National Skill Development Agency and National Skill development Corporation for alignment of vocational courses conducted by JSSs with National Skill qualification Framework (NSQF).

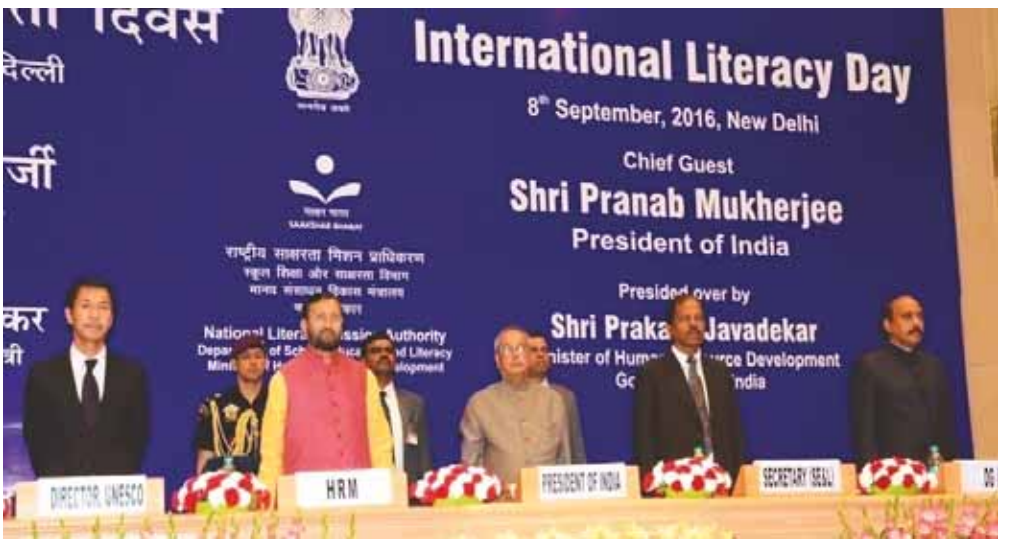
During the current Financial Year i.e. 2016-17, out of total Budget Estimate of Rs.40.00 crore for the Scheme of Support to Voluntary Agencies for Adult Education & Skill Development (Grants for SRCs and JSSs) an amount of Rs.37.70 crore was released as on December, 2016.

DIRECTORATE OF ADULT EDUCATION

Directorate of Adult Education is a subordinate office of Department of School Education & Literacy, Ministry of Human Resource Development, Government of India. It functions as National Resource Centre for Adult Education and Literacy programmes in the country and provides professional, academic and technical resource support & guidance for effective implementation of programmes launched under the aegis of National Literacy Mission Authority from time to time. This Directorate prepares guidelines for development of teaching learning material, organizing training and orientation programmes; produces media material harnessing of all kinds of media & learner assessment; oversees the work and advised the State Resource Centres and Jan Shikshan Sansthans in the field of adult education and skill development. The main activities carried out during 2016-17 are given below:

Celebration of International Literacy Day 2016

The National Literacy Mission Authority, Ministry of Human Resource Development, Government of India organised the national celebration of International Literacy Day on September 8, 2016 at Vigyan Bhawan, New Delhi. Shri Pranab Mukherjee, Hon'ble President of India was the Chief Guest and Shri Prakash Javadekar, Union Minister of Human Resource Development presided over the function.



Shri S. C. Khuntia, Secretary (School Education & Literacy), Shri Y.S.K. Sheshu Kumar, Director General, National Literacy Mission Authority, and Mr. Shigeru Aoyagi, Director, UNESCO, New Delhi Office & Representative to Bhutan, India, Maldives and Sri Lanka were also present on the occasion.

Saakshar Bharat Awards

Hon'ble President of India, Shri Pranab Mukherjee presented Saakshar Bharat Awards 2016 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	SLAM, Chhattisgarh
Best Districts (ZLSSs)	Pakur, Jharkhand
	Sonitpur, Assam
	Surguja, Chhattisgarh
Best Gram Panchayats (GLSSs)	Veernapalli (Karimnagar, Telangana)
	Bakaram Jagir (Rangareddy, Telangana)
	Vattamuthamapatti (Salem, Tamil Nadu)
	Lagunya Surakanth (Samastipur, Bihar)
	Yeoli (Gadchiroli, Maharashtra)
Resource Support Organisations	State Resource Centre, Raipur, Chhattisgarh
	Jan Shikshan Sansthan, Raigad, Maharashtra

Capacity Building Programmes

- A 3-day training programme for the District Adult Education Officers/District level Incharges of SBM of Jammu & Kashmir, on Saakshar Bharat Components was organized from 22-24 April, 2016 at Jammu in collaboration with SLMA, Jammu & Kashmir. The programme was inaugurated by Shri Naeem Akhtar, Hon'ble Minister for Education, J & K and Shri Shaleen Kabra (IAS), Commissioner/Secretary (Education), Government of J & K was also present on the occasion.
- Training of first batch of Secretaries of Zila Lok Shiksha Samitis of Uttar Pradesh was organized from July 18 – 20, 2016 at Lucknow in collaboration with NIOS, State Clean Ganga River Authority, Uttar Pradesh and State Bank of India. The programme was attended by 32 participants from different SB districts of Uttar Pradesh.
- The second batch of 3-day Training of Secretaries of Zila Lok Shiksha Samitis of Uttar Pradesh was organized from July 21 – 23, 2016 at Lucknow in collaboration with NIOS, State Clean Ganga River Authority, Uttar Pradesh and State Bank of India. The programme was attended by 26 participants from different SB districts of Uttar Pradesh.
- A 3-day Training Programme of District Adult Education Officers of Andhara Pradesh, Karnataka, Tamil Nadu and Telangana on Saakshar Bharat Components was organized from November 9-11, 2016 at Mysore in collaboration with SLMA, SRC Karnataka.
- Training of First batch of Secretaries and Resource Persons of Zila Lok Shiksha Samitis of Madhya Pradesh on Saakshar Bharat components was organized from November 22-23, 2016 at Indore in collaboration with SLMA, M.P. and SRCs of Bhopal and Indore. The programme was attended by 66 participants from different SB districts of Madhya Pradesh.
- Training of Second batch of Secretaries and Resource Persons of Zila Lok Shiksha Samitis of Madhya Pradesh on Saakshar Bharat components was organized from November 24-25, 2016 at Indore in collaboration with SLMA, M.P. and SRCs of Bhopal and Indore.

Regional Level Orientation Programmes on Equivalency

- A 2-day orientation programme for SLMAs and SRCs of Southern States, Odisha, Maharashtra & Gujarat on Equivalency Programme under Saakshar Bharat was organised on May 21-22, 2016 at Hyderabad.
- A 2-day orientation programme for SLMAs and SRCs of North East States and West Bengal on Equivalency Programme under Saakshar Bharat was organised on June 4-5, 2016 at Guwahati.
- A 2-day orientation programme for SLMAs and SRCs of North, West & Central region States on Equivalency Programme under Saakshar Bharat was organised on June 10-11, 2016 at Bhopal.

Material Development

- The second meeting of the Quality Assurance Committee of NLMA was held on May 9 - 10, 2016 under the Chairmanship of Dr. L. Mishra, IAS (Retd.), Former Secretary to Government of India at DAE, New Delhi. The Committee reviewed and recommended for

approval the following Basic Literacy /Bridge Primers: 'Verka Kitab', (Ghondi dialect), `Telangana Vachakam' – (Telugu), & 'Padhte Jao – Badhte Jao' (Urdu) and 'Naya Savera' Part 2 – (Hindi), of SRC, Raipur, Hyderabad and Delhi and DAE, New Delhi, respectively. Reading material, `Ganga Rahi Pukar' – (Hindi) of NLMA was also approved. 'Injat Bate' BL Primer in Sadri dialect was referred back to SRC, Raipur with observations for improvement.

- A 4-day workshop was organised from Jun 13 – 16, 2016 at DAE to develop the Teacher's Guide on DAE's Primer, 'Naya Savera'.
- The third meeting of the Quality Assurance Committee was held on August 10 – 12, 2016 in Committee Room of DAE. The meeting was chaired by Dr. L. Mishra, former Secretary to Govt. of India. The QAC reviewed seven Primers: 'Aakhar Suraj' Basic Literacy Primer (Braj Dialect) & 'Agla Qadam', Revised Bridge Primer (Hindi), SRC, Jaipur; 'Akshar Mali', Basic Literacy Primer (Odiya), SRC, Rayagada; 'ADALAONI SENG AONA', Bridge Primer (Garo Tribal Dialect) & 'CO JANG AGYA', Basic Literacy Primer (Hajong Tribal Dialect), SRC, Shillong; 'Injat Bate', Basic Literacy Primer (Sadri Tribal Dialect), SRC, Raipur; and 'Akhar Maali' Basic Literacy Primer (Magahi Dialect), SRC (ADRI), Patna.
- One day meeting had been convened on specific request of State Literacy Mission Authority, Jammu & Kashmir for seeking guidance from the Directorate of Adult Education in developing Regional Primer of Bhoti language for Leh and Kargil districts Ms. Konchola Angoma, Principal, DIET, Member Secretary, Saakshar Bharat Programme Leh along with two experts attended the said meeting in the Committee Room of DAE on 7th October, 2016. QAC members and other experts were invited to discuss the methodology and steps for development of Primer in Bhoti language.
- A three-day orientation programme for the Programme Coordinators of SRCs of Hindi Speaking States including J&K and Gujarat on developing of Basic and Bridge Primers and QAB was held from 24th October to 26th October, 2016 at National Institute of Education Chacha Nehru Bhawan, NCERT, New Delhi. The objective of the said orientation programme was to orient the coordinators for developing and preparation of primers for teaching learning material. The Resource Persons from different Departments of University of Delhi, NCERT, QAC Members, DAE and former DG (NLMA) addressed the participants in the said orientation programme.
- A four day Workshop was conducted to develop Bhoti Primer for Leh and Kargil Districts of J & K from 17-18 and 21-22 November, 2016 at Directorate of Adult Education, New Delhi. Around 10 participants including local language experts of Bhoti participated in the workshop.
- A two-day Workshop to review the 90 Research Studies of SRCs was conducted on November 29-30, 2016 at DAE.

National Conference

- A National Conference on "Towards Literate India: Prospects & Challenges" was organised on June 28, 2016 at New Delhi. Objectives of the conference were to discuss and deliberate issues related to vision for Literate India, Institutional Framework, Lifelong Perspectives and Convergence & Partnerships. The conference was chaired by Secretary (SE&L) and around 75 national & international experts attended the Conference.

CHAPTER 07

HIGHER AND TECHNICAL EDUCATION

CHAPTER 07

Higher And Technical Education

Growth of Higher Education System:

There has been phenomenal growth of higher education in India since independence. There were only 20 Universities and 500 Colleges at the time of independence. These numbers have increased upto 799 (as on 31.03.2016) in the case of the Universities and 39,071 in the case of Colleges. Similarly, there has been tremendous growth in the enrolment also. During the academic year 2015-16, the total number of students enrolled in the formal system, in the Universities and Colleges has been reported to be 284.85 lakh including 134.66 lakh women students.

The student enrolment in terms of percentages at various levels had been observed as UG (86.33%), PG(9.71%), Research(0.77%), Diploma/ Certificate(2.63%) and Integrated (0.56%).

Out of the total enrolment of students (284.85 lakh), 36.06% students were in the faculty of Arts, followed by Science 19.02% and Commerce/Management 16.28%, thus constituting 71% enrolment in just three faculties, while the remaining 29.00% enrolment were in professional faculties.

ALL INDIA SURVEY ON HIGHER EDUCATION

1. All India Survey on Higher Education (AISHE) initiated in 2011 in which data for the year 2010-11 were 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 were required for policy making but either no data was available or incomplete data were available. For the first time all the major Stakeholders in Higher Education such as Medical Council of India, University Grants Commissions, All India Council for Technical Education as well as State Governments have participated in for the data collection exercise. The entire survey was conducted through electronic mode and a dedicated portal www.aishe.gov.in was developed for this purpose, thus making the exercise completely paperless. The survey covers all the Institutions in the country engaged in imparting higher education. Data are being collected on several parameters such as teachers, student enrolment, programmes, examination results, education finance, infrastructure etc. Indicators of 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.

2. **AISHE** 2010-11 to 2015-16: Since starting of AISHE for collecting the data for the year 2010-11, there has been considerable improvement in response of the institutions

of Higher Education. During AISHE 2014-15, 97% University, 89% Colleges and 62% Stand-Alone Institutions uploaded the data on the portal. Final report for the AISHE 2010-11 to 2014-15 are available on MHRD website. Survey for the year 2015-16 has been completed & Survey for the year 2016-17 has been launched on 13.12.2016 and with that time-lag in dissemination of higher education data has been eliminated.

3. **Steering Committee:** The XII Plan categorically highlighted the need for a robust data for evidence-based policy making and effective planning. The Plan document also took note of the All India Survey on Higher Education initiated by the Ministry of Human Resource Development and indicted that it can provide useful insights and can be the first step towards creating a comprehensive higher education data management system. Keeping this in view, a new plan scheme Higher Education Statistics & Public Information System (HESPIS) has been approved in XII Five Year Plan. With a view to ensure coordinated approach to all these efforts, particularly data collection efforts and leveraging benefit from synergy in such efforts, a Steering Committee for HESPIS has also been constituted under the chairmanship of Secretary (Higher Education), MHRD and different stake-holders as members.

Key Results of the AISHE 2015-16

- Survey covers entire Higher Education Institutions in the country. Institutions are categorized in 3 broad Categories; University, College and Stand-Alone Institutions.
- There are 799 Universities, 39071 colleges and 11923 Stand Alone Institutions listed on AISHE web portal and out of them 754 Universities, 33903 Colleges and 7154 Stand Alone Institutions have responded during the survey. 268 Universities are affiliating i.e. having Colleges.
- 277 Universities are privately managed. 307 Universities are located in rural area.
- 14 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Uttarkhand and West Bengal.
- In addition to 1 Central Open University, 13 State Open Universities and 1 State Private Open University, there are 118 Dual mode Universities, which offer education through distance mode also and the maximum (19) of them are located in Tamil Nadu.
- There are 459 General, 101 Technical, 64 Agriculture & Allied, 50 Medical, 20 Law, 11 Sanskrit and 7 Language Universities.
- The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Telangana, Tamil Nadu and Madhya Pradesh.
- Bangalore district tops in terms of number of colleges with 970 colleges followed by Jaipur with 616 colleges. Top 50 districts have about 34% of colleges.
- College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 60 in Telangana as compared to All India average of 28.
- 60% Colleges are located in Rural Area.

11.1% Colleges are exclusively for Women.

- Only 1.7% Colleges run Ph.D. programme and 33% Colleges run Post Graduate Level programmes.
- There are 40% Colleges, which run only single programme, out of which 75% are privately managed. Among these, 30% colleges run B.Ed. Courses only.
- 78% Colleges are privately managed; 64% Private-unaided and 14% Private-aided. Andhra Pradesh & Telangana have more than 80% Private-unaided colleges and Tamil Nadu has 76% Private-unaided Colleges, whereas, Bihar has 13% and Assam has only 10% Private-unaided colleges.
- 22% of the Colleges are having enrolment less than 100 and only 4.3% Colleges have enrolment more than 3000.
- Total enrolment in higher education has been estimated to be 34.6 million with 18.6 million boys and 16 million girls. Girls constitute 46.2% of the total enrolment.
- Gross Enrolment Ratio (GER) in Higher education in India is 24.5%, which is calculated for 18-23 years of age group. GER for male population is 25.4% and for females, it is 23.5%. For Scheduled Castes, it is 19.9% and for Scheduled Tribes, it is 14.2% as compared to the national GER of 24.5%.
- Distance enrolment constitutes about 11.05% of the total enrolment in higher education, of which 46.3% are female students.
- About 79.3% of the students are enrolled in Undergraduate level programme. 1,26,451 students are enrolled in Ph.D. that is less than 0.4% of the total student enrolment.
- Maximum numbers of Students are enrolled in B.A. programme followed by B.Sc. and B.Com. programmes. Only 10 Programmes out of approximately 180 cover 83% of the total students enrolled in higher education.
- At Undergraduate level the highest number (40%) of students is enrolled in Arts/Humanities/Social Sciences courses followed by Science (16%), Engineering and Technology (15.6%) and Commerce (14.1%)
- At Ph.D. level, maximum number of students is enrolled in Science stream followed by Engineering and Technology. On the other hand at Post Graduate level maximum students are enrolled in Social Science stream and Management comes at number two.
- Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu.
- Scheduled Casts students constitute 13.9% and Scheduled Tribes students 4.9% of the total enrolment. 33.75% students belong to Other Backward Classes. 4.7% students belong to Muslim Minority and 1.97% from other Minority Community.
- The total number of foreign students enrolled in higher education is 45,424.
- The foreign students come from 165 different countries from across the globe.

The top 10 countries constitute 62% of the total foreign students enrolled.

- Highest share of foreign students come from the neighboring countries of which Nepal is 21% of the total, followed by, Afghanistan (10%), Bhutan (6%). Nigeria and Sudan constitutes (5%) each.
- There are more than 78% colleges running in Private sector; aided and unaided taken together, but it caters to only 67% of the total enrolment.
- The estimated total number of teachers is 15,18,813. 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 21 if regular enrolment is considered.
- Among non-teaching staff, the share of Group-C is the highest with 39%, followed by Group-D with 29%. Group-A and Group-B comprise of 14% and 18% non-teaching posts respectively.
- The average number of females per 100 male non-teaching staff is 41.
- 24,171 students were awarded Ph.D. level degree during 2015 with 14,887 males and 9,284 females.
- B.A. (22.42 Lakh) degree has been awarded to maximum number of students. B.Sc. (8.77 Lakh) is the second highest followed by B.Com. (8.59 Lakh).
- At Post Graduate level M.A. pass number of students is maximum followed by M.Sc. and M.B.A
- The highest number of students (22.4 lakh) has been graduated in Arts courses.
- At Ph.D. level, maximum numbers of students out-turn is in Science stream followed by Social Science. On the other hand at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two.
- The share of Ph.D. student is highest in State Public University (33%) followed by Institute of National Importance (22%), Central University (14%) and Deemed University-Private (12%).
- Share of female students is lowest in Institution of National Importance followed by State Private Open Universities, Deemed University-Government.

Regulatory Bodies:

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 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, Bengaluru, Guwahati, Kolkata, Bhopal and Pune.

Performance of various Schemes/ Programme of UGC: University Grants Commission, in its endeavor to accelerate excellence in University education, disburses the

grants through various schemes formulated by the Commission. General Development Grants are being provided to the Central, State and Deemed to be Universities for their overall development covering aspects like enhancing access, ensuring equity, imparting relevant education, improving quality, making the administration effective, enhancing facilities for students, augmenting research facilities and any other plans of universities. Maintenance Grants are also being provided to limited number of universities to meet their recurring expenditure on salaries of both teaching and non teaching employees, maintenance of labs, libraries, buildings and also for obligatory payments such a taxes, telephone and electricity bills, postage etc. The Central and a few Deemed Universities are being paid both Plan and Non-plan grants where as the State Universities are being paid only Plan grant.

Academic Reforms during 2015-16: In discharge of its cardinal function of coordinating and determining standards of higher education, UGC has taken significant regulatory decisions during the year. These regulations are:

- University Grants Commission (Prevention, prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015
- University Grants Commission (Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education (3rd Amendment) Regulations, 2016.
- University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016
- University Grants Commission (Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education (4th Amendment) ,Regulations, 2016
- University Grants Commission (Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions) Regulations, 2016
- University Grants Commission (Institutions Deemed to be Universities) Regulations, 2016
- University Grants Commission (Credit Framework for online learning courses through SWAYAM) Regulation 2016.

Introduction of Choice-Based Credit System (CBCS):

The Introduction of CBCS is a part of numerous measures taken by UGC to enhance academic standards and quality in Higher Education through innovation & improvement in curriculum, teaching-learning process, examination & evolution system. This initiative of UGC would ensure seamless mobility of students across the higher education institutions in the country as well as abroad. The CBCS will enable students to take course of their choice, learn at their own pace, undergo additional courses and develop an interdisciplinary approach to learning.

The CBCS essentially provides for:

A) Semesterization of curricula and choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
   - Core course has to be compulsorily studied by student in a discipline of his study:

- Elective course provides an expanded scope enabling exposure to some other discipline/domain and nurtures the student's proficiency; and
- Foundation course could be either mandatory for all disciplines or an elective for value based education.

B) Restructuring of syllabi in the form of modules

- The CBCS will ensure modular programmes through adoption of semester system and within a semester system.
- Pattern of First Minor, Second Minor and Major paper i.e. three papers in a given semester
- UGC has formulated model curricula for around 108 subjects under CBCS and placed them on UGC website for wider dissemination.
- Framing of course content and credits in accordance with the instructional hours allocated to each of these sessions.
- Universities have been allowed to customize the syllabi of core papers to the extent of 30% of model syllabi. Universities have complete freedom in designing Elective and Foundation Courses.

C) Standardization of examinations (internal-external evaluation)

D) Switching over from numerical marking system to grading system

40 Central Universities have adopted the CBCS.

Major State Universities (16) including Dravidian University, Kuppam, Andhra Pradesh; Sri Padmavati Mahila Vishwavidyalayam, Tirupati, Andhra Pradesh ; Indira Kala Sangeet Vishwavidyalaya, Khairagarh, Chhattisgarh ; Goa University, Goa; Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar, Gujarat ; Chaudhary Devi Lal University, Sirsa, Haryana; Islamic University of Science & Technology, Avantipura, J &K; Ranchi University, Jharkhand; Karnataka University, Karnataka; Tumkur University, Karnataka; Kannur University, Kerala, Kavi Kulguru Kalidas Sanskrit University, Nagpur, Maharashtra; Solapur University, Solapur, Maharashtra ; Jawaharlal Nehru Technological University, Hyderabad, Telangana; Potti Sreeramulu Telugu University, Hyderabad, Telangana and Vidya Sagar University, Midnapore, West Bengal are also going to adopt the Choice Based Credit System from the next academic session.

Development (Plan) and Maintenance (Non-Plan) Assistance to Universities & Colleges

General Development Grant amounting to Rs. 1,522.34 crore was provided to 40 Central Universities during 2015-16. Maintenance grant amounting to Rs. 3,959.48 crore had been paid to 24 Central universities and one medical college during 2015-16. During 2016-17 upto November, 2016, Development grants amounting to Rs 64,774.72 lakh and maintenance grants of Rs 265589.86 lakh were released to 40 Central universities.

During the financial year 2015-16 an amount of Rs. 14587.11 lakh had been sanctioned to State Universities under General Development Assistance. During 2016-17 upto November, 2016, Development grants amounting to Rs 5347.70 lakh has been released to State Universities.

The UGC has released an amount of Rs. 5505.43 lakh to Deemed to be Universities during the year 2015-16 under the General Development Scheme. During 2016-17, an amount Rs. 3382.42 lakh has been released to 17 Deemed to be Universities upto 15/11/2016.

During XII Plan as many as 5611 eligible colleges were assisted to the extent of Rs. 663.01 crore under the College Development scheme.

Universities with Potential for Excellence:

In order to achieve excellence in teaching and research, UGC has been assisting 15 identified universities for granting the status of 'Universities with Potential for Excellence' (UPE). During 2015-16, an amount of Rs 67.10 crore was released to the Universities.

College with Potential for Excellence:

To achieve excellence mainly in teaching and to initiate a research culture in colleges, UGC has been assisting eligible colleges under its scheme of "College with Potential for Excellence". Presently 296 colleges are enjoying the CPE status and 14 colleges are enjoying the College of Excellence (CE) status, thus making a total of 310 colleges under the Scheme during 2015-16. An amount of Rs 72.66 crore was released to colleges during 2015-16.

Special Assistance Programme (SAP):

The University Departments of Science including Bio-Science, Engineering and Technology, Humanities and Social Sciences are being supported financially under the scheme of Special Assistance Programme (SAP) for achieving excellence in research and for improving the quality of post-graduate teaching programme. During 2015-16, the number of SAP supported departments stood at 879 as compared to 863 in the previous year. During 2015-16, 154 Departments were assisted under CAS level, 82 Departments under DSA level and 643 Departments under DRS level.. An expenditure of Rs 37.17 crores was made during 2015-16 under the schemes.

Skill Development Schemes:

UGC had launched the scheme of Community Colleges on Pilot basis during the year 2013-14 with the main objective of offering low cost, high quality education locally which encompasses both traditional skill development as well as traditional course work, thereby providing opportunities to the learner to move directly to employment sector or to move to the Higher Education sector. During the year 2015-16, 202 Community Colleges were approved under the scheme and an amount of Rs. 33.36 crore was released during the year 2015-16. UGC has also launched a scheme on Skill Development based Higher Education as a part of College/University education leading to Bachelor of Vocation (B.Voc.) Degree with multiple entry and exit option such as Diploma/Advance Diploma under the National Skill Qualification Framework (NSQF), 162 Universities and Colleges have been approved under the scheme and grant of Rs.110.88 crore was released during the year 2015-16.

Besides B.Voc and Community Colleges scheme for skill development, UGC is implementing Deen Dayal Upadhyay Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood Kendras (DDU KAUSHAL Kendras) scheme with main objective of creating skilled manpower for industry requirements at various levels. During the year 2015-16, 48 Govt./Govt. Aided Universities/Colleges/ Institutions are

recommended for DDU KAUSHAL centres. 16 Universities /Colleges/Institutions are recommended for DDU KAUSHAL centres under the Self Finance Category. Grant of Rs.98.70 crore was released during the year 2015-16.

A comprehensive programme for professional development of teachers through 66 Human Resource Development Centres (HRDCs) & Regional Centre of Capacity Building (RCCB), Academic Staff Colleges – (ASCs) had been carried out in different disciplines. During the year 2015-16 a grant of Rs 51.86 crores had been released to these Centres functioning in various Universities.

Direct Benefit Transfer (DBT):

Direct Benefit Transfer (DBT) is an attempt to change the mechanism of transferring grants provided under various schemes/ programmes launched by Government of India. The purpose of DBT is to ensure that benefits go directly to individuals' bank accounts electronically, minimizing tiers involved in fund flow, thereby, reducing delays in payment, ensuring accurate targeting of the beneficiary and curbing pilferage and duplication. UGC implemented 16 Fellowship/Scholarship Schemes under DBT including schemes of other Ministries during 2015-16.

Redress of Public Grievances

University Grants Commission (UGC) receives online Public Grievances from CPGRAMS i.e. PG portal of Government of India. The grievances are registered by petitioners on www.pgportal.gov.in and are forwarded to UGC from Directorate of Public Grievance (DPG), Department of Administrative Reform and Pubic Grievance (DARPG). So far, 12,500 online public grievances have been addressed and disposed of by UGC.

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION (AICTE)

AICTE was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote its development in the country in a coordinated and integrated manner. The Government of India (Ministry of Human Resource Development) constituted a National Working Group to look into the role of AICTE in the context of proliferation of technical institutions, maintenance of standards and other related matters. The Working Group recommended that AICTE be vested with the necessary statutory authority for making it more effective, which would consequently require restructuring and strengthening with necessary infrastructure and operating mechanisms.

Pursuant to the above recommendations of the National Working Group, the AICTE Bill was introduced in both the Houses of Parliament and passed the AICTE Act No. 52 of 1987. The Act came into force w.e.f. March 28, 1988. The statutory All India Council for Technical Education was established on May 12, 1988 with a view for proper planning and coordinated development of technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith. The purview of AICTE covers programme(s) of technical education including training and research in Engineering & Technology, Architecture & Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.

Boards and Committees of the AICTE, the Executive Committee, ten All India Boards of Studies and eight Regional Committees are all of statutory nature.

The Council is a 51-member body and has a Chairman, a Vice-Chairman and a Member Secretary with tenure appointments. The Council includes amongst others, representatives of various Departments of the Government of India, the Lok Sabha and the Rajya Sabha, Govt. of States and Union Territories, representatives from the Statutory Boards and Committees of the Council, Professional Bodies and organizations in the fields of concerned areas of technical education and research and also organizations in the field of industry and commerce, etc. The AICTE Act empowers the Council to take all such steps as it may think fit for ensuring coordinated and integrated development of technical education. The Council performs its functions in consultation with State Governments, Universities, State Boards of Technical Education, Professional Bodies and experts etc.

The Executive Committee is a 21-member body constituted by the Council and discharges such functions as may be assigned to it by the Council. The Executive Committee is chaired by the Chairman of the Council and includes Vice-Chairman of the Council; Secretary to the Government of India; two Chairmen of the Regional Committees of the Council; three Chairmen of the All India Boards of Studies of the Council; one member of the Council representing the Ministry of Finance, Govt. of India; four members of the Council representing States/UTs; four members with expertise and distinction in areas relevant to technical education; Chairman of the University Grants Commission; Director of the Institute of Applied Manpower Research and Director General of the Indian Council of Agricultural Research. The Member-Secretary of AICTE is also the Member-Secretary of the Executive Committee.

The All India Boards of Studies advise the Executive Committee on academic matters falling in their areas of concern including norms & standards, model curricula, model facilities and structure of courses etc. The areas of concern, constitution, functions and powers of the Boards of Studies are such as may be provided by the Council through appropriate Regulations. Initially, the AICTE Act provided for the establishment of five Boards of Studies. Later, four more Boards of Studies were added by the Council and subsequently one more Board has been added. Boards of Studies have 10-15 members each and are headed by subject experts of eminence. The Council is assisted by eight statutory Regional Committees covering different geographical regions. These Committees advise and assist the Council in all aspects of planning, promoting and regulating technical education within their respective regions. Each Regional Committee has 15-20 members, headed by an engineer/technologist of eminence.

Highlights of the Major activities undertaken during 2016-17 are given below:-

- **ONLINE ADMISSION TEST FOR PG ADMISSION FOR MANAGEMENT AND ENGINEERING STUDENTS**

  i. COMMON MANAGEMENT ADMISSION TEST (CMAT-2017)

  The online test for admission for 2017-18 was conducted on 28th &29th January, 2017 in 62 cities in 270 Test Centres across the country. 69330 Candidates registered for the examination for taking

admission in the Post Graduate Management programmes in AICTE approved Institutions/University Departments and 59181 candidates appeared for the test. The scores were awarded based on maximum marks of 400. The All India merit list with rank and score secured were displayed on the AICTE CMAT Website for the purpose of effecting admission in the Post Graduate management programs both at Degree & Diploma level for the Academic Year 2017-18.

ii. ONLINE GRADUATE PHARMACY APTITUDE TEST (GPAT-2017)

GPAT- 2017 was conducted in 66 cities in 140 Test Centres on 28th January, 2016. 32301 candidates registered for this online examination and 30748 candidates appeared for the examination.

- **SWAYAM Project**

AICTE as a Project Implementing Agency of MHRD for SWAYAM Project has been entrusted with the responsibility of procuring required resources, developing the portal and to continue to maintain and operationalize the platform. SWAYAM platform, the main objective is to bridge the digital divide among Students and other Learners by providing Massive Open Online course platform one of the World's largest MOOCs Platform, It has been indigenously developed by MHRD with the help of Microsoft and would be ultimately capable of hosting 2000 courses and 80000 hours of learning: covering school level to Ph.D level education. It was launched on 15th August, 2016 and after completion of first phase of the Project, the Platform has been declared "Go Live" w.e.f. 16th November, 2016. Total 345 Courses have been uploaded on www.swayam.gov.in out of which the major Courses are - 203 Courses (Engineering); 39 Courses (Science); 35 Courses (Humanity) and 20 Courses (Management) and remaining 48 (Education, Library, General, Commerce, etc).

- **START-UP POLICY FOR TECHNICAL INSTITUTIONS**

Dr. Pranab Mukherjee, Hon'ble President of India launched AICTE-National Student Startup Policy (NSSP) on 16th November 2016 held at Rastrapati Bhavan, New Delhi, in the presence of Sh. Prakash Javadekar. Hon'ble Minister, Human Resource Development, Govt of India. The objective is to create 1,00,000 tech-based student owned start-ups and a million employment opportunities by about next 10 years by developing an ideal entrepreneurial ecosystem and promoting strong inter-institutional partnerships among Technical Institutions.

- **PRADHAN MANTRI KAUSHAL VIKAS YOJNA FOR TECHNICAL INSTITUTIONS (PMKVY-TI)**

The Scheme was launched on 2nd October, 2016 by Hon'ble MoS, MHRD, Govt. of India, Dr. Mahendra Nath Pandey. The objective is to train 10.5 Lakhs unemployed youth in the Engineering skills and make them employable for industrial jobs in the next 03 years, through AICTE approved Colleges during off college hours. In the 1st Phase, National Steering Committee constituted by AICTE for the implementation of PMKVY-TI has approved to train 80,468 students in 1274 Institutes/Polytechnics. Out of which 30,037 students are enrolled.

- **NORTH EAST QUALITY IMPROVEMENT PROGRAMME (NEQIP)**

The AICTE-NEQIP Scheme envisages strengthening of quality of education in the Institutions of NER in terms of improvement of infra-structure, faculty competence, quality of teaching, research & consultancy, learning outcomes and employability of students in the region. NEQIP project is being implemented as a Centrally Funded Project (CFP) and AICTE launched North East Quality Improvement Programme (NEQIP) during 2013-2016 to provide financial grant-in-aid to the Govt./Govt. aided Polytechnics/ Degree Engineering Institutions/AICTE approved University Departments of North Eastern Region (NER) to the tune of Rs.7.00 Crore for Degree and Rs.5.00 Crore for Polytechnic Institutions for a period of 3 years with a budget outlay of Rs.180 Crore. The Scheme has been further extended upto 2018. As on date, a total of 25 Institutions comprising of 19 Polytechnic and 6 Degree Engineering Institutions have been sanctioned financial grant-in-aid and a total of Rs. 85.35 Crore has been disbursed towards 1st, 2nd& 3rdInstallments to these NEQIP beneficiary Institutions, which excludes refund of Rs.1.07 crore made by NERIST, a Degree Engineering Institution in Arunachal Pradesh which had been receiving TEQIP grant and had become ineligible for the grant under AICTE-NEQIP Scheme.

- **RESEARCH AND INSTITUTIONAL DEVELOPMENT**

Through Clauses 10(c) and 10 (d) of the AICTE Act, the Council promotes innovations and research and development in established and new technologies, generation, adoption and adaptation of new technologies, to meet developmental requirements of the country and for the overall improvement of educational process. Towards these ends, the Council operates three schemes, namely, Modernization and Removal of Obsolescence (MODROBS), Research Promotion Scheme (RPS) and Nationally Coordinated Projects (NCP). A total of 17 and 29 Proposals were granted financial support under MODROBS and RPS schemes respectively during the financial year 2016-17 and fund amounting to Rs. 34.00 Lakhs & Rs. 16.48 Lakhs respectively were released.

- **Adjunct Faculty**

With a key objective to have a strong and robust collaboration between the educational Institutions and industry & to encourage quality involvement of persons working in industry, academicians, scholars, practitioners, policy makers in teaching, research, and related services on a regular basis, a Scheme of Adjunct Faculty has been initiated from the financial year 2015-16. Such involvement helps in bringing external perspective to regular teaching to make classes more interesting and to further enrich existing knowledge of faculty members. 188 proposals were received online & grant amounting to Rs. 54.00 Lakhs was released to 09 eligible Institutions during the financial year 2016-17 enrolled in 660 Institutes/ Polytechnics.

- **Quality Improvement Programme**

Faculty members of AICTE approved institutions are given opportunity to upgrade their expertise and qualifications by offering Scholarships to pursue Master's and Doctoral Programmes in reputed institutions.

Programme-wise scholarships provided to faculty members through DBT are as follows:-

M.Tech: 206

Ph. D : 649

Rs. 1969.73 lakhs released

- **Faculty Development Programme (FDP)**

Under Faculty Development Programme, financial assistance for up-gradation of knowledge, skill and opportunities for induction training to teachers of Engineering & Technology, Pharmacy, Hotel Management & Catering Technology, Architecture, Town Planning and Applied Arts & Crafts is provided.

Rs. 87,65,849/- released to 20 institutes for this purpose.

- **Leadership Development Programme**

UK India Educational Research Initiative (UKIERI):

AICTE in association with British Council organizing leadership programme for Principals/ Directors of Technical Institutions, Education experts and Adminstrators from time to time under MoU signed in 2013 for mutual cooperation between two organizations. Furthe in pursuance of this collaborative programme, AICTE signed an implementation agreement with Department for Business, Energy and Industrial Strategy (DBEIS), UK, on the joint operation of the activities under UK India Education and Research Initiative (UKIERI) Phase-III.

190 participants successfully completed the programme & 96% achieved a recognised Chartered Mgmt. Institute (CMI) qualification in Leadership & Mgmt as result of their work.

Australia-India Vocational Educational Leadership Training Program (VELT):

AICTE hosted the 1st Phase of VELT organized by Australian High Commission at AICTE HQ's New Delhi during Nov 21-22, 2016. Under the programme 120 participants were selected, 40 each from AICTE, UGC and MSDE. 20 selected candidates were sent for a week long study tour to Australia under Phase II of the program.

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

The objective is to provide practical training to enhance employability of young generation who are pursuing graduation / diploma courses in any technical or non-technical stream or have discontinued studies. Till date, 12 NEEM Agents have been registered by the Council and 22,000 students were enrolled by the NEEM Agents.

- **Skill and Personality Development Programme Centre for SC/ST Students (SPDP):**

Under the scheme the centre provides opportunity to SC/ST students in the Institute to reorient themselves in the light of emerging employment opportunities pursuing Engineering undergraduate/Diploma courses. During 2016-17, a sum of Rs. 36.00 Lakh was released to 4- beneficiary institutions.

- **Project Centre for Technical Education (PCTE)**

The objective of the Project Centre will be to provide the students with facilities in a common place within the University department where the students can have

hands-on experience in various aspects of their learning. During 2016-17, a sum of Rs. 75.00 Lakh was released to 5-beneficiary institutions.

- **Approval Status:**

As per the orders of Hon'ble Supreme Court of India dated December 15, 2014 passed in I.A.No.9/2004 Special Leave Appeal (C) No. (s) 7277/2014 titled as Orissa Technical Colleges Association v/s AICTE & Ors., AICTE has invited Applications for Setting up New Technical Institutions and Applications have also been invited for Extension of Approval.

The last date for submitting online application was 29th February 2016 and with late fee up to 5th March 2016. Further, the last date to grant approval to technical Institution shall be 30th April of the year in which the academic year is to commence as per Appendix 19 of APH 2016-17 (Cut off Dates and Academic Calendar).

The council in its 44th meeting held on 11th December 2015 has approved Approval Process Hand Book for A.Y 2016-17 with the proposed changes. The following are the Major Changes approved by the council:

a) For setting up new Institutions processing fee has been increased from Rs.3.5 lakh to Rs.5 lakh for Minority Institution/ Institution set up in North Eastern States /Institution set up exclusively for women other than Government / Government aided / Central University / State University and for all other institution the processing fees is 7 Lakh.

b) For closure of Institutions processing fee has been reduced from Rs. 1.5 lakh to Rs. 0.25 lakh for Minority Institution/ Institution set up in North Eastern States /Institution set up exclusively for women other than Government / Government aided / Central University / State University and for all other Institutions except Government / Government aided / Central University / State University the processing fee has been reduced from Rs. 2 lakh to Rs. 0.5 lakh. Further, no EVC shall be conducted to closure of Institution cases.

c) Conversion of Women's institution into Co-Ed Institution and vice – versa.

d) A true Facilitator and objective regulator.

e) Technical Institute shall be approved when it is on at most two contiguous pieces of land, one of them being at least 1.5 acres for accommodating academic, administrative and essential amenities and the other one being separated by not more than two km, except for those in North Eastern states where it can spread into 3 pieces of land not far from each other by more than 2 Km each.

f) Appeal Procedure: The report of the scrutiny or re-scrutiny Committee or Expert Visit Committee as applicable shall be placed along with the observations of the Approval Bureau, before the Standing Appeal Committee for review on the date and time scheduled by AICTE. A representative of the Institute shall be invited to place the point of view of the Institute before the Standing Appeal Committee for review

only in case of first EVC of the institution and the EVC happened only after Standing Appeal Committee recommendation since the other cases have already been given a chance to present their views before Standing Appeal Committee regarding deficiencies noted by EVC. The report of the Standing Appeal Committee for review shall be placed before the Council whose decision shall be final.

g) Grant of Approvals for Technical Institutions-Regulations, 2016:

Regarding grant of approval for starting new Technical Institutions, introduction of Courses or Programmes and increase/ variations of intake capacity of seats for the Courses or Programmes, Extension of Approval and admissions under lateral entry in Degree Engineering Programme for the existing Technical Institutions, the All India Council for Technical Education publish the Regulations -2016 in the Gazette notification dated November, 30th 2016.

h) Norms for Essential requirements for Technical Institution, Technical Campus.

Establishment of Anti Ragging Committee (As per All India Council for Technical Education notified Regulation for prevention and prohibition of ragging in AICTE approved Technical Institutions vide No. 37-3/ Legal/ AICTE/ 2009 dated 01.07.2009)	Essential*
Establishment of Grievance Redressal Committee in the Institution and Appointment of OMBUDSMAN by the University. (As per All India Council for Technical Education (Establishment of Mechanism for Grievance Redressal) Regulations, 2012, F. No. 37-3/ Lega112012, dated 25.05.2012)	Essential*
Establishment of Internal Complaint Committee (ICC) (As per Section 4 All India Council for Technical Education (Gender Sensitization, Prevention and Prohibition of Sexual Harassment of Women Employees and Students and Redressal of Grievances in Technical Institutions) Regulations, 2016 vide No. F. AICTE/ WH/ 2016/ 01 dated 10th June, 2016.	Essential*
Establishment of Committee for SC/ ST (As per the Scheduled Castes and the Scheduled Tribes (prevention of Atrocities) act, 1989, No. 33 of 1989, dated 11.09.1989)	Essential*
Latest salary sheet giving details, such as, scale of pay, gross pay, PF deduction, TDS for all teaching and non-teaching staff. Scanned copies of PAN Card, Aadhaar Card (if available) and Form 16.	Essential*

i) Grant of Approval

i. Grant of Approval through Single Application Form for the following only for valid NBA accredited courses.

- Increase in intake in existing courses only for valid NBA accredited courses in the First shift only.
- Adding new course/s in existing program only for valid NBA accredited courses in the First shift only.
- Due to more number of vacancies, the Council is discontinuing Second Shift/Part Time Programs for Academic Year 2016-17. However, existing programs will continue.
- Fellowship Programme in Management only for valid NBA accredited courses.
- Separate division in 2nd year of Engineering & Technology courses for admitting Diploma and B.Sc. Degree holders shall be allowed provided they have valid NBA accreditation in place.
- Separate division in 2nd year of MCA for admitting BCA, B Sc (IT, Computer Science) Degree holders shall be allowed provided they have valid NBA accreditation in place.
- Institutions fulfilling norms and standards as mentioned will be entitled to allotment as follows:
  - Institutions shall be eligible for new course / expansion of existing courses, equal to the number of valid NBA accredited courses, limited to maximum FOUR(04) divisions within the definition of division / program / level as defined under clause 2.11 (Grant of approval for Technical Institutions, Regulations 2012).
  - Provided that subject to the above limit, a maximum of two divisions are allowed to be added in the existing valid NBA accredited course(s) or a maximum of two divisions as new courses are allowed to be added for existing Institution having valid NBA accredited courses.
  - Further provided that Institution offering courses at Dip / UG / PG level which are not eligible for NBA accreditation (by virtue of the fact that the first batch has not passed out from the institution), shall not be eligible for any increase / additional courses in any programme at any level / shift.
  - In case of Institutions having at least 50% of courses accredited by NBA, and if the valid accreditation period is more than ONE YEAR (i.e upto 10th April 2017) , the period of approval for such Institutions shall be for a period of a minimum of THREE years or the academic year upto which the accreditation is valid, whichever is more.
  - In case of Institutions having Autonomous status (Academic Autonomy Only) as conferred by the affiliating University, and if the live Autonomy is more than ONE YEAR (i.e upto 10th April

2017), the period of approval for such Institutions shall be for a period of THREE years or the academic year upto which the Autonomy is valid, whichever is more.

- Five year Dual Degree(BBA-MBA) Course in Management leading to,

  Bachelor of Business Administration (BBA)

  Master of Business Administration (MBA).

- Student who discontinues the studies after 3years of successful completion shall be eligible for award of Bachelor of Business Administration (BBA) and at the end of 5 years study student shall be eligible for Master of Business Administration (MBA).

ii. Institution / Society / Trust / Section 25 company or a member belonging to these if charge-sheeted, EOA to such institute shall not be withheld on the basis of charge-sheet filed by the CBI. AICTE shall consider the grant of EOA on its merit after looking into material collected by CBI in the investigation and may conduct scrutiny of documents, EVC and SAC as required.

iii Land requirements for technical institution

For the AY 2016-17, Land norms for establishing the technical institution in rural places has been relaxed from 10Acres to 7.5Acres for UG and 5 Acres to 4 Acres in case of Diploma courses of Engineering & Technology.

The land was classified further as Mega and metro and the area required for the same was relaxed to 1.5 Acres both in Diploma and UG courses of Engineering & Technology.

j) Action in case of violation of Regulations:

Provided that, if any Technical Institution contravenes any of the provisions of concerned regulations, the council through Standing Complaint Committee (SCC) after making such inquiry as it may consider appropriate and after giving Technical Institution concerned, an opportunity of being heard, make recommendation to the AICTE. If further aggrieved, an appeal can be preferred before the Standing Appellate Committee (SAC) and upon recommendation of SAC, the Council may take appropriate decision as per the Act and Regulations.

Provided further that in case of such a withdrawal, the operations of the said Technical Institution /Society/ Trust/ Section 25 Company, Program/ Course shall not be started again before completion of two years from the date of such a withdrawal at the same location/ address.

Accordingly, the Council has received 785 (476 New & 309 Existing applied under Chapter I) online applications under Chapter I (New and Existing) for A.Y 2016-17 and 10,100 applications from existing institutions under Chapter II. The Council had processed the proposals as per APH 2016-17. The details of the approved program/ institutions and intake for the year 2016-17 are summarized below,

SL.No	Programme	No. of Institutions	Approved Intake
1	PHARMACY	1524	169736
2	ENGINEERING AND TECHNOLOGY	6472	2998118
3	MANAGEMENT	3358	412880
4	APPLIED ARTS AND CRAFTS	66	4500
5	ARCHITECTURE	169	12879
6	TOWN PLANNING	8	420
7	MCA	1233	94159
8	HOTEL MANAGEMENT AND CATERING	105	8554
Grand Total		**10361***	**3701246**

Note:- 1) * Grand total indicates Unique count of Institutes. Institute running more than 1 Program will be counted as one Institute in unique count.

2) The above information is based on the data available on the AICTE portal as on date.

The Council has granted approval to 293 New Institutions in the year of reporting and with an additional intake of 47523 in the various Technical/Management/Programs.

k) Surprise Visit

For the AY 2016-2017 AICTE has conducted a Surprise Visit against 311 Institutes and based on outcome of the surprise visit, following recommendation have been made by Standing Hearing Committee / Standing Appellate Committee as given below:

Status of Surprise Visit Cases	
Action taken	**Count**
EOA for A/Y 2017-18	168
Reduction in Intake	83
No Admission for A/Y 2017-18	49
Withdrawal of Approval	1
EOA in certain courses and reduction / zero intake / closure in other courses	9
Applied for closure	1
Grand Total	**311**

Further, the Hon'ble Supreme Court of India in IA no. 12 of 2015 has given the following order on 27.04.2015 "permitted the AICTE to process all applications of Technical Institutions for Extension of Approval, variation of intake, new courses and establishment of new Technical Institutions etc. In accordance with the new AICTE Approval Process Handbook (2015-16), it is clarified that if the Institutions have to approach for enhancement/variation of intake, it should approach through National Board of Accreditation (NBA)".

National Board of Accreditation (NBA)

National Board of Accreditation (NBA) was established in the year 1994 under Section 10 (u) of AICTE Act in order to assess the qualitative competence of Technical Institution programs from Diploma to Post graduate level in Engineering & Technology, Management, Pharmacy & Architecture etc. NBA accredits programmes and not the institutions.

In the year 2010, NBA became autonomous with the objective of assurance of quality and relevance of technical education through accreditation of programs. In the year 2013, Memorandum of Association (MOA) and rules of NBA were amended.

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

NBA does not accredit institutions. It accredits the programs which have graduated attest two batches.

During the period under report, NBA has considered 330 programs out of which 289 programs were accredited.

NBA is organizing the World Summit on Accreditation (WOSA), the third in the series from 18th to 20th March, 2016 on the theme "Quality Assurance through Outcome Based Accreditation".

NATIONAL INSTITUTIONAL RANKING FRAMEWORK (NIRF)

Ministry of Human Resource Development launched the National Institutional Ranking Framework (NIRF) for higher educational institutions on September 29, 2015. This framework outlines a methodology to rank institutions across the country. The Framework comprises 5 parameters which are (i) Teaching Learning and Resources (ii) Research Professional Practice & Collaborative Performance (iii) Graduation Outcome (iv) Outreach & Inclusivity, and (v) Perception. Ranking framework documents for 6 categories of Institutions i.e. Engineering, Management, Pharmacy, Architecture, Universities and Colleges are available online on the NIRF web portal www.nirfindia.org.

SKILL DEVELOPMENT IN HIGHER EDUCATION, MHRD

Over 65% population of India is below 35 years. While major world countries move towards aging, India is growing younger. This may turn into dividend if youths become skilled. Vocational Education had been in vogue, but it did not get Hon'ble acceptance by Indian society in comparison with academic programs. Efforts were made to introduce compulsory and optional vocational subjects at school level. But their acceptance for mobility into higher education was

lacking. Presently, our Hon'ble Prime Minister is also giving utmost focus on providing Skills to Indian youth.

Recognizing the high demand for skill in the country, Central Advisory Board of Education (CABE) emphasized the need for a National Vocational Education Qualification Framework (NVEQF) that provides a common reference framework for linking various vocational qualifications and setting common principles and guidelines for a nationally recognized qualification system and standards.

In pursuance of the decision of the Cabinet Committee on Skill Development in its meeting held on 19th December 2013, Ministry of Finance vide notification No. 8/6/2013-Invt. dated 27th December 2013 notified the National Skill Qualification Framework (NSQF). The NSQF has 7 levels with varying proportion of vocational skill hours to academic class and lab hours allowing horizontal and vertical mobility. Levels 8-10 are expected to align to a Post Graduate degree and above. The framework allows multiple pathways between Vocational education - skills, Education and job markets. It does not seek to replace the current systems of education nor does it redefine the current education paradigm. The framework also allows clear pathways between ITI's and Vocational education system and consequently into conventional education system.

To develop a complete architecture of effective integration of Skills in Higher Education, 'National Mission' has been launched by Hon'ble Prime Minister. To support the National Mission on Skill Development, the Ministry of Human Resource Development has launched Choice Based Credit System and Credit Framework for Skills in Education for vertical mobility of the students and started 04 schemes, namely, Community College Scheme, Career Oriented Courses, B.Voc. and live schemes (language lab, computer lab, etc.) for achieve the target given by Prime Minister Office.

To improve the job opportunities, this Ministry is running different schemes through All India Council for Technical Education (AICTE) and University Grants Commission (UGC), namely, Employability Enhancement Training Program (EETP) and National Employability Enhance Mission (NEEM), Community College, B. Voc. and Deen Dayal Updhyay Kaushal Kendras. The objective of NEEM is to offer on the job practical training to enhance employability of a person either pursuing his or her graduation / diploma in any technical or non-technical stream or have discontinued studies of degree or diploma course to increase their employability. EETP is an employability enhancement program, which is to increase employability of the youth.

To develop the skills, Ministry of Human Resource Development has formulated a new Skill Development Scheme, namely, "PMKVY by Technical Institution" under the umbrella of Pradhan Mantri Kaushal Vikas Yojana with the target to skill 10,00,000 youth in the country starting from the academic year 2016-17 for 3 years. The Scheme is being implemented by All India Council for Technical Education (AICTE) through its approved Polytechnics and Technical Institutions. The infrastructure and lab facilities of existing Engineering Colleges/Institutes/ Polytechnics shall be used for the Scheme.

The Scheme was launched on 2nd October, 2016 by Hon'ble MoS, MHRD, Govt. of India, Dr. Mahendra Nath Pandey. The objective is to train unemployed youth in the Engineering skills and make them employable for industrial jobs in the next 03 years, through AICTE approved Colleges

during off college hours. In the 1st Phase, National Steering Committee constituted by AICTE for the implementation of PMKVY-TI has approved to train 80,468 students in 1274 Institutes/Polytechnics. Out of which 30,037 students are enrolled.

e-Shodh Sindhu of INFLIBNET Centre

The MHRD vide notification dated 1st December 2015 has merged following three consortia into E-Shodh Sindhu:

1. UGC-INFONET Digital Library Consortium
2. INDEST-AICTE Consortium
3. NLIST Programme

The INFLIBNET Centre has been assigned the responsibility for execution and operation of e-Shodh Sindhu. e-Shodh Sindhu, the merged Consortium, would continue to serve more than 220 universities and 4,400 colleges covered under 12(B) and 2(f) Sections of the UGC Act and 75 Centrally-funded Technical Institutions including IITs, IISc, NITs, IIMs, IISERs, IIITs, etc. e-Shodh Sindhu would be subscribing to more than 12,000 e-journals,

12 bibliographic and 6 factual databases from 42 publishers and aggregators. e-Shodh Sindhu continues to provide access to more than 6,500 electronic journals and one lakhs electronic books to colleges under the college component of e-Shodh Sindhu (formerly NLIST). Currently, INFLIBNET is in the process of negotiating rate of e-resources for member institutions. Associate Membership Programme of e-Shodh Sindhu would also be evolved to extend benefit of access to e-resources to private academic institutions on rates negotiated by e-Shodh Sindhu. e-Shodh Sindhu would also provide metadata and full-text access to archives of journals subscribed under the consortium for member institutions. During the year 2016-17, grant of Rs. 649.32 lakhs have been released to e-Shodh Sindhu being the subscription for 94 AICTE supported technical institutes to provide e-resources for the year 2017.

Scholarship Schemes in Higher Education at a Glance:

Sl. No.	Name of Scholarship	No. of Beneficiaries per annum
All India Council for Technical Education		
1.	Post Graduate Scholarship for GATE qualified ME/M.Tech students	Scholarships are given to all GATE Qualified Students admitted in AICTE Approved University Deptt/Institutes
2.	Providing Assistance to Girls' Advancement in Technical Education Initiative (PRAGATI)	4000
3.	SAKSHAM Scholarship for PWD students	1000
4.	Scholarships to pursue Ph D in CSIR / DRDO labs or other reputed institutions	1000

AICTE's Post Graduate Scholarship for GATE qualified ME/M.Tech students: Post Graduate Scholarship for GATE qualified ME/M.Tech students and GPAT qualified M. Pharma Students irrespective of the gender. For a Batch of 18 students in PG programme, 2 scholarships are reserved for SC and 1 scholarship is reserved for ST boys and girls. Scholarships to the tune of Rs. 23030 Lakh were released to 34351 students (upto Nov 30, 2016).

AICTE's Tuition Fee Waiver Scheme: This scheme is mandatory and applicable to all AICTE approved technical institutions offering Bachelor Programme, Diplomas and Post Graduate programme of 3/4 years. Seats upto maximum 5% of sanctioned intake per course is available for these admissions. These seats are supernumerary in nature. The sons and daughters of parents whose annual income is less than Rs. 6.0 lakh from all sources are only eligible under this Scheme.

Providing Assistance to Girls' Advancement in Technical Education Initiative (PRAGATI) - AICTE: This scheme envisages selection of one girl per family where family income is less than 6.0 lakh / annum on merit at the qualifying examination to pursue technical education. The scheme is to be implemented by the authorized admission centre of respective State Governments. 4000 girls are expected to get benefit of scholarships available per annum. The scholarship amount is Rs.30,000 or tuition fees or actual whichever is less and Rs.2000 / month for ten months as contingency allowance. Reservations : SC 15 %, ST 7.5% and OBC 27%.

AICTE Scholarships to pursue Ph.D in CSIR / DRDO: AICTE has announced 1000 scholarships per annum to eligible candidates to pursue Ph D in CSIR / DRDO labs or other reputed institutions: Payment of scholarship is as per the Government norms for the purpose. Reservations: SC 15 % and ST 7.5%.

AICTE hostel scheme: From considering the accommodation problem being faced by SC/ST students taking admissions in good engineering colleges, AICTE has launched a scheme for providing financial assistance for construction of hostels for men and women depending upon the need of the Institution. The Schemes aims to support Government/Government-aided engineering colleges for construction of girls/boys hostels for providing residential accommodation for students/researchers belonging to SC/ST category. These Hostels will also have optional add-on facility of Community Skill Development Centre for empowering SC/ST students with skill knowledge. AICTE has taken new initiative for skill development through National Vocational Qualification Framework (NVQF) & Community Colleges. These centres will serve as facility for imparting Skill knowledge fostering underprivileged classes. It is expected that providing such a facility to the SC/ST students undergoing professional education will enhance the enrolment of the SC/ST students as well as improving the quality of education.

Government/Government-aided engineering colleges/University Departments existing for the last years and have more than 150 SC/ST students on roll for the last three are eligible for the grant. The proposed/approved hostel for SC/ST will receive grant of a maximum limit of Rs. 2.0 Crore to be disbursed in 03 installments. During last 5-year grants were released for construction of hostels in 69 institutions with an average of 150 beneficiaries in each institution. A sum of Rs. 2001.46 lakh was released to 28 institutes towards 1st/ 2nd/ 3rd installments during 2016-17.

Other measures taken by AICTE

AICTE offers a scheme titled "Skill and Personality Development Programme centre for SC / ST students" with the objective of providing opportunity to SC / ST students in the AICTE approved institutes to reorient themselves in the light of emerging employment opportunities in Engineering undergraduate/Diploma students at all level. It is to empower the SC and ST students by providing special skill trainings apart from regular study and to enhance the skills of SC/ST candidates with help of modules on communication, personality development and proficiency in English language. It will boost the confidence of SC and ST students and provide them with better career opportunities so that their employability in the industry increases. Maximum limit of funding to the institute under this scheme is Rs. 25.0 Lakh for a period of 3-years. During 2016-17, a sum of Rs. 36.00 Lakh has been released to 4-institutes.

NORTH EAST AND HILL STATES

Scheme of Reservation of seats at Degree/ Diploma level technical courses for States/UTs lacking in such facilities: The Ministry of Human Resource Development has a scheme of reservation of seats in Engineering/ Technology/ Architecture/Pharmacy courses conducted at Degree and Diploma level technical institutions approved by the AICTE, for States and Union Territories (UTs) which do not have Engineering Colleges/Polytechnics or lack facilities for education in specific field of Technical Education and for certain categories including foreign students. The numbers of seats earmarked for NER States during academic session 2015-16 under this scheme are as indicated:

S. No.	Name of State	Diploma Course	Degree Course
1	Tripura	25	50
2	Mizoram	18	121
3	Manipur	35	113
4	Nagaland	50	150
5	Arunachal Pradesh	162	150
6	Assam	30	19
7	Meghalaya	27	100
8	Sikkim	30	40

EDUCATIONAL DEVELOPMENT OF WOMEN

Pragati (Scholarship for Girl Students) – Pragati is a scheme of AICTE aimed at providing assistance for Advancement of Girls participation in Technical Education. Education is one of the most important means of empowering women with the knowledge, skill and self-confidence necessary to participate fully in the development process. This is an attempt to give every young Women the opportunity to further her education

and prepare for a successful future by " Empowering Women Through Technical Education".

Salient Features of the Scheme: Number of scholarships per annum: 4000

'One Girl' per family, where the family income is less than Rs. 6 Lakh /annum

The candidates will be selected on Merit at the qualifying examination to pursue technical education from amongst such candidates.

The candidates should have been admitted to 1st year of the Degree or Diploma programme in any of the AICTE approved institute during the academic year 2015-16 through centralized admission process of the State/ Centre Government Amount of scholarship: Tuition Fee of Rs. 30000/- or at actual, whichever is less and Rs. 2000/- per month for 10 months as incidentals each year Reservation-15% for SC, 7.5% ST and 27% for OBC candidate/applicant Out of the total number of scholarship in each scheme, 50% scholarships are available at each Degree /Diploma level and also transferable in the event of non availability of eligible applicant in any of the of Degree/ Diploma level Programme.

EDUCATIONAL DEVELOPMENT OF PERSONS WITH DISABILITY

Expert Committee constituted to identify the courses according to the categories of disabilities: In order to increase the employability of PwDs the Ministry of Human Resource Development had constituted an Expert Committee to identify suitable courses according to the categories of disabilities under the Chairpersonship of Smt. Neelam Nath, IAS, Former Secretary (ESW), M/o Defence. The Committee has submitted its report on 14th May, 2014 and the same has already been circulated among all stakeholders for further necessary action. The broad areas of recommendations are given below:-

(i) Access to all courses

(ii) Expanding HEPSN Scheme to private institution

(iii) Mapping Jobs with Academic Studies

(iv) Orientation of higher education professionals on disability management

(v) Strengthening Higher Secondary Education for persons with disabilities

(vi) Increasing funding for higher education

(vii) Extension of Polytechnic Scheme

(viii) Award for higher education institutions practicing Inclusion

(ix) Documentation of good practices in the disability sector

(x) Training courses on employability skills

Centrally Funded Higher and Technical Educational Institutions:

Central Universities:

Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing research and instructional facilities, by providing inter-disciplinary studies, and innovation in teaching-learning process. It is envisaged that these Universities would exhibit themselves as centre's 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 Ordinances framed there under, there are at present 41 Central Universities fully

funded by MHRD, 40 of them are funded through UGC, while IGNOU is funded directly by the Ministry. The list of central Universities under MHRD may be seen at Annexure IV

Indian Institute of Science (IISc), Bangalore:

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

The Institute houses one of the largest computing facilities in any academic institution in the country and also holds the best library collections in the fields of science and engineering. The Institute has set up a digital library to meet the requirements of its faculty and the campus community also has access to a huge selection of e-journals and eresources. As per the National Institutional Ranking Framework (NIRF) of MHRD, the institute ranks as the No. 1 university in India. Also, Times Higher Education (THE) ranks IISc as top Indian educational institution in the world, and at 14 among 200 universities in BRICS and Emerging Economies.

INDIAN INSTITUTES OF MANAGEMENT (IIMs)

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

First Generation IIMs: These IIMs are located at Ahmadabad (established in 1961), Kolkata (1961), Bangalore (1973), Lucknow (1984), Indore (1996) and Kozhikode (1997) and are functioning from their permanent campuses.

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

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

Activities of IIMs: A number of courses like PGP, EPGP, MDP, FPM etc. are available for the students in all these premier Institutes. Number of students intake, Faculty position as on date and funds released during 2016-17 to each of these IIMs is at Annexure-V. The Ministry of Human

Resource Development is providing funds to establish the IIMs for academic activities and setting up of temporary campuses and construction of permanent campuses.

Indian Institutes of Technology (IITs)

Indian Institutes of Technology (IITs) are apex institutions established under the Institute of Technology Act, 1961, as amended from time to time. At present, there are twenty there (23) IITs located at Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati, Roorkee, Hyderabad, Patna, Bhubaneshwar, Ropar, Jodhpur, Gandhinagar, Indore, Mandi, Varanasai, Tirupati, Palakkad, Goa, Jammu, Dharwad, Bhilai and IIT(ISM) Dhanbad. These institutions are declared as "Institutions of National Importance" by The Institutes of Technology Act, 1961, which also lays down their powers, duties, framework for governance etc.

The objective of IITs is to impart world class education in engineering and technology; to conduct research in the relevant fields and to further advancement of learning and dissemination of knowledge. These Institutes are also contributing significantly to education and research in basic sciences and humanities.

The IITs offer undergraduate programmes in various branches of engineering and technology; postgraduate programmes with specialization and Ph.D. programmes in various engineering and science disciplines, interdisciplinary areas; and conduct basic, applied and sponsored research. At present, IITs offer B. Tech., B. Arch, M.Sc., M. Design, M. Phil., M. Tech, MBA and Ph.D. Degrees. The quality of teaching and research in IITs is of international standards. The Institutes are continuously evaluating and modifying curricula as per the emerging trends in the industry. They also contribute to updating the knowledge of faculty of other Engineering Colleges through Quality Improvement Programmes.

Admission in IITs in various courses is done on the basis of merit in admission tests such as Joint Entrance Examination (Advanced) for B.Tech courses, Graduate Aptitude Test in Engineering (GATE) for M. Tech. and Joint Admission Test for M. Sc. (JAM).

List of IITs:

1. Indian Institute of Technology, Kharagpur (http://www.iitkgp.ac.in/)
2. Indian Institute of Technology, Bombay (http://www.iitb.ac.in/)
3. Indian Institute of Technology, Madras (http://www.iitm.ac.in/)
4. Indian Institute of Technology Kanpur (http://www.iitk.ac.in/)
5. Indian Institute of Technology, Delhi (http://www.iitd.ac.in/)
6. Indian Institute of Technology, Guwahati (http://www.iitg.ac.in/)
7. Indian Institute of Technology, Roorkee (http://www.iitr.ernet.in/)
8. Indian Institute of Technology, Hyderabad (http://www.iith.ac.in/)
9. Indian Institute of Technology, Jodhpur (http://www.iitj.ac.in/)
10. Indian Institute of Technology, Ropar http://www.iitrpr.ac.in/
11. Indian Institute of Technology, Mandi (http://www.iitmandi.ac.in/)
12. Indian Institute of Technology, Indore (http://www.iiti.ac.in/)

13. Indian Institute of Technology, Patna (http://www.iitp.ac.in/)
14. Indian Institute of Technology, Gandhinagar (http://www.iitgn.ac.in/)
15. Indian Institute of Technology, Bhubaneshwar (http://www.iitbbs.ac.in/)
16. Indian Institute of Technology, (Banaras Hindu University), Varanasi (http://www.iitbhu.ac.in/)
17. Indian Institute of Technology, Tirupati http://iittp.ac.in/
18. Indian Institute of Technology, Palakkad http://iitpkd.ac.in
19. Indian Institute of Technology, Goa
20. Indian Institute of Technology, Dharwad
21. Indian Institute of Technology, Jammu http://iitjammu.ac.in
22. Indian Institute of Technology, Bhilai
23. Indian Institute of Technology (Indian School of Mines), Dhanbad (http://www.ismdhanbad.ac.in)

NATIONAL INSTITUTES OF TECHNOLOGY

The National Institutes of Technology (formerly Regional Engineering Colleges), which have been taken over by the Central Government w.e.f. 14.05.2003, are Centrally-funded autonomous Technical Institutions and have been declared 'Institutions of National Importance' w.e.f 15.08.2007 under the National Institutes of Technology, Science Education and Research(NITSER) Act, 2007 (as amended in June, 2012).

2. Till the academic session of 2009 – 2010, there were twenty NITs located at: Agartala (Tripura), Allahabad (Uttar Pradesh), Bhopal (Madhya Pradesh), Calicut (Kerala), Durgapur (West Bengal), Hamirpur (Himachal Pradesh), Jaipur (Rajasthan), Jalandhar (Punjab), Jamshedpur (Jharkhand), Kurukshetra (Haryana), Nagpur (Maharashtra), Patna (Bihar), Raipur (Chhattisgarh), Rourkela (Orissa), Silchar (Assam), Srinagar (Jammu & Kashmir), Surat (Gujarat), Surathkal (Karnataka), Tiruchirappalli (Tamil Nadu) and Warangal (Andhra Pradesh). In the year 2009, the First statutes of NITs were framed to further grant autonomy to these institutes under the Act.

3. During the XIth Plan Period, 10 new NITs have been established at Arunachal Pradesh, Delhi, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Sikkim, and Uttarakhand after obtaining the approval of the Union Cabinet in September, 2009. These 10 new NITs started their first academic session from the year 2010 – 2011 onwards with an annual intake of 90 students in each of the new NITs. NIT Andhra Pradesh is newly established NIT and its 1st academic session has been started from 2015-16. Thus, the total number of NITs have gone upto 31 i.e. one each in all States and major UTs Delhi and Puducherry, respectively.

4. The amendments for inclusion of 10 new NITs and five Indian Institutes of Science Education and Research (IISERs under the ambit of NITSER Act, 2007 got assent of the President of India on 07.06.2012 and since then the new NITs are also under the purview of the NITSER Act, 2007. Bengal Engineering and Science University (BESU), Shibpur (West Bengal) has been converted into Indian

Institute of Engineering Science and Technology (IIEST), Shibpur (West Bengal) as an autonomous Institution of National Importance vide NITSER (amendment) Act, 2014 with effect from 04.03.2014.

Establishment of NIT Andhra Pradesh

5. The Central Government has decided to establish an NIT in the State of Andhra Pradesh during the 12th year Plan. The land identified for establishment of permanent campus of NIT is located at Tadepalligudem in West Godavari District of Andhra Pradesh.

6. Consequent upon the assent of President of India on 1st March, 2014 on bifurcation of the existing State of Andhra Pradesh, the Ministry of HRD has established NIT at the successor State of Andhra Pradesh as per Schedule 13 (Education) of the Andhra Pradesh Reorganisation Act, 2014.

7. Land for permanent campus of the Institute has been finalized at Air Field lands measuring 174 acres in Tadepalligudem, West Godavari District. The first academic session of Institute has been started from 11th September, 2015 in its temporary campus located at Sri Vasavi Engineering College, Tadepalligudem.

8. NIT, Andhra Pradesh is currently having 8 branches with the capacity of 900 students and an annual intake of 480 students.

9. The amendment to the National Institute of Technology Science Education & Research (NITSER) Act, 2007 has since been passed by both the Houses of Parliament. Therefore, NIT Andhra Pradesh will now be governed as per the provisions of said Act.

10. As per the present policy admissions to 50% of the seats in an NIT and IIEST earmarked for students of the State, where the NIT is situated. The admissions in the remaining 50% seats are filled on the basis of the All India rank of candidates from other States.

11. The system has been able to provide high quality technical education to the talented students in the Country. While propagating the scope of equal opportunity of engineering education to the remotest corners of the country, NITs from a very important segment among the premier Technical Institutions in the country to promote quality technical Education and Research. They have an important role in providing high quality technical manpower for regional and national requirements. After setting up of the ten new NITs as an outreach programme, the students from all over the country are getting adequate scope of pursuing technical education.

Statistical Details of NITs

NITs (Amount in Crore)

Heads	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Plan	1039	1022	1353	1474	1503	1288
Non-Plan	628	747	778	835	935	833

IIEST Shibpur (Amount in Crore)

HEADS	2013-14	2014-15	2015-16	2016-17
Plan	5	57	65	65

Students (NITs + IIEST Shibpur)

Total Students (as on 31.12.2016)

Under Graduate	:	68164
Post Graduate	:	21375
Ph.D.	:	9105
Total	:	98644

Faculty (NITs+ IIEST, Shibpur) (as on 31.12.2016)

Sanctioned	:	7001
Filled up	:	5564

Budget Estimates for 2016-2017

(i)	**20 Old NITs**	:	Rs.940.00 Crore [Plan] Rs.1065.05 Crore [Non Plan]
(ii)	**10 new NITs**	:	Rs.504.90 Crore
(iii)	**IIEST-Shibpur**	:	Rs.80.00 Crore
(iv)	**NIT–Andhra Pradesh**	:	Rs.50.00 Crore

List of NITs and IIEST

Sl No.	Name of the Institute	Name of the State
1.	NIT-AGARTALA	Tripura
2.	NIT-ALLAHABAD	Uttar Pradesh
3.	NIT-BHOPAL	Madhya Pradesh
4.	NIT-CALICUT	Kerala
5.	NIT-DURGAPUR	West Bengal

List of NITs and IIEST

Sl No.	Name of the Institute	Name of the State
6.	NIT-HAMIRPUR	Himachal Pradesh
7.	NIT-JAIPUR	Rajasthan
8.	DR. B.R. AMBEDKAR NIT-JALANDHAR	Punjab
9.	NIT-JAMSHEDPUR	Jharkhand
10.	NIT-KURUKSHETRA	Haryana
11.	VNIT-NAGPUR	Maharashtra
12.	NIT-PATNA	Bihar
13.	NIT-RAIPUR	Chhattisgarh
14.	NIT-ROURKELA	Orissa
15.	NIT-SILCHAR	Assam
16.	NIT-SRINAGAR	Jammu & Kashmir
17.	SVNIT-SURAT	Gujarat
18.	NITK-SURATHKAL	Karnataka
19.	NIT-TIRUCHIRAPPALLI	Tamil Nadu
20.	NIT-WARANGAL	Telangana
21.	NIT-ARUNACHAL PRADESH	Arunachal Pradesh
22.	NIT-DELHI	Delhi
23.	NIT-GOA	Goa
24.	NIT-MANIPUR	Manipur
25.	NIT-MEGHALAYA	Meghalaya
26.	NIT-MIZORAM	Mizoram
27.	NIT-NAGALAND	Nagaland
28.	NIT-PUDUCHERRY	Puducherry
29.	NIT-SIKKIM	Sikkim
30.	NIT-UTTRAKHAND	Uttarakhand
31.	NIT-ANDHRA PRADESH	Andhra Pradesh
32.	IIEST SHIBPUR	West Bengal

IIEST – Shibpur

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

Indian Institutes of Information Technology (IIITs)

To meet the demand of high skilled professional in IT Sector, for centrally funded Indian Institutes of Information Technology in IT Sector, for centrally funded Indian Institutes of Information Technology (IIITs) have been set up in Gwalior (1998), Allahabad (1999), Jabalpur (2005), Kanceepuram (2007). These institutes have been declared as Institutes of National Importance through enactment of IIIT Act, 2014.

In pursuance of the 13th Schedule of the A.P Reorganization Act, 2014, a centrally funded Indian Institute of Information Technology (IIIT) has been set up in Kurnool District of Andhra Pradesh. IIIT Andhra Pradesh has commenced its academic session in 2015-16.

To address the challenges faced by the Indian IT Industry and growth of the domestic IT market, the MHRD intends to establish 20 new Indian Institutes of Information Technology (IIITs) on Not for Profit Public Private Partnership Mode (N-PPP) basis as approved by the Cabinet on 7.12.2010. Accordingly, MHRD invited proposals from all the State Governments for setting up of the 20 IIITs. 20 proposals, received from State Govt. for setting up IIITs in PPP have been approved. These are IIIT Sricity Chitoor (A.P), IIIT Kakinada (A.P), IIIT Guwahati (Assam), IIIT Dharwad (Karnataka), IIIT Kottayam (Kerala), IIIT Tiruchirappalli (Tamil Nadu), IIIT Vadodara (Gujarat), IIIT Pune (Maharashtra), IIIT , Senapati (Manipur), IIIT Bodhjungnagar (Tripura), IIIT Bhopal (Madhya Pradesh), IIIT Sonepat (Haryana), IIIT Lucknow (U.P), IIIT Una (H.P), IIIT Kalyani (W.B), IIIT Kota (Rajasthan), IIIT Surat (Gujarat), IIIT Nagpur (Maharashtra), IIIT Ranchi (Jharkhand) and IIIT Bhagalpur (Bihar). 3 IIITs have commenced its academic session in 2016-17. Academic Session has started in 15 new IIITs-PPP Mode.

Indian Institutes of Science Education & Research (IISERs):

On the recommendation of the Scientific Advisory Council to the then Prime Minister of India (SAC-PM), the Government of India established five Indian Institute of Science Education & Research (IISERs) at Pune (2006), Kolkata (2006), Mohali (2007), Bhopal (2008) and Thiruvananthapuram (2008). IISERs are envisaged to carry out research in frontier areas of science to provide quality science education at the undergraduate and postgraduate level and have been declared as the Institutes of National Importance under the National Institute of Technology, Science Education & Research (NITSER) Act, 2007, as amended from time to time, and are governed by their respective Boards of Governors.

As a sequel to the Andhra Pradesh Re-organisation Act, 2014, bifurcating the then State of Andhra Pradesh to the States of Andhra Pradesh and Telangana, a new IISER was established at Tirupati in the residual State of Andhra Pradesh. Similarly, consequent upon an announcement by the Union Finance Minister in his Budget speech (2015), another IISER was established at Berhampur, Odisha. Both IISER Tirupati and IISER Berhampur are functioning with effect from 10.08.2015 and 01.08.2016

respectively and were registered on 22.02.2016 and 18.10.2016 under the Andhra Pradesh Societies Registration Act, 2001 and Societies Registration Act, 1860 (Odisha) respectively.

The details of student intake, faculty strength and funds released till 31.12.2016 have been annexed at ANNEXURE-VI.

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.

A pioneer in Productivity Improvement, Operations and Manufacturing Management, today NITIE stands tall among the country's few academic institutes that have successfully blended technology and management. It commands national standing in Quality Management, Materials Management, Logistics, Business Process Re-engineering (BPR), Enterprise Resource Planning (ERP, Supply Chain Management and Technology Management. NITIE is also recognized as a pre-eminent Indian institution engaged in Management Development Programmes (MDPs), professional industrial consultancy and applied research, in Industrial Engineering and allied areas.

NITIE FACULTY: NITIE's faculty members are drawn from diverse basic disciplines in humanities, technology and management. Most have hands-on experience in business, industry or government as well. Many are distinguished professionals, trainers and leading authors in management. As instructors they regularly engage students, practicing managers and administrators to inspire them toward superior quality decision making and a solicitous execution of their responsibilities.

ACADEMIC ACTIVITIES: NITIE offers the following two-year residential Post Graduate Diploma programmes:

1. Post Graduate Diploma in Industrial Engineering (PGDIE)
2. Post Graduate Diploma in Industrial Management (PGDIM)
3. Post Graduate Diploma in Industrial Safety & Environmental Management (PGDISEM)
4. Post Graduate Diploma in Manufacturing Management (PGDMM)
5. Post Graduate Diploma in Project Management (PGDPM)

FELLOW PROGRAMME

Admission Criteria: Master's degree or equivalent in Engineering/Technology, Management, Economics, Commerce, Social Science, Life Sciences and Pure Sciences with 60% aggregate marks {relaxable 5% in case of SC/ST/PwD (Person with Disability) candidates} from recognized University/Institution, CA/ICWA and ACS. Those appearing for final examination in the respective disciplines can also apply.

Budget Estimates/Revised Estimates and release position for the year 2016-17 (upto 31st

December, 2016: A sum of Rs. 320.00 lakh and Rs. 2488.00 lakh has been released to NITIE, Mumbai till December, 2016 under Plan and Non-Plan heads respectively against the budgetary allocation of Rs. 400 lakh and Rs. 3110.00 lakh in respective heads.

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

NIFFT was established in 1966 by the Govt. of India in collaboration with UNDP-UNESCO, ever since its inception National Institute of Foundry and Forge Technology (NIFFT), Ranchi has been looked upon by the industry to provide qualified engineers and well trained specialists in the field of Foundry Technology, Forge Technology and other allied manufacturing areas. The Institute has earned reputation as a leading institute for imparting technical education and organizing teaching and training programmes in these engineering disciplines. The Institute has also been tenaciously and meticulously conducting industrial research, design and development work in the relevant areas and providing consultancy and documentation services to the industries all over the country and abroad.

NIFFT is registered as a society under the Societies Registration Act of 1860. The management of the Institute is vested with Board of Governors with chairman as its apex and members drawn from AICTE, MHRD, Private and Public Enterprises, Technical and R&D institutions.

Academic Programmes: NIFFT has five departments of study viz. Foundry Technology, Forge Technology, Manufacturing Engineering, Materials and Metallurgical Engineering and Applied Sciences and Humanities. The Institute offers the following regular programmes:

- Post Doctoral programmes
- Doctoral programmes
- M.Tech. course in Foundry-Forge Technology
- M.Tech. course in Manufacturing Engineering
- M.Tech. course in Environmental Engineering
- M.Tech. course in Materials Science and Engineering
- B.Tech. course in Manufacturing Engineering
- B.Tech course in Metallurgy and Materials Engineering
- Advanced diploma course in Foundry Technology
- Advanced diploma course in Forge Technology
- From 2017 academic session, B.Tech programme in Mechanical Engg. is proposed

All the academic programmes have been accredited by National Board of Accreditation (NBA), AICTE, New Delhi. Students are selected for admission through All India Engineering Entrance Examination (conducted by CBSE all over India) for B.Tech. courses; through GATE score and interview for M.Tech. courses: through written examination conducted by NIFFT for advanced diploma courses; and through written test/interview for doctoral and post doctoral programmes.

The Institute is affiliated to Ranchi University for the award of under graduate and post graduate degrees. Advanced Diploma is awarded by the Institute itself. The Institute has kept its objective broadening and courses expanding with time for

adapting to the dynamics of the industries and needs of the society.

Budget Estimates/Revised Estimates and release position for the year 2016-17 (upto 31st December, 2016): A sum of Rs. 300.00 lakh and Rs. 1000.00 lakh has been released to NIFFT, Ranchi till December, 2016 under Plan and Non-Plan heads respectively against the budgetary allocation of Rs. 3000 lakh and Rs. 3068.00 lakh in respective heads.

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

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

The Institute came under the direct control of Ministry of Human Resource Development (MHRD), Government of India, from 1st April, 1994. It has been conferred with the "Deemed to be University" status on May 31st, 2005 under Section–3 of UGC Act, 1956, funded by MHRD, New Delhi.

The North Eastern Regional Institute of Science and Technology, (NERIST) has taken up many developmental activities during the period 2016 - 17 for the development of the Institute under Deemed University status. This institute is imparting science and technical education to the students of all North Eastern States with an aim to develop technical manpower in north east.

Academic Activities: The North Eastern Regional Institute of Science and Technology, (NERIST) is imparting UG (Modular Pattern), PG and Ph.D courses in Science and Technology streams. The Institute runs UG Programmes in Agricultural Engineering, Mechanical Engineering, Electrical Engineering, Civil Engineering, Electronics and Communication Engineering, Computer Science and Engineering and four year Degree course in Forestry stream. Institute also runs 2 year MBA under Centre for Management Studies (CMS), M.Sc in Chemistry, Physics, Mathematics and Forestry and M.Tech and Ph.D in Engineering and other departments.

Budget Estimates/Revised Estimates and release position for the year 2016-17 (upto 31st December, 2016): In the current financial year 2016-17, a budget of Rs. 1500.00 lakh and Rs. 5450.00 lakh has been allocated under Plan and Non-plan heads respectively to NERIST, Itanagar. A sum of Rs. 4087.50 lakh has been released under Non-Plan head to NERIST, Itanagar till December, 2016.

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

Set up by the Government of India in 1989, Sant Longowal Institute of Engineering and Technology has carved for itself a niche place among the professional institutes and universities of the country. With programmes ranging from certificate to doctorate in various disciplines, the institute produces high quality flexible engineering skills at all levels with a firm grounding in the principles of engineering

science and technology, while inculcating an engineering method and approach that enable graduates to enter the world of work and tackle "real world" problems with creative yet practical results. In loading the students with skills, right balance between scientific and technical understanding and their practical application to problem solving is maintained. Special skills of communication and negotiation, teamwork and inter-disciplinary working, planning-costing and entrepreneurial thought are synthesized with theoretical understanding, creativity and innovation, technical breadth and business skills.

Spread in sprawling more than four hundred acres, the institute is wonderfully blessed with natural beauty and greenery. It expresses through refreshing shades revealing the environment and conditions truly designed to give the human spirit true satiety and comfort. Large plantations carried out at the institute make the institute a living beauty - a sign of endless and inexhaustible plenty. Live atmosphere enhances working environment, bringing a humanizing and softening touch to the surroundings. Institute plays a host to a number of migratory birds giving the glimpse of some of the rarest species of birds in the world. Splendor of the natural environment and beauty of the birds are the perfect setting for a spiritual and academic aesthete. Institute provides an atmosphere which weans oneself away from the worries, converging desires and promoting the values of thinking and analysis. A student at the institute does not have the usual lures prevalent in urbanized dwellings, making him physically, ethically and academically sturdy.

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

Budget Estimates/Revised Estimates and release position for the year 2016-17 (up to 31st December, 2016): A sum of Rs. 2000.00 lakh and Rs. 2539.97 lakh has been released to SLIET, Longowal till December, 2016 under Plan and Non-Plan heads respectively against the allocation of Rs. 2500.00 lakh and Rs. 4440.00 lakh in respective heads.

Central Institute of Technology, Kokrajhar, Assam

Central Institute of Technology (CIT), Kokrajhar is a centrally funded Institute under Ministry of Human Resource Development, Government of India which is situated at a serene landscape near the Head Quarter of Kokrajhar District of Bodoland Territorial Council (BTC) in Assam. CIT has been established for the basic objective of fulfilling the aspirations of the local People of lower Assam relating to their cultural identity, language, education and overall economic development of the region and to impart the local youths with requisite Technological and Vocational training to produce the required manpower to give the impetus to economic growth of this area and to integrate the local People into the mainstream of Technical and Vocational Education.

The Institute was established on the 6th day of

December, 2006. The genesis of this Institute was the memorandum of Settlement on Bodoland Territorial Council (BTC) signed between the Union Government, the Govt. of Assam and the Bodo Liberation Tigers, on February 10, 2003. The Institute is an autonomous body registered under the Societies Registration Act., 1860 and functions under a Board of Governors (BOG).

CIT is mandated to impart Technical and Vocational Education such as Information Technology, Bio-Technology, Food Processing, Rural Industries, Business Management, etc. as part of the concerted efforts being made by the Government of India and the Government of Assam to fulfill the aspirations of the Bodo people. It is thus envisioned to acquire a unique place in the field of technical education in the country through its modular and innovative academic programmes.

Budget Estimates/Revised Estimates and release position for the year 2016-17 (upto 31st December, 2016): A sum of Rs. 3375.00 lakh has been released to CIT, Kokrajhar till December, 2016 under Plan head against the allocation of Rs. 4500.00 lakh in Plan head.

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

Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal was established in 2010 by Ministry of Human Resource Development, Government of India. The Institute was established; with the objective to create a multi-layered inter disciplinary and inter-sectorial efficient professional technical manpower to act as an international podium for the development and transfer of technical competence in academics.

Main objectives are:-

- To offer flexible, modular, credit based multi-point entry programs in engineering and technology.
- 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.
- To offer Non -formal programme in different areas of technology to strengthen the scope of institutional program.
- To provide technical education facilities for women, school dropouts and other disadvantaged sections of society through specially designed courses.
- To offer continuing education programme for working personnel from industries at different levels to meet the requirements of small, medium and large industries.
- To offer bridge courses for lateral entry in all programme and for moving from one level of course to another level.

Vision: GKCIET envisioned being a Technical – Vocational University for inclusive growth and development of technical manpower through formal and non-formal mode mitigating the skilled manpower requirement of the nation.

Mission

- Technical education and training in formal and non-formal sectors.

- Development of competency based curriculum and ICT based courseware for professional courses.
- Research & Development in the sphere of Science, Technology & Pedagogy.
- Emphasizing to built Institute Industry-entrepreneurship and Institute – Community interface.
- Building collaboration with National and International Centres of Excellence and partnership with stake holders.

Budget Estimates/Revised Estimates and release position for the year 2016-17 (upto 31st December, 2016): A sum of Rs. Rs. 780.00 lakh has been released to GKCIET, Malda till December, 2016 under Plan head against the allocation of Rs. 3066.00 lakh in Plan head in the current financial year 2016-17.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING AND RESEARCH, CHANDIGARH

Training Programs: Institute conducts long term and short term training programs for development of faculty in Pedagogy as well as subject matter up gradation and qualification improvement. Following is the detail of training programs conducted by the Institute during the period April –October 2016.

Long Term Programs (Master's Degree and Ph.D. Programs)

- 280 and 219 teachers, working professional from industries and fresh graduates are attending Master's Degree through modular and regular mode respectively.
- 69 teachers are pursuing their Ph.D.

Short Term Programmes (See table below)

	No. of Courses Conducted	Teachers Trained
• Polytechnics and Engg. Colleges	115	2180
• Training Programmes through ICT	27	4802
• Workshops	07	302
• National Seminars	01	234
• Student Training	09	192

Curriculum Development: During the year 2016-17 (upto 31 October, 2016), the institute has designed NSQF Compliant Curriculum for 09 certificate programmes and 08 diploma programmes for the state of Punjab.

IBM Software Lab for Emerging Technologies established at the institute: Department of Computer Science & Engineering has signed an MoU with IBM India Pvt. Ltd. and established an IBM Software Lab for Emerging Technologies in collaboration with IBM. IBM has

also provided training to faculty and students on Application Development for Cloud Deployment using IBM Bluemix, Application Security Management using IBM Rational App Scan and Big Data Analytics using IBM Info Sphere Big Insights.

IBM Official interacting with the participants

Job Fair for the Differently Abled Persons: NITTTR Chandigarh in collaboration with Sarthak Educational Trust, New Delhi, CII Chandigarh and Vocational Rehabilitation Centre, Ludhiana organized a Stakeholders Sensitization Workshop on 02 June and a Job Fair for the differently abled persons on 03 June, 2016 at the institute. Approximately 260 persons with disabilities and 23 employers participated in this mega event. 106 persons with disabilities were short listed by the employers who participated in the event. Persons with disabilities were offered jobs in hospitality, retail, BPO, IT and manufacturing sectors. Most of the job offers were in the range of Rs. 7000-10000 per month.

His Excellency, Prof. Kaptan Singh Solanki, Hon'ble Governor, Haryana, Punjab and Administrator UT, Chandigarh addressing the PWDs potential, employers and the Organizers of the Fair.

Memorandum of Understanding: MOU was signed with Institute of Integrated Himalayan Studies (IIHS), Himachal Pradesh University, Shimla on 29.08.2016. The objective of the MOU is to have academic collaboration and execute joint research projects so as to strengthen the scientific and academic areas at both the institutions.

Enovate Skill (NITTTR Start Up): With a view to promote entrepreneurship amongst students and an effort towards achieving GOI mission on Start Up India, "Enovate Skill (NITTTR Start Up)" has been set up at the institute. This centre has completed its first summer training session from 06 June, 2016 to 12 July, 2016 with students of different engineering colleges. The training was provided by the experts from NITTTR as well as other reputed organizations and industry. During this training programme an "International Seminar on Robotics and Space Science" was also organized in which scientists from different organizations like NASA participated through Google Hangout.

Faculty Development Programme on 'Business Start-ups and Social Entrepreneurship: The department of Entrepreneurship Development and Industrial Coordination (EDIC) conducted a two-week Faculty Development Programme on 'Business Start-ups and Social Entrepreneurship' from 19 – 30 September, 2016 at NITTTR Chandigarh which was sponsored by Department of Science and Technology, Govt. of India. 117 teachers from Engineering Colleges and Polytechnics from the country participated in the programme.

Entrepreneurship Awareness Camp: The department of Entrepreneurship Development and Industrial Coordination (EDIC) conducted an Entrepreneurship Awareness Camp for the students of Chandigarh College of Engineering and Technology (Degree Wing), Sector 26, Chandigarh on 21 October, 2016. 85 students along with 7 teachers participated in the programme.

Celebration of Swachh Bharat Week: Swachh Bharat Week was celebrated at the institute from 25-09-2016 to 02-10-2016. A series of competitions like photography contest, poster making event and an inter-college quiz competition were organized to celebrate the event. More than 100 students from about 20 Polytechnics/ Engineering Colleges/ Universities from the States of Punjab, Haryana, Himachal Pradesh, and U.T. of Chandigarh participated in the event. Also, a skit on Swachh Bharat was performed for mob sensitization on the occasion by the Persons with Disabilities of SMART + Chandigarh program being run at the institute by Sarthak Educational Trust. On the occasion Dr. M.P. Poonia, Director, NITTTR, Chandigarh addressed the gathering and distributed awards to the participants.

YOGA DAY CELEBRATION: The institute celebrated Yoga Day on 21 June, 2016 at the institute, which was attended by about 150 persons that included students, faculty, staff and family members of institute employees. The program was conducted in accordance with the yoga protocol as per directions from MHRD. Prior to this a Yoga Camp of 4 days duration was conducted from 14-17 June, 2016 which was attended by 75 persons. This was conducted under the supervision of 2 certified yoga teachers and one assistant.

In addition, a session on Yoga and Meditation is conducted in all the training programmes on the topic related to personality development.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING AND RESEARCH, KOLKATA

I. Training Achievement Report: During the period (1st April, 2016 to 31st October, 2016), the Institute conducted 98 Short-Term Training Programmes to train 2534 faculty members, officers and Staff members of various Polytechnics, Engineering Colleges, Universities and other organizations across the country.

II. Various Activities Directors' Meeting

Directors of all 4 NITTTR met on 4 April 2016 to discuss various issues related to the training programmes for technical teachers of the country. It was also discussed on the proposal of considering NITTRs as an Institute of National Importance.

❖ **2nd Regional Workshop on Technical Education for North Eastern States:**

NITTTR, Kolkata organized 2nd Regional Workshop on "Improving Technical Education System in the North Eastern States" on 8 and 9 April 2016 at Shillong Polytechnic. Prof. Phalguni Gupta, Director, NITTTR, Kolkata inaugurated the workshop. Shri O. Ropmay, Joint Director, HE, Government of Meghalaya graced the occasion as Chief Guest. Directors of Technical Education from North Eastern States, BoG members, Chairman, AICTE members, BSNL Representative, 27 Principals of various polytechnic of NE Region attended the workshop.

❖ **Observation of Anti-Terrorism Day:**

The Institute observed the Anti-Terrorism Day on 20 May 2016 in the memory of former Indian Prime Minister Late Rajiv Gandhi to generate awareness in the country among all sections of people, about the danger of terrorism and violence and its effect on the people, society and the country as a whole. Members of the Faculty, Staff as also the Students and Teacher Trainees present on the campus participated and took Pledge.

❖ **World Environment Day Celebration:**

The Institute observed the World Environment Day on 5 June 2016 in a grand manner. Dr. Phalguni Gupta, Director, NITTTR, Kolkata inaugurated the programme. Debate and Quiz competitions were organized for the staff members. Various cleaning drive in the campus was a part of the programme.

❖ **Celebration of International Yoga Day:**

The Institute celebrated International Yoga Day on June 21, 2016 with the enthusiastic participation of its campus community. It began with a discussion on benefit of Yoga in human life followed by practice of Yogasanas. A talk on yoga was delivered by Mr. Sudhir Maheswari, Principal Coach, Mystec Yoga.

❖ **Celebration of Swacch Bharat Pakhwada:**

NITTTR, Kolkata observed Swachhta Pakhwada week from 1 to 15 September 2016. During this period, Institute's campus was vibrant with various activities and events related to Sanitation. Prof. Phalguni Gupta, Director, NITTTR, Kolkata inspired the employees and students to ensure cleanliness around them and the institution. To mark the fortnight cleanliness operation was done in the surrounding of Hostel Buildings, adjacent roads, toilets etc. of the Institute.

❖ **Celebration of Hindi Diwas:**

The Institute observed the Official Language month through a one-day "Language Activities/ Group Competitions Programme", on 29 September 2016 in which 12 employees participated.

❖ **Vocational Program on "Training of Trainers in IT & ITes Sector under NSQF"**

National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. The Institute conducted "Training of Trainers in IT & ITes Sector under NSQF for the state of West Bengal. 495 persons attended the workshop.

❖ **Rastriya Ekta Diwas Celebration:**

The birth anniversary of Sardar Vallavbhai Patel was celebrated in this Institute with sincerity and respect on 31 October 2016. Members of the Faculty, Staff as also the Students and Teacher Trainees present on the campus participated with great enthusiasm on the occasion and took "Rastriya Ekta Diwas Pledge" in driving out corruption and ensuring the integrity of the country.

❖ **Community Development Through Polytechnic (CDTP) 2016-17:**

This institute is monitoring the Community Development through Polytechnic Scheme (CDTP) in 76 Polytechnics of the Eastern and North Eastern Region of the Country. During this period, 5804 participants were trained under this scheme for gainful employment/self-employment and entrepreneurship development in different vocations. The training is being provided in non-formal mode utilizing the resources of the polytechnic and generous support from MHRD through non-recurring and recurring grant. The target groups are rural youth, women, school dropouts, SCs, STs, disabled, others weaker sections and under privileged groups of the society. A glimpse of some of the

training programs under taken in Assam Engineering Institute, Bamuni Maidan, Assam, Government Polytechnic Kohima, Nagaland, Govt. Polytechnic Barauni, Bihar, Govt. Polytechnic Koderma, Jharkhand, B.P.C. Institute of Technology, Nadia and Sheikhpara ARM Polytechnic, West Bengal are shown below.

Sewing Machine Operator(Basic) Training at T. T. C. Rangia, under Assam Engineering Institute

Carpentry Training at Government Polytechnic Kohima under Government Polytechnic Kohima

Certificate Course in Computer at Govt. Polytechnic Barauni

Comp Fundamental M. S. Office & Internet & Web Designing Training at Govt Polytechnic Koderma

Vermiculturing & Vermicomposting Training at B.P.C. Institute of Technology, Krishnagar

Beautician and hair dressing at Bariyanagar, Ranitala under Sheikhpara ARM Polytechnic

National Institute of Technical Teachers' Training & Research, Bhopal

National Institute of Technical Teachers' Training and Research (NITTTR), Bhopal is providing its services in western region of India (Madhya Pradesh, Chhattisgarh, Gujarat, Maharashtra and Goa UT) to State Directorates and Boards, polytechnics and engineering colleges, industry, field agencies and the community polytechnics through its short term programmes and workshops, curriculum development including testing and examinations, education management, educational research, instructional resources development, multimedia development, promotion of institutional autonomy and flexibility in programmes, extension services, consultancy and long-term programmes.

Academic Reforms at NITTTR, Bhopal during 01st April – 31st October 2016: NITTTR, Bhopal has taken on the challenge of strengthening the programs offering, resource development and dissemination, and capacity building for overall improvements. In light of the future expectations and desires, NITTTR, Bhopal is repositioning itself as the hub of the Next Generation Teachers' Education, Training & Research in the country.

- During the period 139 programmes were offered in which a total of 3299 participant teachers of various engineering colleges and polytechnics participated..
- On its 52nd anniversary programme held on 7th April 2016, NITTTR, Bhopal was inaugurated by Shri Alok Sanjar, Member of Parliament, Bhopal and institute pledged on improving the quality of teachers and use of research and development towards addressing the problems of society.
- For the Chhattisgarh state, the institute has conducted and organized training programmes for the implementation of the Technical Education Quality Improvement Programme (TEQIP) Phase II.
- The institute has taken up the Curriculum Redesign Project for Maharashtra State Board of Technical Education (MSBTE), Mumbai for redesign of 14 diploma programme and also have for the Chhattisgarh State with Chhattisgarh Swami Vivekanand Technical University (CSVTU), Bhilai for redesign of 15 diploma programme.
- For awareness of development of healthy living practices and inculcating yoga practices, on the occasion of International Yoga Day, 21st June 2016, experiential learning activity in guidance of invited professional Yoga Trainers was conducted.
- The institute was awarded extension of ISO 9001:2008 certification for year 2016-17 after successful surveillance audit held on 05th May 2016.
- During the period 02 Ph.D. were awarded and 40 Ph.D. are currently in progress in various disciplines.

Figure 1: Celebrating 52nd Foundation Day of NITTTR, Bhopal with lighting the lamp ceremony by Shri Alok Sanjar, Member of Parliament, Bhopal on 07th April 2016.

Figure 2: Faculty and Staff performed yoga asanas to mark the "International Yoga Day" on 21st June 2016.

National Institute of Technical Teachers Training and Research, Chennai

The National Institute of Technical Teachers Training and Research (NITTTR) Chennai was established as an autonomous Institute by the Ministry of Human Resource Development, Government of India in the year 1964 to improve the quality of Technical and Vocational Education and Training (TVET) system in India and in the Southern Region in particular. Within this mandate, the institute takes initiatives to offer need based Human Resource Development Programmes through appropriate modes and develop curricula and instructional resources. It also fosters research in the core engineering area and also in the inter disciplinary area of Engineering Education and offers consultancy and extension services for the total development of Engineering Colleges, Polytechnics, Vocational Institutions, Industry, Service Sectors and the Community at large.

Asian Institute of Technology (AIT), Bangkok

The Asian Institute of Technology (AIT) was

Figure 3: Celebrating Independence Day with flag hosting by Prof D. S. Karaulia I/c Director, NITTTR, Bhopal on 15th August 2016.

established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical educational needs 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 Rs. 50 lakh to the seconded faculty every year. In addition, the Government of India also provides funds to AIT to the tune of Rs. 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.

COUNCIL OF ARCHITECTURE

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

2. The COA, besides maintaining a Register of Architects, oversees the maintenance of standards, periodically of recognized qualifications under the Act by way of conducting inspection through Committees of Experts. Based on the inspections, the COA can make representation to appropriate Governments with regard to inadequacy of standards maintained by the institutions. The Central Government after further inquiry as deemed fit and keeping in view the comments of the appropriate Governments and the architecture institutions is required to take decision regarding notifying de-recognition of the architectural qualification. The recommendations of the COA are taken before any architectural qualification is notified as recognized under the Act by the Central Government. The total number of architects registered with CoA is approx 77,000.

3. In order to carry out the objectives of the Act and Regulations framed thereunder, the Council has constituted the following Statutory Committees:

   a. The Executive Committee is constituted under Section 10 of the Act and it functions as an Executive Authority of the Council.

   b. Disciplinary Committee is constituted by the Central Government as per Council of Architecture Rules framed by the Central Government. This committee investigates the complaints and holds enquiries

relating to professional misconduct of architects and makes its recommendations to the Council for taking decision on the guilt of the Architects.

c. Advisory Committee (Appeals) hears the appeals of the applicants whose applications for registration are rejected.

d. Sub-Committee on Foreign Qualifications examines the references received from Central Government for recognition of foreign qualifications.

e. Scrutiny Committee scrutinizes the proposals/applications received from new institutions for introduction B.Arch. Course and from existing institutions for extension of approval/additional intake.

SCHOOL OF PLANNING AND ARCHITECTURE, DELHI

An institute of global status, the School of Planning and Architecture, Delhi has been providing cutting edge planning, architecture and design solutions, and consultancy and research environments for the growing of Indian economy. Recognizing SPA's national and international eminence, Government of India conferred school the status of 'Institute of National Importance' under the School of Planning and Architecture (SPA) Act, 2014 of the Parliament with the prime aim to enable the school to broaden its academic horizons and undertake research and innovations in architecture, planning and allied activities.

2. At the present moment, the school offers two under graduate programmes, Bachelor of Architecture and Bachelor of Planning. In addition, the school also offers ten postgraduate programmes in planning, architecture and design. These postgraduate programmes are Architectural Conservation, Environment Planning, Industrial Design, Housing, Urban Design, Regional Planning, Transport Planning, Urban Planning, Landscape Architecture, and Building Engineering and Management. Besides, all departments of studies of the school have been offering Doctoral programmes since 1985. During the session 2016-17, the school admitted 116 students in bachelor of architecture, 32 in bachelor of planning and 220 in various postgraduate programmes. At the present moment, a total of 71 doctoral scholars are working in different Departments of studies covering a diversity of subject area.

3. Apart from teaching, applied research forms the second core area of concern of the School. In 2016-17, like the previous years, a number of important research projects were sponsored by notable national and international agencies. The third core area of the School is professional consultancy. The School provides the state of the art consultancy services to state and central government at various levels and also to the private sectors. In the year 2016- 2017, SPA New Delhi was offered many consultancy projects related to various important areas of nation building such as riverfront development, heritage impact assessment, social impact assessment, highway development, design of herbal gardens, etc. A total consultancy fee of Rs. 16,077,029.00 was received by the School from 1 April 2016 to 31st October, 2016.

SCHOOL OF PLANNING AND ARCHITECTURE, VIJAYAWADA

School of Planning and Architecture,

Vijayawada (SPAV) is as an autonomous institution established on July 7, 2008 by the Ministry of Human Resource Development, Government of India to promote education and research in the fields of Planning and Architecture. Under the School of Planning and Architecture Act, 2014, the School has been declared as an 'Institute of National Importance'.

2. The academic focus and approach of SPA, Vijayawada is a unique blend of design, creativity and objectivity with a social purpose. Students not only learn the skills required, but are also exposed to thought-provoking and intellectually inspiring sessions, through studios, field trips and research projects, which brings out the creative best in them.

3. The institute promotes research with a vision to develop independent and scholarly contribution to the progress of the body of knowledge. SPA Vijayawada offers undergraduate, post graduate and doctoral programmes for achieving excellence in the fields of Planning and Architecture. Presently the School runs two departments (1) Department of Architecture and (2) Department of Planning. A total of two Undergraduate Degree programmes, three Postgraduate degree and Doctoral programmes are being offered. Two undergraduate programmes: one in each of the two departments was started in the academic year 2008-09.

4. The following three post graduate programmes were introduced by the School in the academic year 2014-15:

   (i) Master of Planning (Environmental Planning and Management)

   (ii) Master of Planning (Urban and Regional Planning) and

   (iii) Master of Architecture (Sustainable Architecture)

5. During the session 2016-17, the School of Planning and Architecture, Vijayawada admitted 67 students in bachelor of architecture, 22 in bachelor of planning and 49 in various postgraduate programmes.

SCHOOL OF PLANNING AND ARCHITECTURE, BHOPAL

SPA Bhopal was established by Government of India in the year 2008. Under the School of Planning and Architecture Act, 2014, the School has been declared as an 'Institute of National Importance' and has already started its academic functions from its new permanent campus at Bhauri, Bhopal. The school is committed to produce best Architects and Planners of the Nation to take up the challenges of physical and socio-environmental development of global standards. Since 2008-09, SPA Bhopal offers Bachelors level Programmes in the field of Architecture & Planning at UG Level and from 2010-11 SPA Bhopal offers Master Level Programmes M.Arch in Urban Design and M. Plan in Urban & Regional Planning as well as Ph.D Programme in the field of Architecture & Planning. Since 2013-14, SPA Bhopal is offering three more new Master level Programmes Master of Landscape Architecture, Master of Architecture (Conservation) in Architecture & Master of Planning (Environmental Planning). During the session 2016-17, the school admitted 103 students in various Bachelor's programme

and 88 in various postgraduate programmes.

2. The School of Planning and Architecture, Bhopal has been undertaking research and consultancy works for last five years. Research initiatives in the fields of sustainable planning, traditional knowledge systems and universal design have emerged as the key research domains of the Institute. GIAN Workshops of MHRD was organized from 16th to 20th May, 2016 at SPA Bhopal. NOSPLAN an annual event of the students of planning was organized at the Institute. Since inception, the School has awarded degrees to 591 students upto the year 2016-17.

POLYTECHNICS

SUB-MISSION ON POLYTECHNICS

Brief Objective : 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)

Coverage/Targets

1. Setting up of New Polytechnics: Under this component, Government of India provides financial assistance to the State / UT Governments, limited to Rs.12.30 crore 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 crore, if any.
2. Strengthening of existing Polytechnics: Under this component, financial assistance of upto Rs.2 crore per Polytechnic is provided by Government of India to upgrade infrastructure facilities of 500 existing diploma level public funded polytechnics.
3. 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 Rs.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.
4. 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.

Overall Achievements of the Scheme: Out of 300 unserved/underserved districts to be provided financial assistance of Rs.12.30 crore, 295 Districts have been provided partial financial assistance of Rs.2485.91 crore till 31.03.2017, for establishment of new Government Polytechnics. 157 polytechnics have become operational till date. 500 Polytechnics have been provided partial financial assistance of Rs.566.07 crore till 31.03.2017 to upgrade their infrastructure facilities. 496 Polytechnics have been provided partial financial assistance of Rs.405.98 crore till 31.03.2017 for construction of Women's Hostels at these Polytechnics. 257 Women's Hostel has been completed till date. 518 Polytechnics are implementing the scheme of Community Development through Polytechnics and recurring financial assistance of Rs.282.33 crore released till 31.03.2017 to carry out the Scheme's activities. As per available reports 1,63,225 persons have participated in the non formal, short term, skill development programmes under the CDTP scheme till 31.03.2017.

Scheme for upgrading existing Polytechnics to integrate the physically disabled in the mainstream of Technical & Vocational Education

Brief Objective: 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.

Coverage/Targets: 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.

Deemed to be Universities

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

Deemed to be Universities are made under the provisions of UGC Act, 1956 by an administrative order as against other universities which are made under either the Act of Parliament or the State Legislatures.

At present, there are 123 Institutions Deemed to be Universities. Out of 123 Deemed to be Universities, 35 are Government controlled & 88 Institutions are privately controlled. Out of 88 privately controlled Institutions, 13 are receiving fully/ partially grants from UGC. List of Deemed to be Universities is enclosed at Annexure – VII.

These Deemed to be Universities are presently

regulated under the provisions of UGC (institutions Deemed to be Universities) Regulations, 2016.

Private Universities

Private Universities are established by the Acts of the respective State Legislatures. At present, there are 261 State Private Universities functioning in the country. List of Private Universities is enclosed at Annexure -VIII.

Private Universities are regulated by the UGC through UGC (Establishment of and maintenance of Standards in Private Universities) Regulations, 2003.

National Apprenticeship Training Scheme (NATS)

The National Apprenticeship Training Scheme (NATS), in respect of graduate engineers, diploma holders (technicians) and vocational pass outs is implemented through four Regional Boards of Apprenticeship/Practical (BOATs/BOPT) at Mumbai, Kanpur, Chennai & Kolkata. The NATS provides opportunities for practical training to graduate engineers, diploma holders (technicians) and 10+2 Vocational pass outs in industrial establishments/ organizations as per the policies and guidelines laid down by the Central Apprenticeship Council (CAC), which is an apex Statutory Body constituted under the Apprentices Act, 1961. These Boards BOATs/ BOPT which are fully funded autonomous organizations of MHRD have been entrusted with the responsibility to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time in their respective regions.

The basic objective of the Scheme is to bridge the gap, if any, in so far practical/hands on experience of fresh Graduate Engineers, Diploma holders and 10+2. Vocational pass-outs and also to enhance their technical skills for making their suitability in job absorption as per the needs of the Industry.

The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend which is shared between the Central Government and the Employer on 50:50 basis.

Earlier, four BOATs/ BOPT had four different portals and a person residing in a particular region had to apply through particular Board having jurisdiction of that region for registering himself/herself for apprenticeship under the scheme. These portals have now been integrated and one single National Web Portal has been developed. Hon'ble Minister of Human Resource Development has launched the National Web Portal of National Apprenticeship Training Scheme on 10th September, 2015. The Portal now ensures seamless connectivity with all the stake holders including students, establishments and technical institutions across the country for transparent administration. The Portal will also be a multilingual platform which currently engages with the use in English, Marathi, Bengali and Hindi. After some time, services of the portal will be available in other languages.

The National Web Portal has been improved with enhanced features that would enable following functions:

- Integration of four regional Portals of BOATs/BOPT now provide a single unified interface for students, establishments, institutions as well as its employees;
- Paperless online business transaction;
- Improved and effective reporting capabilities

through online data sharing;

- ❖ Standardization of processes across regions and ensure uniformity in implementation;
- ❖ Appropriate decision making and optimum utilization of resources; and
- ❖ Facilitating short, medium and long term forecasting of apprentices demand, placement and budget requirements.

Budget Estimates/Revised Estimates and release position for the year 2016-17 (upto 31st December, 2016)

(Rs. in lakh)

Heads	Budget Estimates		Release (upto 3rd quarter)	
	Plan	Non-Plan	Plan	Non-Plan
Establishment Head	350.00	1364.00	268.65	1093.17
Stipendiary Head	7950.00	1822.00	6266.69	1452.67

Commonwealth of Learning (COL)

1. The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping developing nations in improving access to quality education and training.
2. COL works for use of technology in education and training through its international network of partner organizations. It extends help to 53 member nations of Commonwealth to realise widespread access to quality education.
3. COL is financially supported by Commonwealth governments on a voluntary basis. India is a major donor. During 2016-17, MHRD has earmarked Rs. 8.00 crore to COL, which has already been sanctioned and released.
4. India is represented on the Board of Governors and Executive Committee of COL through Secretary, Department of Higher Education.
5. COL has located its Educational Media Centre for Asia (CEMCA) in India, located in New Delhi and Joint Secretary in charge of Distance Learning is a member on the Advisory Council of CEMCA.
6. COL has established Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA provides consultancies capacity building and information resource and exchange mechanism in the region. CEMCA manages a data base to cover 10,000 educational radio and television programmes that are available for use throughout the Asian region.

Indira Gandhi National Open University (IGNOU)

Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 at the national level for the introduction and promotion of Open University and distance education systems in the educational pattern of the country.

2. IGNOU provides innovative and need-based general as well as continuing education to learners including persons from disadvantaged groups, physically challenged, homemakers, minorities, and those who are based in remote areas for their professional development. The University practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrollment, age for entry and methods of evaluation etc. It has adopted an integrated strategy for imparting instructions. This consists of providing print materials, Audio-Video tapes, broadcasts on radio and educational TV channels, teleconferencing, video-conferencing as also the face-to-face counseling, at its study centres located throughout the country. The University has adopted the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects.

3. The University offers 227 academic programmes catering to the diverse needs of the people of India. The total number of students on rolls (cumulative) during 2016-17 (up to December 2016) is about 3.00 million.

4. The University has 280 teachers and 256 academic staff at the headquarters and Regional Centres duly supported by 986 administrative and 427 technical staff. There are about 52,830 academic counselors from conventional institutions of higher learning and professional organizations, working part time at the study centres. The students support network of the University in India consists of 67 Regional Centres and 3,098 Learner Support Centres (LSU).

5. The enrolment strength in the July 2016 admission cycle was 3,56,729; out of which 44.7% were female students, 12.0% SC students, 9.9% ST students, 35.3% students reside in rural areas, 2.8% students reside in tribal areas. Trend in enrolment indicates that the cumulative enrolment in July and January admission sessions in the reported period would be around 8.0 lakh. The University has about 29.8 lakh students on-roll in its various academic programmes.

6. In July, 2016 Term End Examination, over 4.8 lakh students appeared in 2,433 courses across 886 Examination Centres, which included a striking number of 94 Jail Centres and 19 International Centres. Similarly, almost equal numbers of students appeared in Term-End-Examination held in December, 2016 appeared in 2,450 courses across 890 Examination Centres, which included a striking number of 91 Jail Centres and 21 International Centres.

7. The University conferred 1,93,585 awards to successful students in the reported year, it includes 48 Ph.D, 1 M.Phil, 56,487 Master, 79,337 Bachelor, 43,233 Diploma and 14,479 Certificate levels.

8. IGNOU has its network of 9 Regional Centres (RC) and 575 study centres across 8 states in the NER, which caters to the needs of nearly 70000 students (January and July 2016 enrolment) in all the 9 RCs. Student enrolment in the North-East Region has been growing consistently over the years. Presently, about nine percent of the University's enrolment comes from the North-East Region.

9. The University initiated several steps to bring

about a paradigm shift in ICT usage and development to improve access and achieve excellence in the quality of distance education. EMPC has contributed 117 video programmes to a cumulative total of 4,616 video programmes and 157 audio programmes to a cumulative total of 2,491 audio programme.

10. The university designed and developed an interactive online database on innovations in the Open & Distance Learning (ODL) system named "Navdharana", which contains more than a hundred innovations and ideas for the use of the stakeholders. These innovations have been disseminated through various media, such as reports, e-newsletters, blogs and booklets etc.

11. The Central Library situated at the Headquarters maintains a collection of 1,38,858 books, while libraries at Regional cenrtes maintained 2,51,762 books. The L&DD has subscribed to about 75,000 e-journals and 1,711 e-books during 2015-16. The Central Library resources are open to access for all stakeholders of IGNOU through host website and remote access through Web-OPAC and Integrated search engines.

12. The Regional Centers of the Universities took special initiatives for awareness on various social and educational issues such as Beti Bachao Beti Padhao Abhiyan, plantation of trees etc. and also took innovative approaches to enhance enrolment, including on-the-spot admission, road shows, publicity though mobile vans etc.

13. The university established Special Study Centres to extend support to students with disabilities. This centre has created a video brochure in sign language on IGNOU to acquaint prospective students with disabilities about IGNOU and its academic programmes. The university has developed many radio programmes on different topics in disabilities and accordingly organized sensitization programmes on various issues of disabilities.

14. The University has established a Community Development Cell at the Headquarters for promotion of Unnat Bharat Abhiyan. The University adopted 47 villages under its various Regional Centres for their educational development. The University with the help of local administration and Self Help Groups has been working for sensitizing the rural youth for enrolling in higher education; establishing Study Centres and conducting awareness about local academic needs.

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 organization in the year 1969. 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 Rs.12,050.00 Lakh under Plan and Rs.7,155.00 Lakh under Non-Plan for the year 2016-17. 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)/ bi lateral/ Multi lateral Programmes. Besides, it is associated with several International Agencies – International Federation of Social Science Organizations (IFSSO), Association of Asian Social Science Research Councils (AASSREC), 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. Under this programme the total physical target achieved is 512 (Gen = 419, SC = 64, ST = 29).

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 to eminent social scientists each year who have made outstanding contribution to research in their respective fields. Under Doctoral Fellowships the total physical target achieved is 58 (Gen = 46, SC = 8, ST = 4).

(ii) The 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 project 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 project 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.

During the financial year 2016-17, the Ministry of Human Resource Development allocated a grant of Rs. 830 lakh and Rs. 600 lakh under Non-Plan and Plan Heads respectively.

Under its fellowship activities, the Council awarded one National Fellowship, 3 Senior Fellowships, 14 General Fellowships and 46 Junior Fellowships; the fellows joined during the year 2016-17 continued in their fellowship during the current financial year also.

The Council organized/ extended financial assistance for 5 Workshops, 20 National Seminars at various Universities in India and also at its Academic Centre at Lucknow. 50 such programmes are to be organized during the period January-March 2016. The Council

organized 8 more such programmes which are in the pipeline for conducting before March 2017.

The Council organized 20 Lectures of Visiting Professors of the Country as well as from abroad and also extended financial support for organizing 42 Periodic Lectures in different universities/ colleges in the country. It also released grants to 57 universities/ institutions to organize academic programmes on the occasion of observing "World Philosophy Day" 2016-17.

The Council released grant for 20 Projects and provided Book Grants for Departments/ Libraries of various universities in the country. Under its Publication Programme, the Council has brought out 4 Books and 3 issues of Journal of Indian Council of Philosophical Research in collaboration with M/s. Springers India.

(iii) The Indian Council of Historical Research (ICHR), New Delhi

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

Brief details of Programmes showing targets and achievements for the year 2016-17 (till November 2016) :-

S.No.	Programme	Targets	Targets Achieved
1.	Research Projects	NA	27
2.	Senior Academic Fellowship	10	10
3.	Foreign Travel Grant	NA	22
4.	Publication Subsidy	NA	30
5.	Junior Research Fellowship	80	80
6.	Post-Doctoral Fellowship	10	09
7.	Study-cum-Travel Grant	NA	49
8.	Seminar/ Symposia/Conferences, etc. by professional organizations of historians.	NA	79
9.	National Fellowship	03	03

The Council is also executing various special projects of national and international importance such as (i) Documents on Economic History of British Rule in Northern and Western India 1858-1947 Quality of Life; (ii) Dictionary of Social, Economic and Administrative Terms in Indian/ South Asian Inscription; (iii) Environmental History of India; (iv) History of Science and Technology in India; (v) Modern India: Politics and Demography; (vi) Translation of Foreign Sources on India; (vii) Netaji Subhas Chandra Bose Papers and (viii) Epigraphical Records on Indian Education.

Out of Rs.8.00 Crore under Plan an amount of Rs.4.51 Crore has been spent and out of Rs.13.85 Crore under Non-Plan an amount of Rs.7.72 Crore has been spent upto November, 2016 end.

(iv) National Council of Rural Institutes, Hyderabad

The National Council of Rural Institutes (NCRI) was established 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 following mandate to implement it throughout the country.

The Council was established to promote Rural Higher Education on the lines of Mahatma Gandhi's revolutionary ideas on education as per NPE, consolidate network and develop Rural Institutes and endow them for recognition, develop Rural Institutes into Regional Development Institutes and Rural Universities, regulate the quality of education of rural institutes and educational programmes in the area of rural higher education of all the Universities in India. The Council is also supposed to 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 2016-17:

NCRI Conducted 13 one day Training Programmes throughout the country for the rural farmers through KVK's on different aspects concerning them incurring an expenditure of Rs.2.04 lakhs from plan grant during 2016-17 (up to Nov. 2016).

NCRI Conducted 12 one day orientation programmes towards capacity building of youth through the NSS Units of various Universities in the country and an expenditure of Rs.1.44 lakhs was incurred from the plan grant for the year 2016-17 (up to Nov. 2016).

NCRI has planned to conduct some workshops covering all the states to initiate curricular activity for promoting rural concerns in higher education

NCRI has also conducted/organized 2 workshops on:

1. "Transacting Teacher Education for Rural Disaster Resilience" at Institute of Advance study in Education, Osmania University, Hyderabad identify the needs & methodology for preparing a road map for transacting disaster management education in teacher education curriculum.

2. "Uthkrisht Gram Unnat Bharat" at National Institute of Technology (NIT), Warangal, Telangana for initiating an add-on course on promotion of Rural Community Students engage in Rural Resilience disaster risk reduction, climate change adaptation & eco-responsibility initially for all NSS volunteers of NIT Warangal and higher educational institutions later on.

NCRI conducted its Foundation Day followed by one day workshop on "Transacting Social Work Curriculum for Rural Disaster Resilience" at Roda Mistry College of Social Work, Gachibowli, Hyderabad to orient and provide practical opportunities to the social work students for handling rural communities in pre, post and during the time of disaster on 19.10.2016 incurring an expenditure of Rs. 0.53 lakhs.

NCRI envisages to develop and accredit curriculum for rural engagement of students from universities and autonomous institutes of higher learning in the country through workshops in the Central Universities.

Out of Total budget grant of Rs.60.69 lakhs under Non-plan, an amount of Rs. 37.73 lakh has been spent during 2016-17 (as on 23.11.2016).

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 XXI of 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 2016-17, 4 National Fellows, 2 Tagore Fellows, 32 Fellows and 4 Guest Fellows were at the Institute. Besides, the Institute invites scholars of eminence to deliver lectures at the Institute. In this regard, 3 Visiting Professors and 8 Visiting Scholars visited the Institute during the period under report.

Academic Activities: The Institute organises a large number of seminars, conferences, study weeks, schools, symposia and round tables on the themes of national and international importance. During the period under report 14 seminars, conferences, study weeks, schools, symposia and round tables were held. Some of the themes were: International Conference on 'Intimacy land Belonging in Contemporary India' (04-06 April 2016), National Seminar on 'Policing A Diverse India' (18-19 April 2016), International Conference on 'Kipling in India' (26-28 April 2016), National Seminar on 'Poetry as Counter-culture: An Unbroken Indian Tradition' (16-18

May 2016), International Conference on 'Migrations and Citizenship(s), (30 May-01 June 2016), National Seminar on "Rethinking Myth in Folk Dramatic Forms' (14-15 June, 2016), Symposium on 'Thinking Social Sciences' (11-12 July 2016), International seminar on 'Cosmopolitanism in the History of Science' (09-10 August 2016), School on 'Bhasa In Performance' (29 August to 11 September 2016), Programme on the occasion of Teachers Day on 'Significance of Human Sciences in the World' (05 September 2016), National Seminar on 'Revitalizing the Rural: Rethinking Rural and Agricultural Policies" (27-29 September, 2016), Workshop on 'Language & Learning (06-08 October 2016). Art Workshop on "The Essential Tagore: Wanderer behold, these trees are prayers " (19-22 October 2016), International seminar on "Science and Spirituality: Bridges of Understanding" (November 2016).

In addition to the above, in the Tagore Centre for the Study of Culture and Civilization (TCSCC) which was established at the Institute in 2011, the 4th Tagore Memorial Lecture was organized at IIAS on 28th November 2016. Professor B.N. Goswamy, Eminent Art Historian, delivered the Lecture.

The IIAS has also an Inter-University Centre of the University Grants Commission (UGC) for Social Sciences and Humanities, in which the Colleges/Universities teachers are invited to spend a month in a year to work on their own interests. During the current year from April to November 2016, a number of 72 scholars had visited the IIAS as IUC Associates.

Publications: Given the nature and mandate of the Institute to encourage and disseminate research, it publishes the research outputs of its Resident Fellows, the Visiting Scholars and the Proceedings of the Seminars conducted by the Institute in the form of books. These are published as IIAS publications and in collaboration with the leading commercial publisher such as Orient BlackSwan, Oxford University Press, Permanent Black, Rutledge, SAGE, Springer and the like. The Institute has over 460 such publications to its credit. These are available at the IIAS book shop which is located within the Fire-Station café/ they can also be procured online via the Institute's website http://books.iias.org/. The Institute published sixteen books during the period under report.

In addition to these, the Institute also publishes its own per-reviewed Journals, Studies in Humanities and Social Sciences, and Summerhill: IIAS Review which are biannual double-blind peer-reviewed interdisciplinary journals. The Journals engage, on a conceptual plane, with issues relating to our understanding of man, civilization, culture, and society. The SHSS has been declared an open-access and can be easily accessed online. Institute also publishes a Hindi Bi-annual Magazine, Himanjali. During the period under report these journals were published in time. Details pertaining to these journals as well as other publications of the Institute, one can visit the Institute's website <iias.ac.in>. For SHSS, visit < iias.ac.in/content/shss>.

Library: The Institute's Library is one of the finest in the country in the area of Humanities and Social Sciences and has a Reading-Room capacity of over fifty users. Its collections pertaining to the disciplines of Anthropology, History, Linguistics, Literature, Philosophy and Sociology are particularly rich and are highly appreciated. The Library has added 1265 books to its existing collections in the year 2016. Developed over a

period of 50 years, it now boasts of a collection of over 1.52 lakh books apart from the 220 journals that it subscribes. In addition to that, it has a collection of over 50 thousand bound-volume journals, microfilms and other digital resources. IIAS library has launched ambitious Project to digitize monographs published by the Institute and its rare collections. The library has digitized 326 monographs in 2016 and 100 Monographs are digitalized and remaining are under process.

IT-Infrastructure: The Institute has state of the art IT infrastructure and is equipped with over a hundred inter-connected work-stations and network printers connected through LAN. These work-stations are enabled with a high bandwidth internet access that is provided by National Knowledge Network (NKN). Enabled with a high bandwidth internet access that is provided by National Knowledge Network (NKN).

Accounts: During the period under report out of Rs.1378.03 Lakhs under Plan an amount of Rs. 350.30 Lakhs has been spent till 30th November, 2016 and out of Rs. 718.54 Lakhs under Non-Plan an amount of Rs. 569.22 lakhs has been spent till 30th November 2016.

National Initiative for Design Innovation

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

During the year 2013-14 and 2014-15, Project Approval Board has approved the project proposal of ten institutes-IIT Mumbai, IIT Delhi, IIT Guwahati, IISc Bangalore, University of Delhi, IIT Bhubaneshwar, IIT BHU, University of Rajasthan, Savitribai Phule Pune University, Rani Durgawati University.

During the year 2015-16, proposals of six more institutes were approved – School of Planning & Architecture Delhi, IIT Kanpur, Panjab University, Jawahar lal Nehru Technological University Kakinada, IIT Hyderabad and IIT Kharagpur was approved for establishment of DICs.

In the current financial year 2016-17, project proposal of North Eastern Hill University, Shillong has been approved for the establishment of DIC, also proposals of IISc Bangalore and IIT Bombay has been approved for establishment of NDIN and ODS respectively.

NATIONAL SCHOLARSHIP

Central Sector Scheme of Scholarship for College and University Students

Under the scheme, financial assistance is provided to those eligible meritorious students who are above 80th percentile of successful candidates in the relevant stream from a particular Board of Examination, in class XII and having family income of less than Rs.6 lakhs per annum. The financial assistance is provided to meet a part of their day-to-day expenses while pursuing higher studies. 82000 fresh scholarships are provided per year (41000 for boys and 41000 for girls) and has been divided amongst the State Education Boards based on the State's population in the age group of 18-25 years. The rate of scholarship is Rs. 10,000/- per annum for the first three years and Rs. 20,000/- per annum for the fourth and fifth year.

Disbursement Method:

Direct Benefit Transfer (DBT): The Central Sector Scheme of Scholarship for College and University Students is covered under the Direct Benefit Transfer (DBT) w.e.f. 1.1.2013 wherein the scholarship is disbursed directly into their bank account. A statement indicating disbursal of scholarship with effect from 1.4.2016 to 31.3.2017 is at Annexure-IX.

From the financial year 2016-17, Aadhaar is being used as one of the identifiers for processing and release of scholarships. In the absence of Aadhaar number, copy of request made for Temporary Enrolment Identity (EID) or photo identity card, bank passbook etc. is being used as an identifier. All the State Education Boards have been sensitized to facilitate the students in getting the Aadhaar.

'Central Sector Scheme of Scholarship for College and University Students' has on boarded the National Scholarship portal www.scholarships.gov.in with effect from 1.8.2015. All eligible 2016 and 2015 pass out students were required to apply online for fresh and 1st renewal scholarship through the portal. Last date for online application was 30.11.2016.

Meeting held on 15.9.2016 with the State Education Boards on seeding of Aadhaar

Special Scholarship Scheme for Jammu & Kashmir

The Special Scholarship Scheme for Jammu & Kashmir aims at encouraging the youth from Jammu & Kashmir to take advantage of the educational institutions outside the state, which would provide them an opportunity, to interact with their counterpart from the rest of the country, thereby be part of the mainstream. It is envisaged to provide 5000 fresh scholarships every year. There is a provision of inter-changeability of slots among Medical and Engineering stream, subject to the savings accruing from any shortfall in the number of students opting for General Degree courses. Scholarship is provided towards Tuition fee and Maintenance allowance. The rate of scholarship towards tuition fee for General Degree courses is Rs.30,000 per annum, for Engineering course Rs.1.25 lakh per annum and for Medical studies Rs.3.0 lakh per annum. Fixed Maintenance allowance of Rs. 1.0 lakh per annum is provided to all students under the scheme. Inter Ministerial Committee is constituted to oversee the implementation and monitoring of the scheme.

Eligibility criteria

The students of Jammu & Kashmir having family income of less than Rs.6.0 lakh per annum, having passed class XII from the State and secured admission outside the State in the institutions which are either approved under Section 12 B of the UGC Act or recognized by AICTE or respective regulatory body are eligible for award of scholarship. The students are required to apply online on the AICTE web portal – http://aicte-jk-scholarship.in/

Technology is being used extensively to bring in transparency and accountability of the process. Certain initiatives were under taken in the current financial year viz. students had an option, to either go to the institutions allotted through centralized counseling or take admission on their own in institutions which are either approved under 12 B of the UGC Act or approved by AICTE or by the respective regulatory body. Scholarship amount towards maintenance is being provided directly to the students through the Direct Benefit Transfer mode. Ten supernumerary quota and two to three supernumerary quota was created in Engineering and Nursing Colleges respectively. Further, to bring awareness about the scheme, workshops were organised in 10 districts across the state. These initiatives aim to ensure that no deserving students are deprived of the benefits under the Scheme.

In the financial year 2016-17, Rs.146 crore has been released to AICTE for disbursing of fresh and renewal scholarship to the eligible beneficiaries. AICTE has disbursed 8088 (fresh and renewals) scholarships to students of the academic year 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17.

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.

Under the 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 Rs.300/- to 1000/- per month depending upon the course/stage of study. This scheme is implemented through the State Government /UT Administrations and is a Non-Plan Scheme. Since the scheme was under review, no scholarship was disbursed during the period from 1.4.2016 to 31.3.2017.

EXTERNAL SCHOLARSHIP

The Ministry of Human Resource Development facilitates the selection process of the candidates for the award of Scholarships offered by various countries under Cultural/Educational Exchange Programme for pursuing Post-graduation/ Research/ Ph.D. For dissemination and wider publicity of the scholarship offer, the same is displayed on the Ministry's website and is also circulated to UGC, IGNOU, Central and State Universities. The interested candidates are required to apply online on the portal http://proposal.sakshat.ac.in/scholarships .

The Ministry administers and funds 'Ms. Agatha Harrison Memorial Fellowship' which is a research-cum-teaching fellowship in the field of History/ Economics/ Political Science. The selected fellow is placed at St. Antony College, University of Oxford, UK.

In the financial year 2016-17, Rs. 90 lakh has been allocated for External Scholarship. The budget is used to meet the expenditure on holding of Selection Committee meetings, payment of stipend and payment of Travelling Allowance to candidates.

The details of scholarships offered by various countries during the year 2016-2017 have been provided in the table below:

(Position as on 21.3.2017)

SL. NO	COUNTRY'S NAME	NO. OF NOMINATED CANDIDATES	ACCEPTED BY DONOR COUNTRY	UTILIZED
1.	Korea	15	08	08
2.	China	54	44	38
3.	Italy	10	10	----
4	Mexico	4	None	None
5	Israel	5	4	4
6.	UK (CSFP)-2016	51	24	18
7.	New Zealand (CSFP)	4	None	None
8.	UK(CSFP)-2017	81	Final selection is still to be done by the donor country.	--

No Obligation to Return to India (NORI):

No Obligation to Return to India (NORI) Certificate is required by a person who has gone to USA on J-1 visa. J-1 visa holders are required to return to their home country for at least two years at the end of their exchange visitor program. If someone is unable to return to one's home country to fulfill the two-year requirement, one must obtain a waiver from Embassy /Consulate General of India in the USA. In order to enable the Embassy to issue a "WAIVER CERTIFICATE", for the purpose of immigration, it is necessary for the applicant to obtain NORI certificate from the Ministry of Human Resource Development.

Since 27.02.2016 the applicants are required to apply online for NORI on the portal nori.ac.in . Inviting online applications has resulted in bringing transparency, accountability and timely delivery of the service. 669 letters of "No Obligation to Return to India" (NORI) has been issued from 1.4.2016 till 21.3.2017.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS) of the Department of Higher Education, Ministry of Human Resource Development to strategically address the felt needs of the State higher educational institutions to achieve the objectives of equity, access and excellence alongwith academic and administrative reforms. It seeks to improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework; correcting regional imbalances by facilitating access to high quality institutions in rural & semi-urban areas; and providing adequate opportunities of higher education to socially deprived communities; promote inclusion of women, minorities, SC/ST/OBCs and differently abled persons to ensure equity. Transformative reforms such as governance, academic, affiliation and accreditation reforms are pre-requisite in the implementation of the scheme in State higher educational institutions.

❖ **Progress in RUSA components**

The following has been the progress made in each of the components:

- Up-gradation of existing autonomous colleges to Universities– Eight (8) autonomous colleges have been approved for central assistance for being converted into universities.
- Conversion of colleges to Cluster Universities – 8 Cluster Universities to be created by identifying some of the high performing colleges, within the radius of 20 km, have been approved. These colleges will offer inter-disciplinary and multi-disciplinary courses and will provide an ecosystem for more creative, innovative and holistic learning.
- Infrastructure grants to Universities: 117 State Universities are being supported under this component.
- New Model Colleges (General) and New Colleges (Professional): 72 new model degree colleges and 29 professional colleges have been approved.
- Up gradation of existing degree colleges to model colleges: The up-gradation of existing Degree College to Model College

component of RUSA envisages covering all the remaining non-EBD. A total of 54 such colleges have been approved so far.

- Infrastructure grants to colleges: 1250 colleges are being supported.
- Equity initiatives: One of the broad objectives of the scheme is to provide and improve opportunities for equal access. This component has now covered 18 States.
- Faculty Improvement: This component is aimed at supporting well performing Human Resource Development Centres (HRDCs) in the country. RUSA is now supporting 8 States/ HRDCs for bringing about improvements in teacher training in disciplinary domain, pedagogy and soft skills for academic staff.
- Vocationalisation of Higher Education: Given the Central Government's emphasis on improving skilling and creating opportunities for gainful employment, this is a very important component. In order to ensure that meaningful activities are supported within the larger framework of the Government's skill priority, 7 states have been supported under this initiative.

Impact of RUSA

- **Participating States/UTs:** The States and the UTs have responded very well to the scheme. 29 States and 6 UTs are participating in RUSA. A total of 1367 State Universities and Colleges have been supported so far.
- Addresses critical needs in institutional infrastructure, especially for creating/upgrading laboratories, libraries, classrooms, purchase of equipment etc. Over 10 lakh students estimated to be benefited in more than 1900 institutions.
- **Gross Enrolment Ratio (GER):** The National GER prior to the launch of RUSA was 20.8 with Male GER at 22.1 and Female GER at 19.4. The GER is 24.3 (2014) with Male GER- 25.3 and Female GER at 23.2, indicating robust increase in GER and moving rapidly towards the national target of 25 by 2017. There has also been a remarkable improvement in Female GER from 19.4 (2012) to 23.2(2014).
- **LWE Districts and EBDs:** 81 out 106 Left Wing Extremist affected districts have been covered under RUSA till date. 72 Educationally Backward Districts have also been covered under the scheme.
- Filling up of vacancies in teaching posts: Given the commitments made by the States under RUSA on removal of ban on recruitment, many States have gone ahead and started the process of filling faculty positions. The STR (2012-13), which was at 24:1 has progressed to 21:1 (2014-15). The process of faculty recruitment is underway in several states.
- **Institutionalization of State Higher Education Planning:** Prior to the formation of RUSA, only 9 State Higher Education Councils (SHECs) were created by an Act of the legislature. After the launch of RUSA, till now, 25 more States/UTs have created SHECs. Additionally, 31 States/UTs have created their State Project Directorates so far.

- **State Higher Education Plans:** Each State has to prepare a State Higher Education Plan through a bottom-up approach in consultation with their key stakeholders. Till date 34 States/UTs have submitted higher education plan.
- **State contribution to higher education as a % of GSDP:** Overall there has been 0.2% (apprx) increase in States spending in higher education.
- Reforms: Many States have been working on the process of reducing burden of affiliation and undertaking efforts to bring about changes to the University Act. Some States have initiated the process of reforming their Public Universities' Act to address some of the Governance and Administrative Reforms at the institutional and system level.

  There is an improvement in accreditation status in respect of universities and colleges (17% for Universities and 9% for Colleges). State Level Quality Assurance Cells have been constituted in almost all States and UTs to help improve the process of accreditation. Academic reforms such as choice based credit system (CBCS), semester system, examination reforms have been initiated.

  Moreover, several states have embarked on innovative and forward looking reforms in their higher education system by undertaking online admission process (Sikkim), improvement in Governance of universities especially transparent and merit based appointment of Vice Chancellors (Odisha), making digital Gender Atlas (Telangana), etc. In addition, RUSA programme has embarked on creating a robust evidence based support system where data analytics are used in decision making process.
- **Monitoring:** Further, steps have been taken to strengthen monitoring and evaluation mechanism towards the implementation of the RUSA programme by creating robust digital monitoring mechanism. In addition, to ensure efficiency and effectiveness in implementation of the scheme to its targeted beneficiaries, the use of Public Finance Management Systems (PFMS) and Geo-tagging of institutions has been made mandatory and all States/UTs have boarded on to this facility.

  a) **Bhuvan-RUSA:** National Remote Sensing Centre (NRSC) of ISRO has developed a mobile application for uploading geo-tagged photographs and associated details captured by the educational institutions, on Bhuvan-RUSA portal as a part of implementation of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) funded works. This application for geo-tagging of institutions under RUSA is a location based service. The mobile geo tagging app covers the following attributes: construction work or equipment, institution name, new or upgraded work, type of work, current stage of work, percentage completed, completion date, bank name, account number, amount released and amount utilised.

  b) **PFMS:** All central share fund releases under RUSA are done through Public Fund Management System (PFMS). RUSA bank accounts of SHECs and beneficiary institutions receiving funds under RUSA have to be registered on PFMS to enable better tracking of funds.

Financial Perspective

Subsequent to the launch of RUSA, all the on-board States/UTs were provided funds to enable them to undertake preparatory activities such as baseline surveys, formation of SHECs/SPDs, preparation of SHEPs, etc.

Consequent to that and on the basis of baseline surveys done by them, the States prepared State Higher Education Plans (SHEP) which brought out the current education scenario of the state and their critical needs in terms of higher education. The States also submitted their proposals for each component in their SHEPs.

States were initially funded on a base funding approach. However, this has now moved in the direction of competitive funding where the States are given approval and released funds on the basis of performance and outcome based funding. The performance of the States is measured on various parameters such as reforms undertaken, performance in Bhuvan RUSA and PFMS, pace of utilisation of previous releases etc.

❖ Financial Status

RUSA has held 11 PABs in a reasonably short time. During the course of these 11 PABs, an amount of more than Rs. 8115 crore been approved (including State share) and an amount of approx Rs.2272 crore has been released as central share to States/UTs (Annexure- X).

The Budget Estimate 2016-17, provided for Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is Rs. 1300 crore (Rs. 1070 crore for RUSA and Rs. 230 crore for sub-mission on Polytechnics). Till March 21st 2017, an amount of Rs. 966.23 crore has been released under RUSA excluding sub mission on Polytechnics in the period 2016-17.

CENTRAL SCHEME TO PROVIDE INTEREST SUBSIDY ON EDUCATION LOAN (CSIS)

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

Coverage: The Scheme is intended to cover all those students belonging to EWS, with an annual 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) 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.

Targets/Achievements: An amount of Rs.1,850 crore has been earmarked in RE 2016-17 for this Scheme, including for the Credit Guarantee Fund Scheme for Education Loans (CGFSEL). So far 23,61,546 students have been benefitted from the inception of the Scheme i.e. 01.04.2009.

Credit Guarantee Fund for Educational Loan: Credit Guarantee Fund for Education Loans Scheme has been notified on 17th September, 2015.

The advantages of Credit Guarantee Fund are:-

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

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

iii. The interest subsidy in educational loan is meant only for studies in India but the credit guarantee approved takes care of educational loan for abroad. It will also reduce cases in DRT though the banks are expected to take recourse to all alternatives before resorting the Credit Guarantee Fund.

Under the National Credit Guarantee Fund for Educational Loans (CGFEL), Central Government will give guarantee to the extent of Rs.75% of the guaranteed amount to Scheduled Banks up to Rs.7.5 lakh against default by loanee students subject to certain conditions.

Central Government is the Settler for the Fund and National Credit Guarantee Trustee Company Ltd. (NCGTC) is the Trustee.

NATIONAL ACADEMIC DEPOSITORY (NAD)

The Government of India is committed in bringing the administrative and academic reform through the use of technology for delivery of efficient services to all stakeholders. Education engages with almost every citizen of the country and the Government is keen to create quality infrastructure that will facilitate delivery of services to citizens and will also facilitate academic institutions in performing their core functions.

2. The Union Cabinet in its meeting held on 27th October, 2016 has accorded its approval for establishment of a digital depository of academic awards to be known as National Academic Depository (NAD) on the pattern of securities depository. NAD would be an online store house of academic awards (degrees, diplomas, certificates, mark-sheets etc) lodged by the academic institutions / boards / eligibility assessment bodies in a digital format. It will be on 24X7 online mode for making available academic awards and shall help in validating their authenticity, their safe storage and easy retrieval. NAD shall comprise of two interoperable digital depositories.

3. Consequent upon the approval of Cabinet, the Government in exercise of powers conferred under section 20(1) of UGC Act 1956 has designated University Grants Commission (UGC) as an authorized body to enter into a tripartite agreement on behalf of all Central Higher Educational Institutions (CHEIs), Institutions of National Importance (INIs) and Boards with the wholly owned subsidiaries of the depositories registered under SEBI Act, 1992, namely NSDL Database Management Limited (NDML) and CDSL Ventures Limited (CVL) initially for a period of three years for the purposes of establishment of NAD comprising of two interoperable digital depositories.

4. The Academic Institutions for the purpose of NAD shall include the following:

(a) Central Educational Institutions comprising:-

i. Central Universities

ii. Central Higher Educational Institutions and institutions empowered by an Act of Parliament to grant degrees,

iii. Central Higher Educational Institutions awarding diplomas

(b) State Universities and deemed to be universities. This list shall be provided by the University Grants Commission (UGC) for participating in NAD.

(c) Institutions approved by the Ministry of Skill Development and Entrepreneurship (MSDE) for participating in NAD

(d) Central Board of Secondary Education (CBSE) and Other School Boards approved by the Department of School Education & Literacy.

(e) Central eligibility test conducting bodies: University Grants Commission (UGC) for National Eligibility Test (NET) and CBSE for Teacher Eligibility Test (TET).

5. Features of NAD

NAD will:

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

6. Users of NAD

- Candidates/Students
- Academic Institutions/Boards/Eligibility assessment bodies
- Verifying entities i.e. banks, employer companies (domestic & overseas), Government entities, academic institutions/ universities/boards/eligibility assessment bodies (domestic and overseas) etc.

7. Benefits of NAD

Academic Institutions

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

Students:

- Immediate availability of academic awards upon upload by Academic Institution
- Online, Permanent Record of academic awards
- No risk of losing, spoiling, damaging the academic awards
- Anytime, Convenient access to academic awards

Verification Users (Employer Companies, Banks etc.)

- Online, Quick and Reliable Verification of academic awards (with prior consent of the concerned student)
- Access to Authenticated Copy of academic awards
- No risk of fake and forged Certificates.
- Reduction in Cost, Time and Efforts for Verification

THE NATIONAL RAGGING PREVENTION PROGRAMME

Objective: To curb the menace of ragging in the educational institutions and make India a Ragging-Free Nation.

Coverage:

1. The programme covers the entire nation. Prevention is achieved through (i) improved communication among colleges authorities, parents & students (ii) effective monitoring of compliance of regulations & (iii) enhanced public awareness. The programme also provides for an effective mechanism for redressal of students complaints.
2. The National Anti-Ragging Helpline became operational on the 20th June, 2009 on 24x7 basis. 12 employees, capable of speaking different languages, man the call centre in each shift. Complaints are received on
   i. Toll Free No. : 1800-180-5522
   ii. And also through E mail: helpline@antiragging.in
3. 2520 complaints of Ragging were recorded by the National Anti Ragging Help Line from 17.04.2012 to 21.03.2017 and out of this, 2389 complaints have been disposed of.
4. An Anti–Ragging Web Portal (www.antiragging.in) was developed by the University Grants Commission (UGC) in collaboration with EdCIL (India) Ltd. It provides a platform for students to interact with each other.
5. The scope of Anti Ragging helpline and its associated mechanisms was recently expanded to include cases of ethnic and racial discrimination amongst students across the nation. It is now an Anti Ragging & Anti Racial Discrimination help line.
6. Public awareness campaigns are being undertaken regularly.
7. Overall monitoring of the programme is done by 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 08.06.2016.

The incidences of Ragging are on the decline.

GIAN Scheme

Global Initiative of Academic Networks (GIAN) in Higher Education is a programme launched on 30th November, 2015 to garner the best international experience into our systems of education, enable interaction of students and faculty with the best academic and industry experts from all over the world.

Under this programme the international faculty would conduct one week or two week course at an Indian institution. The upper limit of overall expenditure allowed for each such course is

$8000 for 12-14 hours and $12000 for 20-28 hours course.

A GIAN Implementation Committee headed by Secretary (HE), Ministry of Human Resource Development (MHRD) has been constituted to finalize and approve various courses and also decide on budget allocation. Till December, 2016, 780 have been approved, out of which 576 courses have already been organized. All such courses are also expected to be transmitted on-line and/or video recorded for others to view later through the local and national GIAN portal and the National Digital Library.

UCHCHATAR AVISHKAR YOJANA

Hon'ble Minister for Human Resource Development announced in the IIT Council meeting on October 6, 2015 an annual investment of Rs.250.00 crore with a view to promoting innovation of a higher order that directly impacts the needs of the Industry and thereby improves the competitive edge of Indian manufacturing. Each project to be taken up under this initiative should have collaboration between academia and industry – within or outside India. The overall investment would be limited to Rs.250.00 crore each year. The funding pattern of the projects selected would be 25% by Industry; 25% by participating Department/Ministry; and 50% by MHRD. The objectives of the project are as under:-

(a) To promote innovation in areas that is directly of relevance to the manufacturing and design industry.

(b) To spur innovative mindset in the students and faculty in premier technological institutes.

(c) To bring a coordinated action between academia and the industry

(d) To strengthen the laboratories and research facilities in the premier technological institutions.

(e) To have outcome-based research funding.

UNNAT BHARAT ABHIYAN

The Unnat Bharat Abhiyan (UBA) program was launched by Ministry of Human Resource Development in November, 2014. The Unnat Bharat Abhiyan is conceptualized as a movement to connect institutes of Higher Education with the rural sector to address development challenges through appropriate knowledge interventions.

2. Every higher educational institution, which is funded by the central/ State Government, and all institutions which are under approval by the regulatory bodies, may adopt a cluster of five Gram Panchayat (GPs) in their vicinity in consultation with the concerned District authority where the proposed GPs are located. Intensive field study of the villages, engagement with the people, assessment of their pressing requirements, formulating their solutions as inputs into Gram Panchayat Development Plans is the core activity under UBA.

3. Under UBA specific emphasis would be given to areas like village sanitation, drinking water supply, energy, renewable energy, agriculture and allied activities, irrigation, improving technology of handicrafts and artisans, affordable housing, improving educational standards, improving health, social re-engineering etc.

4. The following are the other relevant details of UBA:

(a) **Coordinating Institution:** IIT Delhi has been designated as Coordinating institute for UBA.

(b) **Apex Committee-:** An Apex committee has been constituted under the Chairpersonship of Hon'ble Human Resource Development Minister to implement and monitor the Unnat Bharat Abhiyan and the first meeting of Apex Committee held on 19th June, 2015 in Shastri Bhawan, New Delhi.

(c) **National Steering Committee-:** A National Steering Committee has been constituted under the Chairpersonship of Vijay P. Bhatkar and the first meeting of the National Steering Committee was held on 29th April, 2016 followed by the 2nd meeting on 5th October, 2016.

(d) **Districts proposed under UBA-:** 92 districts have been identified in the country for activities to be undertaken by the Institutes of Higher Learning.

(e) **Funding-:** A fund of Rs. Ten Crores (10 crores) is allocated to Unnat Bharat Abhiyan for the Financial year 2016-17 under Plan Budget. Rs.5.16 crores have been released to IIT Delhi during 2016-17.

5. A Memorandum of Understanding would be signed between the coordinating Institute i.e. IIT Delhi and the different Participating Institutes in the country identified for UBA activity.

6. To accelerate the implementation of Unnat Bharat Abhiyan, Regional Workshops for Southern Zone (4th November, 2016) and Western Zone (10th November, 2016) were held at NIRD & PR Hyderabad and IIT, Mumbai respectively. The Participating Institutions of the different states in the two zones as well as the Districts Collectors of several districts identified for Phase-I of UBA participated with a view to facilitate identification of village clusters for UBA field visits and study.

***State-wise and institution-wise Number of villages identified and adopted is at Annexure XI.**

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CHAPTER 08

TECHNOLOGY TECHNICAL EDUCATION

CHAPTER 08

Technology Technical Education

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

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

The Mission has two major components viz. (a) content generation and (b) Dissemination that includes providing connectivity along with provision for access devices for institutions and learners. It seeks to bridge the digital divide, i.e. the gap in skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners and launch of 50 Direct to Home (DTH) educational Channels on 24X7 basis for delivery of almost all courses.

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 main delivery platform for the contents developed under the National Mission on Education through ICT (NMEICT).

For Mission related information and to facilitate public scrutiny, feedback and transparency for the projects undertaken by the Mission a new website www.sakshat.ac.in has been created for the NMEICT.

Achievements in respect of some of the projects sanctioned under NMEICT scheme are as follows:

Campus Connectivity

Establishment of 1 GBPS Connectivity to universities and 10 Mbps broadband connectivity to colleges has been provisioned under NMEICT. A total of 438 Universities have been connected through 1 Gbps Optical Fiber; 22026 Colleges have so far been connected with 10 Mbps bandwidth. For Campus Connect, the Central share for each of the university & College in NER States is 90% and for other states& UTS it is 75%.The remaining is to paid by respective Universities or Institutions. For 69 Universities LAN work has been completed and commissioned by BSNL.

Now MHRD has decided to extend 1 Gbps NKN connectivity to all the remaining centrally or state funded universities and Private & Deemed universities with NAAC accreditation. Feasibility study has been carried out for the 36 universities who have confirmed their willingness to bear their share.

On the lines of 'Digital India' initiative of the PMO, the MHRD had decided that the campus of Universities having NKN connectivity shall be 'Wi Fi enabled' in a phased manner. To start with, 38 central universities have been identified and orders have been placed for provision of Wi-Fi in these universities.

Integrated e-content Portal:

The INFLIBNET Centre has developed a web-based portal called "e-Acharya: Integrated e-Content Portal" (http://eacharya.inflibnet.ac.in) for all e-content projects, developed / funded under the National Mission of Education through ICT. There are more than 50 projects on e-content under NME-ICT which are developed / being developed in various subject disciplines (science, arts, engineering, social science, etc) through various Indian institutes / universities / colleges. So far about 19,656 e-text, 29824 e-tutorial, 5449 self assessment, 9217 web resources have been uploaded on the platform that includes 36432 courses for under graduates and 12813 courses for post graduation videos, 5862 e-text, 2,225 quizzes and 4,509 learn more component of e-content of 20 projects has been uploaded on this portal and more content from other projects are being uploaded. Detailed descriptive metadata is assigned to each module using Library of Congress Subject Headings to facilitate search and discovery of each module hosted on the portal.

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

As per 'Digital India' Initiative & Electronic Delivery of Services; the thrust areas assigned to MHRD is to develop & make available 'Massive Online Open Courses (MOOCs)' to the learners throughout the country. The Ministry of HRD, has accordingly embarked on a major and new initiative called 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM), which will provide one integrated platform and portal for online courses, using information and communication technology (ICT) and covering all higher education subjects and skill sector courses to ensure that every student in the country has access to the best quality higher education at affordable cost.

SWAYAM is initiated by Government of India, to take best teaching learning resources to all, including the most disadvantaged.

The SWAYAM IT platform is indigenously developed that facilitates hosting of courses, taught in classrooms from 9th class till post-graduation in a number of disciplines that can be accessed by anyone, anywhere at any time.

The three cardinal principles of Education Policy viz., access, equity and quality shall be achieved by providing high quality e-content to all learners in the country through SWAYAM. Courses delivered through SWAYAM are available free of cost to the learners, are delivered by best of the teaching fraternity.

MHRD has constituted, National MOOCs Coordinators (NMCs), numbering 8 that have been entrusted with the responsibilities to ensure MOOCs are developed & delivered in various disciplines and ultimately subjects are covered fully. The NMCs are 'University Grants Commission' assigned to develop MOOCs for non engineering Post Graduation subjects; 'IIT Madras and other groups of NPTEL' are assigned to develop MOOCs on engineering subjects; Consortium for Education Communication (CEC), an Inter University Centre of UGC & its

Media Centres are developing MOOCs for non engineering under graduate subjects; Indira Gandhi National Open University (IGNOU) is assigned to develop MOOCs on Diploma and Certificate courses; NCERT is producing MOOCs on all subjects taught from class 9th to 12th; National Institute of Open Schooling (NIOS) is developing MOOCs for Open Schoolings Students of class 9th to 12th, in all subjects; Indian Institute of Management (IIM), Bangalore & other IIMs are developing MOOCs on management subjects and National Institute of Technical Teachers Training & Research (NITTTR), Chennai & other NITTERs are developing MOOCs for teachers training program.

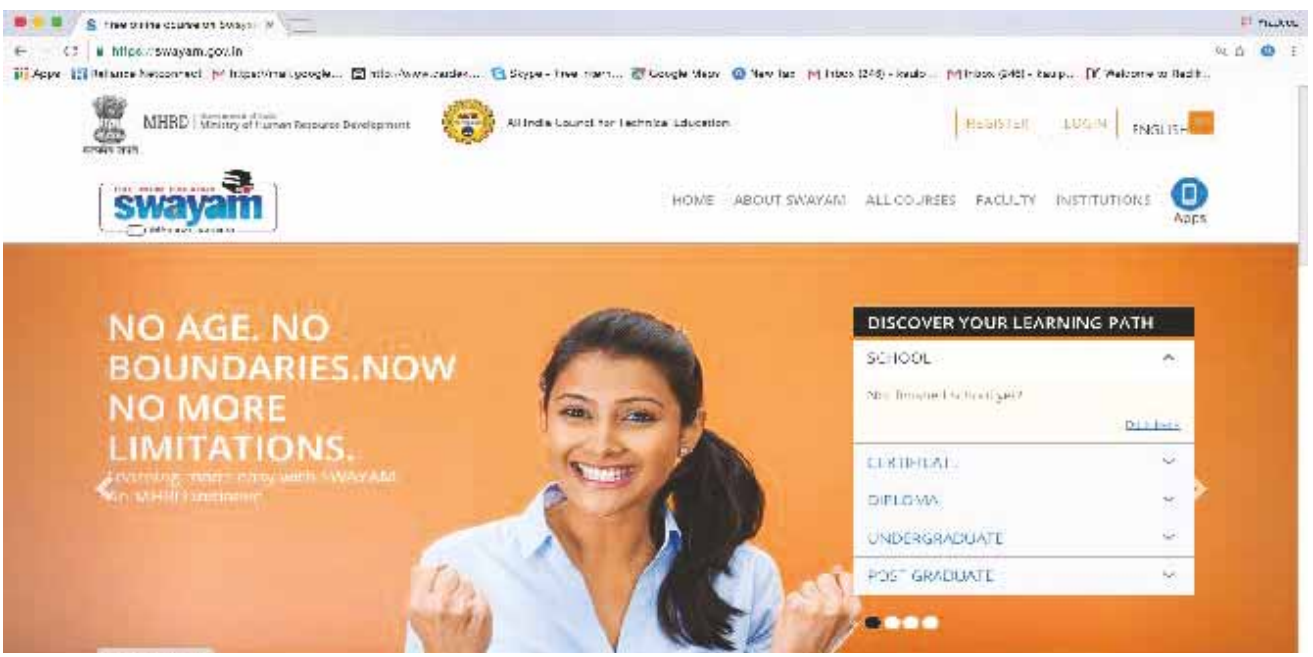
In this process, academicians from hundreds of institutions throughout the country are involved in developing & delivering MOOCs through SWAYAM in almost all disciplines from senior schooling to Post Graduation wherein it is intended to develop world class content. The MHRD has issued detailed Guidelines for development & delivery of MOOCs through institutions.

The courses hosted on SWAYAM are developed in 4 quadrants – (i) video lecture (using audio-video, multi-media, animation and state of the art pedagogy / technology), (ii) specially prepared reading material that can be downloaded/printed (iii) Web resources (iv) self-assessment tests through tests and quizzes.

UGC and AICTE have issued 'Credit Framework for online learning courses through SWAYAM, Regulation 2016'; allowing upto 20% online courses taken through SWAYAM, to be counted for credit. Grades earned by successful students studying in conventional Institutes shall be transferred to the academic record of such Students.

It is intended to host about 2000 courses and 80000 hours of learning material, within two years, on SWAYAM: covering school, under-graduate, post-graduate, engineering, law and other professional courses. It is expected to support 3 Crore users with a 10 lakh concurrent connections, in the next few years.

The MHRD, with effect from 15th November 2016, has on Trial basis, made public the SWAYAM portal "https://swayam.gov.in". A screen shot of the Platform is shown as under.-



As present about 270 Online courses are listed on SWAYAM and about 80 MOOCs are running regularly, wherein tens of thousands of students have registered to these courses. Phase-II SWAYAM with improved features is likely to be released in second quarter 2017 that besides other features shall have Credit Transfer mechanism inbuilt.

The Online Courses are planned in such a way, so that few hours of student engagement takes place, each week, which is followed by assignment or case studies given by the Expert to the registered students. The Teaching Assistance (TA), associated with the Experts delivering the MOOCs, shall check assignments and assess them and feedback on this shall be provided to students on regular basis. In order to earn credits, registered students shall be asked to appear end-examination, which shall be proctored. On successful completion of each course, the institution offering the course would issue the certificate and the student shall get credits transferred into their marks certificate issued by parent institution.

Discussion forum and interaction with peer group & Mentor shall be carried out on 'Discussion Forum' on the SWAYAM. Discussion forum shall be made very active and the students shall be encouraged to ask numerous questions to experts & post queries on SWAYAM platform on a daily basis. Frequently Asked Questions (based on the SMEs' past experience) shall be posted along.

A number of universities & IITs, through their 'Academic Councils', have already approved a number of Courses on SWAYAM for the purpose of counting credits, as per the regulations in this regard issued by the Government and the list is growing.

SWAYAM courses are now open to foreign students also, however credits transfer, if any, to such students shall take place through Local partners only.

Further, following "UGC foreign academic collaboration regulations" and Global Initiative of Academic Networks (GIAN), for promotion of foreign Collaborations in Higher Education, foreign Universities on selective basis are being allowed to contribute Online Courses on SWAYAM. In this connection, an MOU with British Council and AICTE was signed on 8th November 2016, wherein it has been envisaged that British Universities can also produce MOOCs for SWAYAM. In addition, Commonwealth Education Media Centre for Asia (CEMCA) has approached the MHRD to contribute MOOCs developed by a number of Commonwealth Nations, for SWAYAM platform.

Under phase-II, SWAYAM some of the MOOCs content, including Transcription of Video, shall be text translated into best of 10 regional languages, so that learners can select a language of their choice and learn the courses better in their local language.

The MOOCs on SWAYAM are definitely going to reduce the digital divide and prove a game changer in education, in coming days.

Talk to a Teacher

Talk to a Teacher developed by IIT Bombay, is an initiative of the National Mission on Education through ICT, funded by MHRD to provide free access to a few selected graduate and postgraduate courses, taught at IIT Bombay by distinguished faculty members and scholars at large. It uses A-View collaboration tool developed by Amrita University for providing virtual classrooms to the faculty across the country.

These courses can be viewed absolutely free of charge at lower bandwidths on a personal computer/laptop having a headphone and Internet connection. Registration is not required as it does not have any evaluation/certification process. The courses are recorded live in the classrooms of IIT Bombay and may not reflect entire content of the course. Apart from the core courses in engineering and computer science disciplines, the program also covers Humanities & Social Sciences discipline.

More than 80,000 teachers have been trained, so far, under this project, involving synchronous delivery of courses from IIT Mumbai & IIT Kharagpur.

Ask A Question:

Ask A Question is a unique platform through which students from science and engineering colleges all over India can ask questions and faculty from IIT Bombay answers them. Students can ask questions either through an online forum or during an interactive live session. Interactive live sessions are held on every Thursday from 4:00 P.M to 5:00 P.M in the field of Electrical Engineering and every Friday from 4:00 P.M to 5:00 P.M in the field of Physics.

National Digital Library (NDL)

Ministry of Human Resource Development (MHRD) is establishing the National Digital Library (NDL) under the National Mission on Education through Information and Communication Technology (NMEICT) with the objective to host a national repository of existing e-content available across educational institutions in the country and e-content developed under NMEICT.

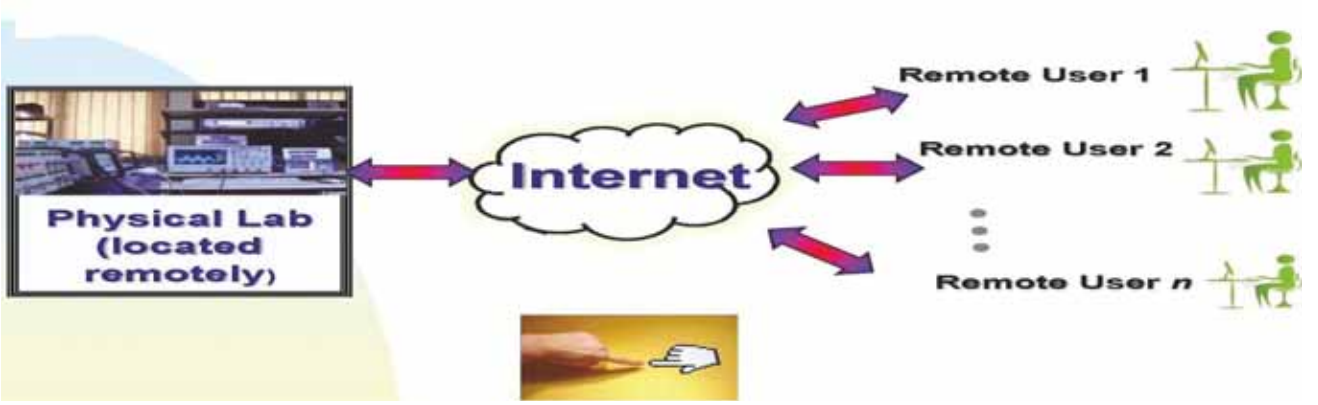
IIT Kharagpur has been entrusted to host, coordinate and set-up National Digital Library (NDL) of India towards building a national asset. The objective of the project is to integrate all the existing digitized and digital contents across educational and cultural institutions/bodies to provide a single-window access to different groups of users ranging across the entire population. NDL will fetch metadata of the contents and store and index these metadata in the National Digital Library servers so that all the e-contents can be searched and accessed in the full-text by users through a single window. NDL does not store the actual (full-text) contents in its servers; instead it gives to users links of respective content hosting sites as part of search results. Users access contents from respective content hosting sites by clicking these links.

The NDL portal has gone live. There are 64.23,000 resources available through the portal.

More than 3 lakh users are registered on the portal. 14 workshops and trainings have been conducted for the contributing institutes. A Mobile App has also been developed.

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. Also, in a country such as ours, costly instruments and equipment need to be shared with fellow researchers to the extent possible. 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 have computer interface for control and data storage. It is possible to design good experiments around some of these 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).



Virtual Lab does not require any additional infrastructural setup for conducting experiments at user premises. One computer terminal with broadband Internet connectivity is all that is needed to perform the experiments remotely.

Over 205 virtual labs in 9 Engineering & Science disciplines, comprising about 1700 experiments are operational and currently being accessed by more than 15 lakh students..

e-Yantra

An MHRD initiative under NMEICT Programme, named "e-Yantra" is implemented to incorporate Robotics into engineering education with the objective of engaging students through exciting hands-on application of mathematics, computer science, and engineering principles. All the projects and code are available on the e-Yantra web-site www.e-yantra.org as open source content.

The initiatives are - e-Yantra Robotics competition (eYRC), e-Yantra Summer Internship Program (eYSIP), e-Yantra Lab Setup Intiative (eLSI), e-Yantra Symposium (eYS) and

e-Yantra Resource Development Centre (eYRDC).

This year in the Robotics competition, there were 22,608 registrations from 5652 teams in 541 colleges. Labs have been set up in 233 colleges across India. Task based training are being regularly conducted. 38 students have undergone internship programs in IIT Bombay. The Symposium is an annual event which serves as a platform for networking and showcasing achievements of students from colleges which has set up the Lab under eLSI and an opportunity for teachers and students to upgrade their knowledge.

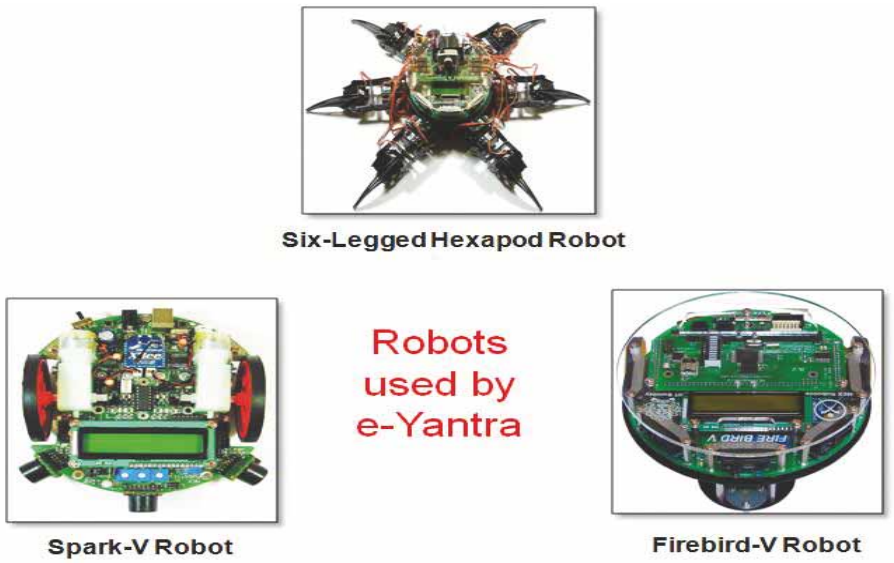


Figure: Robots used by e-Yantra.

E-Kalpa/ D'Source:

MHRD/ NMEICT has initiated a project named "e-Kalpa" creating Digital-Learning Environment for Design, in India, with the following project objectives:

1. Digital online content for learning Design with e-Learning programs on Design
2. Digital Design Resource Database including the craft sector
3. Social networking for Higher Learning with collaborative Learning Space for Design
4. Design inputs for products of National Mission in Education through ICT

E-kalpa is a design-learning environment, URL link www.dsource.in, available as downloadable mobile app also.

The text can be read in a number of international & Indian languages. The e-Content is provided in six sections that consist of 95 courses, 465 resources, 206 case studies, 16 showcases, 455 galleries and 298 videos. Wherein, a Course consists of 3-5 topics, which is available in the form of half page text reading with an image; Course also includes some web links and related reference resource; comments are also provided; Case studies consist of short story in the form of slides. It shows a combination of design image, examples to explain the story; It also tries to

explain to design armatures &costumes to create a theme; Showcase consist text and images of a created project theme; Gallery consist a combination of images as an example to explain the concept; Video section consists of speaker delivery using transcripts for explaining the methods of design..

The Free and Open Source Software for Education (FOSSEE)

FOSSEE project sanctioned to IIT Bombay has been promoting use of open source software in educational institutions (http://fossee.in). It does through instructional material, such as spoken tutorials, documentation, such as textbook companions, awareness programmes, such as conferences, training workshops, and Internships.

Textbook Companion (TBC) is a collection of code for solved examples of standard textbooks. About 2,000 college students and teachers have participated in this activity & close to 1,000 TBCs have been created in Scilab and Python alone. FOSSEE has made all the TBCs open source and has made them available for free download. Scilab and Python TBCs are also on the cloud, so that one needs only a browser to access/execute the codes of TBC.

FOSSEE is promoting the well established open source software: Open FOAM, an alternative to the proprietary software Fluent for computational fluid dynamics; DWSIM, an alternative to the proprietary software Aspen Plus, for chemical process simulation. FOSSEE has also undertaken several new open source software activities as well: raising Scilab toolboxes to that of Matlab; development of eSim, an electronic design automation software, an alternative to ORCAD; development of Sandhi, a software for data acquisition and control, an alternative to LabVIEW. The FOSSEE team works on open source hardware projects, such as Open PLC and Arduino as well. Through all of these projects, a large number of students across the country have been trained.

Vidwan:

The objectives of VIDWAN is to i) collect academic and research profiles of scientists, faculty 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 can be used for selection of panels of experts for various committees and taskforces 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 decision-making and policy intervention. As on 31st December 2016, the database contains Experts on following subjects namely: Agricultural Sciences (2544); Arts & Humanities (1289); Biological Sciences (1125); Chemical Sciences (1762); Engineering & Technology (5819); Medical & Health Sciences (3087); Physical Sciences (2780); Social Sciences (3522); Central University (3664); Deemed University (2188); Institute of National Importance (5747); Other Institute (1939); R & D Organization (1289); State University (6249) and

Technical Institute (893).

e-Shodh Sindhu of INFLIBNET Centre:

The MHRD vide notification dated 1st December 2015 has merged following three consortia into E-Shodh Sindhu:

1. UGC-INFONET Digital Library Consortium
2. INDEST-AICTE Consortium
3. NLIST Programme

The main objective of the e-ShodhSindu: Consortia for Higher Education E-Resources is to provide access to qualitative electronic resources including full-text, bibliographic and factual databases to academic institutions at a lower rates of subscription. The major aims and objectives of the e-Shodh Sindhu are as follows:-

- Setting-up e-ShodhSindu: Consortia for Higher Education E-Resources by augmenting and strengthening activities and services offered by three MHRD-funded Consortia;
- Develop a formidable collection of e-journals, e-journal archives and e-books on perpetual access basis;
- Monitor and promote usage of e-resources in member universities, colleges and technical institutions in India through awareness and training programmes;
- Provide access to subscription-based scholarly information (e-books and e-journals) to all educational institutions;
- Provide access to scholarly content available in open access through subject portals and subject gateways;
- Bridge digital divide and move towards an information-rich society;
- Provide access to selected e-resources to additional institutions including open universities and MHRD-funded institutions that are not covered under existing consortia;
- Take-up additional activities and services that require collaborative platform and are not being performed by existing Consortia; and
- Moving towards developing a National Electronic Library with electronic journals and electronic books as its major building blocks.

The INFLIBNET Centre has been assigned the responsibility for execution and operation of e-Shodh Sindhu. The e-Shodh Sindhu, the merged Consortium, would continue to serve more than 220 universities and 4,400 colleges covered under 12(B) and 2(f) Sections of the UGC Act and 75 Centrally-funded Technical Institutions including IITs, IISc, NITs, IIMs, IISERs, IIITs, etc. E-Shodh Sindhu has by 31st December 2016 subscribed to more than 31,35,000 e-books, 15,000 e-journals, 40 Resources, 16 Databases. The number of publications (e-recourses) under e-Shodh Sindhu, has crossed 11,254. The e-Shodh Sindhu further supports to more than 4000 Colleges, 230 Universities, 87 Centrally Funded Institutions and 72 Technical Institutions.

Launch of Educational DTH Channels:

SWAYAM Prabha is an initiative to provide 32 high quality educational channels through DTH (Direct to Home) across the length and breadth of the country on 24X7 basis. This would enable to deliver e-education in a most cost effective manner. The Department of Space has allotted two Transponders of GSAT-15 for the same.

The subscribers of free DTH service of doordarshan (Free dish) would be able to view these Educational channels using the same set Top Box and TV. No additional investment would be required.

The DTH channels of MHRD shall carry curriculum-based content and the programme is designed in such a way that educational content besides being viewed on TV sets with no recurring cost. The educational programmes delivered over DTH shall also be made available to viewers concurrently on IP devices such as PCs, Tablets and smart phones and on other personal devices.

The MHRD DTH programmes shall ensure (a) the e-education content reaches students Homes; besides the content reaching at Institutions, (b) the DTH channels shall deliver structured lectures in almost all the subjects/ disciplines taught in higher education.

Among the channels are four IIT-PAL channels on Physics, Chemistry, Mathematics and Biology which are designed to assist the students in the Classes 11 and 12 aspiring to join institutions like IITs by encouraging scientific thinking and conceptual understanding critical to answer the 'tough' questions of exams like JEE Advanced.

Each channel shall deliver 4 hours of fresh content every day, to be repeated 6 times in a day so that people can view the channels at a time convenient to them. A workshop for monitoring SWAYAM Prabha was held recently in Gandhinagar.

The up linking facility has been setup at BISAG, Gandhinagar, Gujarat. INFLIBNET Gandhinagar has developed the SWAYAM Prabha portal to facilitate the users. A mechanism has been put in place for transporting the contents from the different MHRD agencies viz. CEC, IGNOU, IITs, NIOS and NCERT to BISAG for transmission. The channels have been soft launched.

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CHAPTER 09

LANGUAGE AND RELATED AREAS

CHAPTER 09

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. Correspondence Courses
2. Supplementary educational material
3. Extension Programme –Awards, Shivirs, Yatras, Shodh, Chaatr yatra anudaan, Pradhyapak Vyakhyanmala and Sangoshthi.
4. Scheme of Financial Assistance to voluntary Hindi Organizations for promotion of Hindi.
5. Publication – Preparation and publication of Dictionaries journals such as Bhasha, Varshiki and Sahitymala.
6. Free Distribution of Hindi Books.
7. Standardisation of Devnagri Script and Hindi Vartani.
8. Book Exhibitions and sale.

KENDRIYA HINDI SANSTHAN, AGRA

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization fully funded by the Govt. of India and controlled by Ministry of Human Resource Development, Department of Higher Education. The Mandal runs the Kendriya Hindi Sansthan under its aegis. Sansthan is recognized as an advanced Centre for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi. It has 08 academic departments at the Headquarer and 08

Regional Centres located at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneswar & Ahmedabad. These centres participate in Teachers Training Programme, Research in Comparative & Contrastive Linguistics and Preparation of Instructional Material as per the need of Hindi learners of the feeler area. Besides, it Sansthan has 04 affiliated colleges owned & governed by Govt. of Nagaland, Mizoram, Assam & Karnataka.

Sansthan conducts more than 17 courses of Hindi Teaching and Training. More than 76514 Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/employees have been trained by the Institute till 2015-16. 4559 Foreign students belonging to different countries have learnt Hindi from KHS under the programme "Propagation of Hindi Abroad Scheme".

TEACHING PROGRAMMES

1. Vocational Courses (Evening Programmes)

(i) Post M.A. Diploma in Applied Hindi Linguistics

(ii) Diploma in Translation: Theory & Practice

(iii) Diploma in Mass Communication & Journalism

} Total 101 Students

2. Hindi Teaching Programme for Foreigners:

This programme is offered under the scheme "Propagation of Hindi Abroad". During the current year 143 foreign students have been admitted, of these 80 are at Agra Headquater and 63 are at Delhi Centre.

3. Short Term Courses

Under this scheme, Short Term Programmes (Orientation, Enrichment, Refresher and Language awareness programmes) are offered. From 01 April, 2016 o January, 2017, 54 such programmes have been organized and 2133 teachers have been trained so far.

Audio Visual instructional Material

Total 06 Video cum multimedia programmes & 02 Audio programmes are prepared during the session-2016-17. The details are as follows:-

1. 02 Educational Videos & Multi-media presentation based on previous Audio Programs under 'Hindi Surabhi' Series on selected poems of (i) 'Firaq' & (ii) 'Agyeya'.
2. 04 Video Lessons based on Remedial Hindi Pronunciation Practice.

Activities of Department of Material Production for NE Regions

Total 33 workshops were organized during the reported period for preparation of Hindi-Garo, Hindi-Jayantiya, Hindi-Bhili, Hindi-Oridiya, Hindi-Assamese, Hindi-Manipuri, Hindi-Jaliyang, Hindi-Bhutiya, Hindi-Saurastri, Hindi-Surti, Hindi-Pattani, Hindi-Charottari, Hindi-Monapa, Hindi-Balti, Hindi-Nepali, Hindi-Leptcha, Hindi-Rai, Hindi-Limbu learners dictionaries and revision of several text books for Govt. Hindi Institute, Dimapur.

Publication

Sansthan has published the following Books and Magazines From April, 2016 to 10 January, 2017.

Books

1. Hindi-Mizo Learners Dictionary
2. Kok-Barak Lok Sahitya
3. Vyavaharik Hindi Vyakaran Aur Vartalap

4. Hindi Gyan Prabha-Part-I
5. Hindi Gyan Prabha-Part-II
6. Samanya Adhyayan-Part-I
7. Samanya Adhyayan-Part-II
8. Prarambhik Bhasha Vigyan-Part-I
9. Prarambhik Bhasha Vigyan-Part-II
10. Uchcharan Abhyas Evam Maukhik Abhivyakti
11. Hindi Shabda Varg Evam Unaka Prayog
12. Hindi Vachan Aur Lekhan
13. Parichayatmak Evam Hindi Sahitya
14. Hindi Sanrachana Evam Abhyas
15. Hindi Bhasha Rachana Evam Shabda Samvardhan
16. Bhartiya Sanskritik Prateek

Magazine & Journals

1. Samanvaya-2016 (Studens Magazine)
2. Hindi Vishwa Bharati-2016 (Students Magazine)
3. Sansthan Samachar- (Oct.-December, 2015)
4. Sansthan Samachar- (January-March, 2016)
5. Sansthan Samachar- (April-June, 2016)
6. Bolchal Ki Hindi (Quarterly Syllabus)
7. "Gaveshna" Quarterly Magazine

Library

From 01 April 2016 to December, 2016 at Agra Head Quarter 426 books were purchased and 273 books received from the writers and other sources.

COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY

Commission for Scientific and Technical Terminology was set up on 1st October, 1961 by a resolution of Government of India, Ministry of Education. The resolution of the Government was as per the recommendations of a Committee constituted under the provisions of Clause (4) of Article 344 of the Constitution. The functions of the Commission as per the resolution of 1960 are:-

a) Review of the work done so far in the field of scientific and technical terminology in the light of the principles laid down in paragraph 3 of the Presidential Order of 1960.

b) Formulation of principles relating to evolution and coordination of scientific and technical terminology in Hindi and other languages.

c) Coordination of the work done by different agencies in the States in the field of scientific and technical terminology, with the consent or at the instance of the State governments concerned, and approval of glossaries for use in Hindi and other Indian languages as may be submitted to it by the concerned agencies

d) The Commission may also take up preparation of standard scientific textbooks using the new terminology evolved or approved by it, preparation of scientific and technical dictionaries and translation into Indian languages of scientific books in foreign languages.

Following the recommendations of the Commission as stated above and the Presidential Orders issued thereafter, the functions and duties of the CSTT, at present can be outlined as follows:-

Duties and Functions of the Commission:

(a) To evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopaedia.

(b) To see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc.

(c) To ensure proper usage/ necessary updation/ correction/ improvement on the work done (through Workshops/ Training programmes/ Orientation programmes/ Seminars) by obtaining useful feedback.

(d) To encourage technical writings in Hindi and other Indian languages by sponsoring Seminars/ Conferences/ Symposia on scientific and technical subjects.

(e) To coordinate with all states to ensure uniformity of terminology in Hindi and other Indian languages. (Through State Governments/ Granth Academies/ University Cells/ Glossary Clubs or other agencies).

(f) To publish/encourage publication of books in Hindi and Indian languages for popularization and usage of standard terminology.

The Commission is working on the following main areas:

1. Preparation and Publication of English-Hindi Technical Dictionaries/ Glossaries
2. Preparation and Publication of English-Regional Language Technical Dictionaries /Glossaries
3. Preparation and Publication of Trilingual Glossaries
4. Preparation and Publication of Definitional Dictionaries
5. Preparation and Publication of Learner's Glossaries
6. Preparation, Approval/Publication of Departmental Glossaries
7. Propagation, Expansion and Critical Review of Terms Coined and Defined
8. Production of University Level Books in Hindi and Regional Languages
9. Publication of Monographs
10. Publication of Journals
11. Free Distribution of Publications
12. Organising Exhibitions

1. ***Grant –in- Aid*** Commission indirectly published university level books in Hindi and other Regional languages through various Granth Academics, University Cells, Textbook Production Boards by providing the grants-in-aid. The total sanctioned budget (for this year) under this scheme has been released.

2. *Publications*

i) Glossary of Political Science (English-Hindi)

ii) Fundamental Glossary of Political Science (English-Hindi-Assamesses)

iii) Fundamental Glossary of Political Science (English-Hindi-Bengala)

iv) Definitional Dictionary of Ayurveda (Sanskrit-English-Hindi-Roman)

v) Fundamental Glossary of Ayurveda (Clinical) (Sanskrit-English-Roman-Hindi)

vi) Toxicology and Medical Juris Prudence Glossary

vii) Departmental Glossary of Atomic Mineral (English-Hindi)

viii) Departmental Glossary of Space Science (English-Hindi)

ix) Administrative Glossary (English-Hindi)

x) Fundamental Administrative Glossary (Regional Languages) – Excluding Kashmiri language.

xi) Vigyan Garima Sindhu – Vol. 93, Vol. 94, Vol. 95 and Vol. 96.

3. Exhibition :-During Year 2016-17 , 05 book - exhibitions were organized at various places of India.

RASHTRIYA SANSKRIT SANSTHAN (DEEMED UNIVERSITY), NEW DELHI

Sanskrit has played a vital role in the development of all Indian languages and even in few foreign languages and in the preservation of the cultural heritage of India in particular and the world in general. Almost all the Indian languages originated from Sanskrit and no Indian language could flourish without the linguistic support of Sanskrit. All the Indian languages are nurtured and nourished by the richness of Sanskrit. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, it becomes essential to preserve and propagate Sanskrit for all-round development in India. Fully conscious of this responsibility, the Government of India established Rashtriya Sanskrit Sansthan in October, 1970 as an autonomous organization registered under the Societies Registration Act for propagation and preservation of Sanskrit language, literature and traditional Shastras and to encourage the learning of Sanskrit all over the country and abroad. The Sansthan is fully financed by the Govt. of India and works as a vital agency of the Central Government in all policy matters related to Sanskrit language and culture.

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

The Rashtriya Sanskrit Sansthan is presently managing its 13 campuses situated at New Delhi (H.Q.), Allahabad (U.P.), Puri (Orissa), Jammu (J&K), Thrissur (Kerala), Jaipur (Rajasthan), Lucknow (U.P.), Sringeri (Karnataka), Balahar (Garli) (H.P.), Bhopal (M.P.), Mumbai (MH),

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

Graduate/Postgraduate Level Courses

The Rashtriya Sanskrit Sansthan offers teaching courses at Shastri (B.A.) and Acharya (M.A.) levels in various subjects viz. Navya Vyakarana, Prachina Vyakarana, Sahitya, 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 19,000 students were enrolled for the last examinations of the Sansthan.

Main activities

i. **International Yoga Day** – The Rashtriya Sanskrit Sansthan organized 2nd International Yoga Day on 21st June, 2016. The officers and officials of the Sansthan took part passionately.

ii. **Sanskrit Saptahotsava** - The Sansthan celebrated Sanskrit Saptahotsava from 17th to 22nd August, 2016 in collaboration with the Ministry of Human Resource Development, Govt. of India, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, Sanskrit Bharati, University of Delhi, JNU and other organization at Auditorium of National Museum, New Delhi. During this period, a series of programmes were organized for the eminent Sanskrit Scholars and different competitions for the students. The programme was inaugurated by Sh. Prakash Javadekar, Hon'ble Minister of Human Resource Development, Govt. of India on 17-08-2016 The Valedictory function was held on 22nd August, 2016 at Rashtriya Sanskrit Sansthan (Deemed University), New Delhi when prizes were also distributed to the winners of the competitions.

iii. Swachh Bharat Pakhwara - The Rashtriya Sanskrit Sansthan, New Delhi and all its campuses at different places of the country organized the Swachh Bharat Pakhwara from 16th to 31st May, 2016. Besides practicing cleanliness at the work places, the following activities were also undertaken on this occasion:

(a) Taking Mass pledge concerning Swachh Bharat Abhiyan, (b) Arranging Fire Safety Training Camp and (c) Making Voluntary contribution by the Officers and students towards cleaning of their residences, neighborhood & social network premises in a befitting manner.

iv. **Hindi Pakhwara** – The Rashtriya Sanskrit Sansthan organized Hindi Pakhwara from 14.09.2016 to 28.09.2016. On this occasion, different competitions were held. The officers and officials of the Sansthan took part with great enthusiasm. The winners in these competitions were given away prizes.

Financial Assistance Provided Under Various Schemes –

(i) The Sansthan provides financial assistance for

(a) Sanskrit teaching towards salary of Sanskrit teachers in traditional Sanskrit Pathshalas/Schools/Colleges, at the rate of Rs. 6000/- per month engaged in the propagation, development and promotion of Sanskrit.

(b) Scholarships at the rate of Rs.300/- per month to Sanskrit students.

(c) For construction and repair of buildings.

(d) For purchase of furniture and library books, etc.

During the year, 824 Sanskrit Institutions/Organizations have been assisted with grant-in-aid amounting to Rs.598.47 lakh under the Scheme of Development of Sanskrit Education. The Rashtriya Sanskrit Sansthan provides financial assistance to 22 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 2016-2017, 4728 students of these 26 institutions were benefited. The Sansthan also pays honorarium to 84 retired eminent Sanskrit Scholars at the rate of

Rs.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.

(ii) **Financial Assistance To Sanskrit Dictionary Project, Pune** - The Deccan College, Post Graduate and Research Institute, Pune undertook the project for preparation of Encyclopedic Sanskrit Dictionary on Historical Principles. The main source of the expenditure of this Project is made available by the Govt. of India through Rashtriya Sanskrit Sansthan (Deemed University), New Delhi. A total amount of Rs. 100 lakh has been sanctioned by Rashtriya Sanskrit Sansthan during the year 2016-17.

(iii) **Non-formal Sanskrit Education** - A total number of 94 centers for Non-formal Sanskrit Education are functioning at different places. Each centre is imparting education at two levels. Through this programme, 5,438 students in the country have been benefited with Sanskrit learning during the year.

(iv) **Financial Assistance for Teachers of Modern Subjects** - The Sansthan also provides financial assistance towards salary of teachers of modern subjects in traditional Sanskrit Pathshalas/Mahavidyalayas and Sanskrit teachers for Secondary/Higher Secondary Schools belonging to State Government where the State Governments are not in a position to provide such facility. During the year, the Sansthan has given financial assistance to 176 institutions for Modern subject teachers and 74 Sanskrit teachers of Government Schools in different States for teaching Sanskrit. Sansthan has awarded scholarships to the extent of Rs. 330 lakh to 9970 students from Class IX to Ph.D. level under one of the Schemes of Development of Sanskrit Education.

(v) **Samman Rashi to Sanskrit Pandits in Indigent Circumstances** - The Sansthan also provides financial assistance in the form of Samman Rashi at Rs.24,000/- per annum to the eminent Sanskrit Pandits above the age of 55 years who are in indigent circumstances. 280 Pandits are getting Samman Rashi under this programme.

(vi) **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 each for Pali and 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 30-45 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 2016-17, 16 awards in Sanskrit, including one international award for a foreigner scholar for their lifetime achievement in the field of Sanskrit, 3 in Persian, 3 in Arabic, one in Pali and one in Prakrit were awarded. In addition, awards of Maharishi Badrayan Vyas Samman were declared. These are 5 for Sanskrit, 1 for

Persian, 1 for Arabic, 1 for Pali and 1 for Prakrit. The Award carries one time monetary grant of Rs.5 lakh to the Scholars and Maharshi Badrayan Vyas Samman carries one time monetary grant of Rs.1 lakh each.

(vii) **Financial Assistance to Universities & Deemed Universities, etc.** - Financial Assistance to the extent of Rs.25.00 lakh has been allocated during the year to NGOs and Deemed Sanskrit Universities/Universities for various programmes/activities for promotion and development of Sanskrit.

(viii) **National e-Data Bank of Sanskrit Literature** - In view of the rising trend of information technology, Rashtriya Sanskrit Sansthan has developed E-Books and Journals for development of Sanskrit. E-Books have been developed so that students/scholars can have access to these books at their comfort from their houses. These books facilitate Sanskrit learning as per the requirement of students/scholar. There are 551 Sanskrit Books which are rare, have been scanned. Besides this, there are 117 E-books and one E-journal which are available on the website. These books can have access from the URL www.sanskrit.nic.in. Sanskrit Varta Quarterly News Bulletin and Sanskrit Vimarsa [Half Yearly Research Journal] of the Sansthan are being published and uploaded as digital content. In addition financial assistance has been sanctioned for the projects (a) National e-Data Bank of Sanskrit Literature, (b) Major & Minor Projects on various topics like Book Translations, Sanskrit Mobile Apps, Machine Translation and Big Book Project on Sanskrit etc..

(ix) **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 Rs. 34.79 lakh has been sanctioned to 29 Non Formal Sanskrit Education centers in NE Region. Scholarship amounting to Rs. 31 lakh has been disbursed to 895 students in NE Region. An amount of Rs.23.04 lakh has been released for payment to 25 Sanskrit and 07 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.

(x) **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. 1642 students were enrolled during the year.

Teaching is supported by meetings, workshops and orientation programmes.

SHRI LAL BAHADUR SHASTRI RASTHRIYA SANSKRIT VIDYAPEETH

Mission of the Vidyapeetha:

"Vidyaya Vindatemrutam" that means "Education for Enlightenment".

Objectives of the Vidyapeetha:

(a) To preserve shastric tradition.

(b) To undertake interpretation of the shastras.

(c) To relate relevance of the shastras to the problems in the modern context.

(d) To provide means for intensive training in modern as well as shastric lore for teachers.

(e) To achieve excellence in its disciplines in order to have a distinct character of its own.

Future Plan of Action and Strategy:

1. Development of course contents for audio-video recording under MOOCS.
2. Preparation of perspective plan for next 5 years
3. Establishment of National Sanskrit Library
4. Girls' Hostel
5. Introduction of solar power system

Vidyapeetha imparts graduation and post-graduation courses to the students in various specialized disciplines apart from M.Phil and Ph.D. Degrees. The Vidyapeetha has been providing courses for Shastri, Acharya, Shiksha Shastri, Shiksha Acharya, Vishishtacharya & Vidyavaridhi. In addition to these, certificate & diploma courses in Jyotish, Vastu-Shastra, Medical Astrology, Yoga & Paurohitya have also been introduced to ensure professional skills amongst the students.

Publications

The Vidyapeetha has been publishing regularly referred and reputed journals in the area of Shastraic tradition viz. Shodh Prabha, Vastu Vimarsh, Bhaishajya Jyotish and Sumangali apart from annual Vidyapeetha Panchang. There is a publication unit which has been mandated to publish books of reputed scholars in the area of Sanskrit Literature and various branches of vedic knowledge.

New Schemes / Programmes

1. As per the directives of the Ministry, the Vidyapeetha has finalized the process of establishing Virtual Classrooms, Online Courses etc. for propagation of Sanskrit Language.
2. Audio-video recording of lectures under MOOCS is in progress.

RASHTRIYA SANSKRIT VIDYAPEETHA, TIRUPATI

Rashtriya Sanskrit Vidyapeetha (RSV) was established by the Ministry of Human Resource Development, Government of India in the year 1961 on the basis of the recommendation of the Central Sanskrit Commission as a registered society at Tirupati. The Vidyapeetha has started functioning as a Deemed University from the year 1991.

MANDATE: The Vidyapeetha has the Unique distinction of being the 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.

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. During the year 986 students were admitted into various courses.

The Vidyapeetha has been implementing the following programmes with the financial assistance of MHRD through UGC, New Delhi.

1. Centre of Excellence in Traditional Shastras : The UGC recognized the Vidyapeetha as the Centre of Excellence in the subject of Traditional Shastras. The following activities are taken up under the scheme.
    a. Sastravaridhi Course
    b. Publications
    c. Audio and Video documentation
    d. Audio-Video Recording Centre activities
    e. Lipi Vikasa Pradarsini
    f. Electronic Tools for Ancient Script Learning
    g. Sanskrit Self Learning Kits
    h. Documentation of Artefacts
    i. Digitalisation of Manuscripts
    j. Yoga, Stress Management and Healing Centre
    k. Seminars/Workshops
    l. 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), Kishkindha Kanda (Vol-I), Sundara Kanda (Vol-I) were completed and Yudha Kanda, Uttarakanda are yet to be completed. Efforts are being done to complete the same.
3. **Mahamahopadhyaya Pattabhirama Sastri Vyakhyanamala 2016-17 :** Every year, a series of extension lecturers are being held in memory of Mahamahopadhyaya Pattabhirama Sastri, the first Chancellor of Vidyapeetha. The lectures are arranged in various shastras during the academic year for the benefit of the faculty and students of the Vidyapeetha. Scholars of various parts of the country are invited to deliver lectures on traditional Shastras.
4. **Vagvardhini Parishad :** To bring out the latent talents among the Sanskrit students Vagvaridhin Parishad is functioning in the Vidyapeetha. Competitions in all Shastras i.e. Elocution and Essay writing competitions are being organized every year by the Parishad. Many students are deputed to Sanskrit Institutions in India to participate in the competitions.

The Eleventh All India Sanskrit Students Festival (AISST)-2017 under aegis of Vagvaridhi parishad conducted the festival during 30th January, 2017 to 2nd February, 2017. The Festival was inaugurated by Mahamahopadhaya Viswanatha Gopalakrishna Sastry on 30-1-2017. Competitions in 13 literary events and 4 cultural events were organized. 259 students participated in the festival. Shri. N.Gopalaswami, IAS (Retd.), Chancellor delivered valedictory address on 2-2-2017.

Rashtriya Sanskrit Vidyapeetha bagged the Vaijayanti (Overall Champion of the festival) Rolling Shield in the 11th All India Sanskrit Students Festival – 2017.

5. **Annamacharya Sahitya Kala Parishad** to bring out of the talents among students in the Telugu literature was organized by the Department of Telugu.

6. **Tulasidas Club :** To bring out of the latent talents among students in the Hindi literature the Dept. of Hindi was functioning.

7. **Max Muller English Club :** The Maxmuller English Club is a voluntary organization of students of the Vidyapeetha which is run under the guidance of the staff of the Deptt. of English to improve speaking skills of Sanskrit Students in English along with imparting organizational skills in them. For the purpose of achieving the above objectives the Club organized various activities in 12th session in the academic year 2016-17.

8. National Seminars/ Workshops

1. One day National Workshop on constitution day organized on 25-11-2016 by the Deptt. of Dharma shastra, Rashtriya Sanskrit Vidyapeetha, Tirupati marking National Constitution Day

2. **World Yoga Day :** International Day of Yoga was observed, seminar and rally were organized on 21-06-2016

3. **Bridge course for new comers in Acharya course :** The Vidyapeetha has been conducting Bridge course to the students admitted in to different programmes. For the academic session 2016-17 more than 200 numbers of students from different shastras i.e., Sahitya, Vyakarana, Jyotisha, Dharma Shastra, Vedanta, V.Vedanta, D.Vedanta, Mimamsa, Puranetihasa and others attended the bridge course. The learned Professors of our Vidyapeetha and invited outside scholars delivered lectures of different subjects.

4. **Hindi Diwas** was observed on 14.09.2016.

5. Prof. Ram Shankar Katheria, Union Minister for State, MHRD visited the Vidyapeetha on 16-5-2016.

9. 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. During the year 986 students were admitted into various courses.

Major Policy / Reforms taken during the year 2016-17:

i. **Swachha Bharat :** In response to call of the Hon'ble Prime Minister and HRD Ministry's instructions programmes under Swachha Bharat were organized. Students, staff and scholars have participated voluntarily and under the NSS banner the programmes were organized throughout the year. 12 camps were organized during the year.

ii. **Infrastructure :** (A) Due to steep increase in student strength of girls, construction of Ladies hostel is completed. With the financial support extended by UGC under Plan Scheme.

(B) UGC has sanctioned 130 lakhs for sports infrastructure during the year 2016-17 and work is under completion.

iii. **E-PG Pathshala :** The UGC has sanctioned e-Pathshala for Vyakarana Shastra in February, 2015 and an amount of Rs. 112 lakhs was sanctioned by the UGC. 534 modules on Vyakarana Shastra were completed successfully.

iv. **Yogi Nareyana Project :** MOU with Gokul Education Foundation, Kaiwara, Karnataka was signed by the Vidyapeetha for translation of Yogi Nareyan Philosophical works of Kalajnana or Bhavisya Vani into Sanskrit, Hindi and English.

MAHARSHI SANDIPANI RASHTRIYA VEDAVIDYA PRATISHTHAN, UJJAIN

The Rashtriya Veda Vidya Pratisthan was established in January, 1987 by Ministry of Human Resource Development as an Autonomous Organization registered under Societies' Registration Act, 1860. In May, 1993, the Pratisthan's Office was shifted to Ujjain and the current name of the Pratisthan changed to "Maharshi Sandipani Rashtriya Veda Vidya Pratisthan".

Objectives:

The main Objective of the Pratisthan is 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 Vedas and to relate it with the contemporary needs.

1. Financial Assistance to Vedic Institutions

Under this scheme, financial assistance has been provided to various Veda Pathashalas/ Vidyalayas existed in different states of India.

2. Preservation of Oral Tradition of Vedic Recitation (Guru Shishya Parampara Scheme)

Its objective is to provide special incentive for the preservation of the oral tradition of Vedic recitation. Under this scheme, A Swadhyayi-teacher is required to teach at least five to maximum of ten students at his home or any suitable place in their locality.

3. Seminars

The Seminars are organized by the Pratishthan for promotion of research activities in the thrust areas. These seminars are fully or partially financed by the Pratishthan.

4. Vedic Sammelans

In order to disseminate Vedic studies and knowledge widely throughout the Country

widely, the Vedic Sammelans play a significant role in the programmes of the Pratishthan. Every year, two All India and six Regional Vedic Sammelans are organized with financial assistance provided by the Pratishthan.

5. Fellowships

Its main objective is to provide an opportunity to scholars, particularly young research scholars for promoting the growth of Vedas and different aspects of vedic literature, so as to enable them to choose research topics on research projects to undertake research work for full time basis.

6. Financial Assistance to Aged / Handicapped Veda Pandits

In order to provide financial assistance to Aged Veda Pandits / Handicapped Veda Pandits, the scheme has been implemented by the Pratishthan.

7. Financial Assistance to Nityaagnihotris

The objective of providing financial assistance is to reimburse partially the expenses being incurred on performing Agnihotra Anushthan by the Agnihotris regularly. Preference has been given to those pandits/vedapathis, who are aged and perform/follow Agnihotra regularly.

8. Correspondence Course

In order to provide Vedic education at home, a correspondence course "GHAR BAITHE VEDA SHIKSHA" has been introduced by the Pratishan. On successful completion of the course, Veda Nipun certificate is provided.

9. Conduct Vedic Classes for All

There is a scheme to run Vedic Classes for those who are willing to learn vedic studies, irrespective of their having academic qualification. Under this scheme, 100 lectures on all specific subjects of veda are delivered on each Saturday and Sunday (two lectures per day), on the syllabus prescribed by the Pratishthan. The financial assistance has been provided by the Prtishthan.

10. Celebration of Vedic Knowledge Week

In order to create Vedic knowledge and consciousness of its implied human value, Vedic Knowledge Week has been organized in various places in the country by the Pratishthan.

11. Publication

It is an important programme of the Pratishthan to fulfill the objectives. The out-of-print and rare texts relating to Vedic literature are reprinted and published under this programme. Printing of critical editions and translation into various languages of certain texts monographs on important topics and report of research work done by Fellows of the Pratishthan are also undertaken. In addition, the research papers presented at the seminars, workshops and proceedings thereof are also taken up for publication.

12. Sandipani Rashtriya Vedavidya Puraskar

In order to promote the original writings in Vedic Studies and Vedanga literature, edition of manual scripts, research in Vedic

education, Vedic culture by a learned vedic scholar with approval of the Chairman - MSRVVP & Hon'ble Union Minister – MHRD, Sandipani Rashtriya Vedavidya Puraskar is conferred on him by the Pratishthan every year.

The above programmes and schemes being the perpetual in nature, have been implemented by the Pratishthan throughout the year.

CENTRAL INSTITUTE OF INDIAN LANGUAGES, MYSORE

The Central Institute of Indian Languages (hereafter, CIIL) has been working as a premiere institution for the promotion of Indian languages and linguistic diversity of this country. During the current financial year (2016-17), the Central Institute of Indian Languages, Mysore conducted academic programmes, developed materials on Indian languages, collaborated with other institutions in carrying out activities related to Indian languages and advised the government on Language related issues. The Institute carried out about five short-term projects, several workshops, lectures and training programmes.

The annual report of the Institute can be summarized in the four categories of Major Schemes run under the aegis of CIIL, Major Projects run by CIIL, Short Term projects, R&D Units and Other Activities. The details of these categories can be given as follows:

The Schemes

1. National Testing Service (NTS)

The NTS conducted around 18 programmes including two 45-day workshops on Material Production, eight Training cum workshops and eight Material Production workshops. During the current financial year NTS published 10 books and glossaries and 2 research papers. NTS organised 2 National Seminars and participated in four such events. NTS also provided 6 consultancies. Two programmes are planned for the remaining period of the current financial year, 2016-17.

2. Linguistic Data Consortium for Indian Languages (LDC- IL.)

The LDC-IL conducted around 12 programmes including four Short-term goal oriented projects, four Natural Language Processing workshops, and four collaborations in National Seminars. LDC-IL intends to conduct one programme during January – March 2017.

3. National Translation Mission (NTM)

The NTM conducted about 26 programmes including nineteen Workshops, four Orientation Programmes, two Translators' Training Programmes and one Project Advisory Committee Meeting. In the current financial year NTM brought out 9 publications including six knowledge texts translations, two issues of Translation Today journal and one thematic volume on History of Translation in the context of Indian Languages. NTM also assigned 12 books for publication and trained 44 persons in translation.

4. Centre of Excellence for Studies in Classical Kannada (CESCK)

The CESCK has conducted 7 programmes including four Training Programmes, one 10-day Orientation Programmes, one Seminar,

one Kannada Rajothsava celebration. The Centre intends to conduct 4 programmes in the quarter January – March 2017.

5. Centres of Excellence for Studies in Classical Telugu (CESCT)

The Centre has collaborated for Organising two programmes that are going to take place in the final quarter of this financial year.

6. Grants-in-Aid

Grants-in-Aid section provides support for the publication of books in major Indian languages under its four schemes of bulk purchase, support to authors for publication in Indian languages, support for little magazines and support to voluntary organization in development of the Indian languages (Apart from Sanskrit, English, Hindi, Urdu and Sindhi). This year saw the 31st GIA meeting and we finalized a number of proposals to who the support can be given. Additionally, 31st GIA meeting also recommended the extension of the MoU with MGI and enhancement of annual support to MGI from 5 lacs to 15 lacs.

Major Projects

Scheme for Preservation and Protection of Endangered Languages (SPPEL)

During the current financial year, SPPEL organized 21 programmes including two Training Programmes, Two Expert Meetings, one Consultancy Meeting and sixteen Fieldworks. SPPEL also took up preparation of 10 Grammar Sketch and 26 E-Dictionaries. For the remaining period, SPPEL intends to organize 3 programmes including one Core Committee Meeting and two Workshops.

Bharatavani Project (BvP)

Bharatavani took up in full-fledged mode after the recruitment of the project personnel in 2016. During the financial year 2016-17, BvP organised 10 programmes including one Launch of the Web Portal and Mobile App, one launch of Learning Facilities, two Workshops, one National Seminar, one National Advisory Committee Meeting. BvP aggregated and shared on its web platform 917 Textbooks, 316 Dictionaries, 540 Language Learning Books, 96 Knowledge books and 458 videos. BvP has also procured 13 Deed of Assignment of Copyrights. For the remaining quarter BvP intends to organize one Meeting of Resource Persons. The project conducted 10 Field visits and participated in one Sahitya Sammelana.

Centre for Lexicography and Creative Writing

The Centre organized 2 programmes and brought out published 1 dictionary. During the remaining quarter, the Centre intends to organize five programmes.

Schedule Caste Sub Plan

During the current financial year, there were 8 programmes conducted under the SC Sub Plan. The programmes include one National Seminar, one Mother Tongue Education, one Orientation Programme, one Planning Meeting and four Dialect Surveys.

Library

The library added about 130 books in the existing two lakh books and 100 journals. It intends to add another 70 books during the final quarter of the year.

Publication unit

The unit printed 21 books including publication of 16 books for different schemes of the Institute and reprint of 5 books.

Official Language (Hindi)

The unit for Official language (Hindi) organised four programmes, four meetings, two workshops and two training programmes.

Short Term Projects

The following short term projects were undertaken during the current financial year

a. Documentation of Language, Folklore & Rituals of Ghasi Community

b. Documentation of Language Varieties of SC Communities (Karnataka region)

c. Documentation of Language Varieties of SC Communities (AP)

d. Mallah & Rajbangshi Communities of South 24 Pargana

e. Trilingual Dictionary of Ranjbangshi Community

Other Activities

During the financial 2016-17 the Institute also collaborated with several institutions across the country to organize more than 10 national and international conferences/seminars/ workshops and a few more are scheduled in the last quarter.

In addition to the above, the Institute also organized several other important activities such as coordinating with the language policy experts committee, field works on several endangered and lesser known languages/mother tongues of India, capacity building of various universities/institutes and the government in general towards language resources and advisory services to the government.

OFFICIAL LANGUAGE DIVISION

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 107 offices/regional offices and schools under both the Departments of this Ministry have been notified under rule 10(4) of Official Language Rules, 1976, whereas 92 offices/regional offices and schools were notified during the last year.

Monitoring of implementation of Official Language Policy

a) During the year 2016-17, target has been fixed to inspect at least 39 offices/Universities etc. by the Ministry. In view of this, ministry has inspected thirty nine offices. 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 order to monitor the position of use of official language Hindi in its subordinate offices, Universities etc., Quarterly progress reports 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.

Inspections by the Committee of Parliament on Official Language

Offices under this ministry are inspected by the Committee of Parliament on Official Language.

Hindi Salahkar Samiti

The second meeting of the Hindi Salahakar Samiti of the Ministry chaired by Hon'ble Minister of Human Resource Development will be held soon.

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.

Translation work

To comply with the Official Language Policy of the Government, the Official Language Division of the Ministry perform translation work of all letters, documents, reports etc., required to be issued in Hindi and English, bilingually by the Ministry.

Hindi Fortnight in the Ministry

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 Sulekh and Hindi Debate were organised. 110 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"

In order to progressively use of Official Language Hindi in official work 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".

CENTRAL INSTITUTE OF CLASSICAL TAMIL, CHENNAI

Consequent on the declaration of Tamil as a Classical language by the Government of India on 12th October 2004, the Central Institute of Classical Tamil (CICT) as an autonomous organization under the Ministry of Human Resource Development, Govt. of India was

established at Chennai on 19th May 2008. CICT is registered as Society under the Tamil Nadu Societies Registration Act, 1975.

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. Forty one ancient Tamil works belonging to the period up to AD 600 has been identified for the purpose of studying the antiquity and uniqueness of ancient Tamils and their civilisation.

The Presidential Award for Classical Tamil which are given every year and its Selection Committee Meeting conducted on 22.7.2016 at Chennai.

During the financial year 2016-17, CICT received a grant of Rs. 5.00 crore from the Ministry of Human Resource Development. This grants utilised including for payment of salary, Junior Resource Fellowship, Post Doctoral Fellowship, miscellaneous expenditure, etc. Short term projects, seminars, training programmes are financially supported by CICT for promoting Classical Tamil. Project pertaining to translation of classical Tamil works taken up during the year. The translation work under Thirukkural in six languages has been taken up by the Institute. Classical Tamil Online project under grammar module are undertaken. CICT participated in book fair organised in Tamil Nadu.

NATIONAL COUNCIL FOR PROMOTION OF SINDHI LANGUAGE

The National Council for Promotion of Sindhi Language (NCPSL)was established as an autonomous Registered organization under the Ministry of Human Resource Development under Societies Registration Act of 1860 (Section 21) on 26.05.1994 vide registration no.1085 at Vadodara, Gujarat. The Headquarter of the Council is at Delhi since 2006. The aim of the Council is to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context and to advise the Government of India on issues connected with Sindhi Language.

❖ Objectives of the Council

- To promote, develop and propagate Sindhi Language.
- To take action for making available in Sindhi language the knowledge of Scientific and Technical Terminological development as well as the knowledge of ideas evolved in the modern context.
- To advise the Government of India on issues connected with Sindhi Language and having bearing on education as may be referred to it.
- To undertake any other activity for the promotion of Sindhi language as may be deemed fit by the Council.

For the purpose of propagation and development of Sindhi language, the following Schemes are being implemented:-

- Financial assistance to Voluntary Organizations for selected promotional activities relating to the Sindhi Language;

- Bulk purchase of Sindhi Books/ Magazines/Audio-Video material 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 ad-hoc financial assistance to registered voluntary organizations in respect of certain promotional activities relating to Sindhi Language. Voluntary Organizations/ Societies/ Charitable Endowments/ Trusts which are registered under the relevant Central or State Act prevalent for the time being, shall be eligible for assistance under the Scheme.

Provided that such registration has been made at least three full calendar years prior to the date of application for such assistance, and Provided that the applicant organization is not of the kind that it is registered or incorporated or functions in a manner that profits of any kind arising from its activities are distributed among its members or shareholders in the form of bonus or dividend.

❖ Bulk Purchase Scheme

The Bulk Purchase Scheme is a centrally sponsored scheme for production of standard literature in Sindhi with a view to provide suitable literature and other reading as well as reference material for Sindhi speaking people in India. The main object of the Scheme is to create interest in the study of Sindhi by supplying judiciously selected Books and Periodicals as free gift to Schools/Colleges and Public Libraries in such States and Union Territories where Sindhi is used as a medium of instruction/or where it is taught as an optional language.

For the promotion of Sindhi Language & encouraging writers for writing valuable books/magazine and production of Audio-video Cassette/CDs/VCDs/DVDs etc. and consequent upon the recommendations of Bulk Purchase Committee followed by approval of the Executive Board, copies of selected books/magazines/Audio-video Cassettes/ CDs/VCDs/DVDs are purchased under the scheme for distribution to 150 Schools/Colleges/Libraries/Educational Institutions all over India.

❖ Financial Assistance for Publication of Books/Manuscripts.

The following kind of publications qualify for consideration under the Scheme:

1. Books of references like encyclopedias, books of knowledge, anthologies and compilations, bibliographies and dictionaries;
2. Descriptive catalogues of rare manuscripts;
3. Self-instructors for Sindhi Language written in other language media;
4. Original writing on linguistic, literary

works fiction, drama, poetry, Ideological, social, anthropological and cultural themes;

5. Critical edition and/or publication of old manuscripts with or without translations (in other Indian Languages or English);

6. Translations and publications in Sindhi language of books;

Voluntary organizations/ societies/ charitable endowment/Trusts which are registered under the relevant Central or a State Act prevalent for the time being, as well as individuals who are authors, editors, translators or those who intend to publish the book in question and hold the copyright thereof (excluding commercial publishers) shall be eligible to apply for assistance.

The assistance under the Scheme shall not exceed 80% of total approved expenditure for the publication in question and 100% for descriptive catalogues of rare manuscripts. For this purpose, a print order limited to 500 copies for descriptive catalogues and for other publications.

❖ Sindhi Language Learning Course

The aim of the Scheme is to popularize and spread Sindhi Language among those who have not studied Sindhi Language in the schools. The Scheme is implemented by a Educational Institution, Social Service Organizations/ Sindhi Panchayats, State Sindhi Academies and other suitable Organization recognized by NCPSL for this purpose. There will be three types of SLLC's – Certificate, Diploma and Advance Diploma Courses. Each course will be of 100 hours duration spread over a period not exceeding 12 months. SLLC Exams are conducted every year.

❖ Awards Scheme

- **Two Life Time Achievement Awards namely: Sahityakar Sanman and Sahitya Rachna Sanman of Rs. 5,00,000/- each :** Sahityakar Sanman Award is given to a writer for his/her outstanding lifetime contribution in the Sindhi Literature. Sahitya Rachna Sanman is awarded to a writer for his/her literary work in the Sindhi Language on subjects e.g. art/culture/education and social sciences etc.
- **Ten Merit/Literary Awards of Rs. 1,00,000/- each** given to deserving Writers in recognition of their contribution in the field of Sindhi Literature.

Schemes of the NCPSL are also beneficial for the persons with disabilities in Sindhi Community and they also participate in the Seminar/ Conference/Workshops and cultural programmes etc.

NATIONAL COUNCIL FOR PROMOTION OF URDU LANGUAGE (NCPUL)

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of 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 2016-17 (Upto 30.11. 2016), NCPUL is running 455 centres registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology in which 23244 students including 8589 girls got admission so as to give technical education to Urdu speaking boys and girls for making them employable technological work force.

Calligraphy and Graphic Design Centres. So as to preserve and promote Traditional Calligraphy, 60 Calligraphy and Graphic Design Centres continued to teach about 2950 students including 1720 girls registered in this course.

Grant-in-Aid (Urdu): Financial assistance to support selected Urdu promotion activities, which consist approval of 236 NGOs/ institutions/agencies for holding seminar, 40 lecture series, 169 manuscripts & 77 projects of writers and 256 Urdu books/journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion: NCPUL provided financial assistance to 204 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 1050 newspapers also provided advertisement on DAVP rate

National / International Seminars / Conferences / Workshops/Cultural events: International Research Scholar Seminar at Ghalib Institute from 29th October, to 1st November, 2016.

World Urdu Conference schedule to be held at Delhi from 17 to 19th March, 2017.

Workshop on Building Capacity of Urdu Working Journalism: To build capacity among the Urdu Journalist and to improve standard with creative and script writing in Urdu newspaper and other matters related to further strengthening of Urdu Press.01 workshop held at Hyderabad from 01-07th December, 2016

Production & Telecast of Urdu Duniya on TV: To boost & popularize Urdu language awareness among Urdu population about activities undertaken for the promotion of Urdu language, literatures and culture at National level, NCPUL engaged ETV (Urdu) for production & telecast weekly episodes of half an hour. 32 episodes produced and telecast by ETV.

Distance Education (Urdu): NCPUL runs Urdu correspondence course through accredited centres and direct learners. 780 existing centres for making total 1235 centres (780 Urdu Diploma and 455 CABA-MDTP) which includes Computer Centres for whom Urdu Diploma is compulsory for learners pursuing computer Course. About 1326 part-time Urdu teachers got employment and 77005 (53761 Urdu Diploma + 23244 CABA-MDTP) students including 34532 (25943 Urdu Diploma + 8589 CABA-MDTP) girls admitted. The Urdu Online Learning course launched in which 22058 learners consisting 19902 Indian and 2156 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. 645 study centres of Arabic to teach 41190 learners including 18033 girls admitted on both the courses. 11 centres One Year Certificate

course in Persian are also running in which engaged to teach 604 students registered.

Grant-in-Aid (Arabic/Persian): Financial assistance to 12 NGOs/institutions/agencies to support selected Arabic/Persian promotion activities for 04 manuscripts, 11 lecture series, 08 projects of writers for providing printing assistance and 14 Arabic/Persian books of bonafide writers approved.

Vocational Course: Six month Certificate course in Paper Machie started at 03 centres in collaboration with University of Kashmir in J&K State.

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CHAPTER 10

BOOK PROMOTION

CHAPTER 10

Book Promotion

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 21 series like (a) India- The Land and the People (b) Popular Science & Social Science (c) Folklore (d) National Biography and Autobiography of Indians who have made outstanding contribution towards the development of Indian Society, culture, science, economy, polity etc. (e) Nehru Bal Pustakalaya (f) Creative Learning (g) Books for neo-literates (h) Aadan Pradan for forging national integration of exchange of creative literature of different regions (i) Indian Literature (j) Indian Diaspora Studies (k) General series (l) Braille books (m) Veergatha series (n) Women Pioneers and (o) Navalekhan Mala.

The publishing in India is presently undergoing rapid changes due to technological advances and changes in the pattern of reading particularly among the youth. To meet these challenges, the Trust has been trying to adapt to this changing environment by bringing innovative changes in its publishing and book promotional activities. The Trust has been able to provide a wide variety of books for all age groups on all subjects. While strengthening its ongoing activities, the Trust has also initiated special efforts towards publishing books in many minor languages like Dhurbi, Dorli, Gondi, etc. The Trust pays special attention to those genres of publishing, which, despite their importance, have not been adequately covered by other publishers in India. In addition, the Trust under Rajiv Gandhi-Longowal Accord publishes select books in Punjabi to promote the Punjabi language, its literature and culture. During the year 2016-17, the Trust has brought out 596 titles in English, Hindi and other Indian languages as under:

Number of titles brought out by NBT in 2016-17

S. No.	Language	Original	Translation	Reprint	Revised	Total
1.	Asamiya	0	0	67	0	67
2.	Bangla	4	2	15	0	21
3.	Bhojpuri	0	5	0	0	5
4.	English	23	3	71	8	105
5.	Gujarati	0	0	1	0	1
6.	Hindi	39	18	217	2	276
7.	Kannada	1	8	6	0	15
8.	Magahi	0	5	0	0	5
9.	Maithili	1	5	0	0	6
10.	Malayalam	0	1	1	0	2
11.	Manipuri	0	2	0	0	2
12.	Marathi	0	3	9	2	14
13.	Nepali	12	0	0	0	12
14.	Odia	4	6	20	3	33
15.	Punjabi	1	0	0	0	1
16.	Sindhi	0	1	0	0	1
17.	Tamil	1	3	3	0	7
18.	Telugu	2	12	5	0	19
19.	Tibetan	0	4	0	0	4
	Total	**88**	**78**	**415**	**15**	**596**

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 Vishwavidyalaya Metro Stations. Besides, NBT books are also sold at Book Promotion Centres at Chennai, Kochi, Hyderabad, Patna, Guwahati and Cuttack. During the period under review, the Trust has

registered a gross sale of publications amounting to Rs 17,31,36,936 (approx).

Organization of Book Fairs in India

During the year under review, the Trust organized eight Book Fairs across the country including New Delhi World book Fair Noida-Greater Noida Book Fair (12 – 18 September 2016); Kalaburagi Book Fair (17 – 25 September 2016); Patiala Book Fair (3 – 9 October 2016); Goalpara Book Fair (22 – 30 October 2016); Perambalur Book Fair (27 January – 5 February 2017); Ranchi Book Fair (4 – 10 March 2017); Aizawl Book Fair (6 – 11 March 2017) and Udaipur Book Fair (18 – 26 March 2017).

Book Promotional Activities in North East

The Trust also stepped-up its book promotional activities in the Northeast through a number of Book Fairs, literary activities and special sales drive. During the year under review, the Trust organized three book fairs including Goalpara Book Fair (22 – 30 October 2016); Aizawl Book Fair (6 – 11 March 2017) and Udaipur Book Fair (18 – 26 March 2017). Besides, the Trust also organized one training course in book publishing in Shillong (15 – 22 November 2016); a translation workshop to translate NBT children's books into Bodo was organized in Sarupathar, Assam (29 - 31 July 2016); Brahmaputra Literary Festival (28 to 30 January 2017); and 2-day Bodo Literary Festival in collaboration with Bodo Writers' Academy was organized at Chirang, Bodoland, Assam (19 to 20 March 2017).

Special Book Promotional Activities in Jammu & Kashmir

Over the years, the Trust continues to organize activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people of valley. During the year under review, the Trust could not organize any programme in Jammu & Kashmir. However, a session on Folk Stories from Kashmir was organized during Noida-Greater Noida Book Fair. Noted Kashmiri TV host and RJ Azhar Hajini was invited to speak at the session.

Organization of New Delhi World Book Fair 2017

The Trust organised the annual New Delhi World Book Fair, 2017 from 7 to 15 January 2017 at Pragati Maidan, New Delhi. The Fair was organized in association with India Trade Promotion Organization (ITPO). Dr Mahendra

Nath Pandey, Hon'ble Minister of State for HRD, Government of India inaugurated the Fair.

Nearly 800 publishers, booksellers and distributors participated in the Fair including foreign participants from 20 countries like, Abu Dhabi, China, Egypt, France, Germany, Iran, Japan, Nepal, Poland, Russia, Spain, Sri Lanka, UAE. Besides, international organizations like UNESCO and WHO were also at the Fair. The theme of the Fair was Manushi: Writings on and by Women. The Theme presentation brought together some interesting discussions and debates on various aspects of women writings and writers. Eminent personalities like Dr. Anamika, Dr Avanijesh Awasthi; Dr Swati Guha, Ms Asha Parekh; Shri Khaled Mohammed, Ms V M Girija, Ms Shaista Yusuf, Ms Tarannum Riyaz, Ms Wasim Rashid among others participated in these discussions. A special pavilion This is No Looking Back was also put up to celebrate 60 years of the foundation of National Book Trust, India. The exhibit displayed NBT's bestsellers, archival photographs, Illustrators' Wall, etc.

On 10 January 2017, Shri Prakash Javadekar, Hon'ble Minister of Human Resource Development, Government of India delivered a keynote address on 'Culture of Reading and Nation-Building: Challenges in the Digital Age'. On this occasion, Shri Javadekar released the NBT Calendar which has been prepared on the Theme, Manushi, as well as NBT's recent publications including A Collection of Short Stories by Odia women writers (Nabalekhan: Odia Likhikanka Kshudragalpa), Sanskrit Alochana Ki Bhumika and Thiruvalluvar Thirukurral Jeevan Path. Later, Shri Javadekar inaugurated This is No Looking Back, the Pavilion which celebrated 60 Years of NBT's journey.

Shri Upendra Kushwaha, Hon'ble Minister of State for Human Resource Development released the book Panchayat Mein Mahilayen: Chunautiyanaur Sambhavanayein, published by National Book Trust, India on 10 January 2017. A felicitation ceremony for the winners of the online Shodh Yatri Contest was held at the Theme pavilion. The winners from across the country were formally invited to the New Delhi World Book Fair, and were felicitated with a certificate, wooden replica of Ashoka Stambh, mementos by ICHR and a cash prize of Rs. 10,000/-

The other major features of the New Delhi World Book Fair were Authors' Corner, CEO speak over Chairman's Breakfast, New Delhi Rights Table, and Children's Pavilion etc.

Promotion of Indian Books Abroad

In order to promote Indian books abroad, the Trust participates in various International Books Fairs by displaying a cross section of representative Indian publications brought out by various Indian publishers. Since 1970, the Trust has participated in more than 340 International Book Fairs. During the period under review the Trust participated in 10 such International Book Fairs, including the prestigious Bologna Children's Book Fair (4 – 7 April 2016); London Book Fair (12 – 14 April 2016); Abu Dhabi International Book Fair (27 April – 3 May 2016); Asian Festival of Children's Content (25 – 29 May 2016); Nepal International Book Fair (27 May – 4 June 2016); Beijing International Book Fair (24 – 28 August 2016); Colombo International Book Fair (16 – 26 September 2016); Frankfurt Book Fair (19 – 23 October 2016); Sharjah International Book Fair (2 – 12 November 2016); and London Book Fair (14 – 16 March 2017)

NBT FAP

To promote Indian books abroad, the Trust has initiated the financial assistance programme for translations. Under the scheme, financial assistance will be given by the Trust to foreign publishers who are keen on translating Indian books into foreign languages. During the year under review, the Trust has received a request from East China Normal University Press, Shanghai, China seeking financial assistance for the book Narendra Modi: The Game Changer written by Suresh Verma and originally published by Vitasta Publishing. The request is under process.

Pustak Parikrama- Organizing Village level Mobile Exhibitions

The Trust has been organizing village level Mobile Book Exhibitions to make books available at remote areas throughout the country where sufficient bookshops are not available. So far it has organized more than 12,000 Mobile Exhibitions throughout the country including the Northeastern states. During the period under review, the Trust organized Mobile Book Exhibitions at about 300 places in 15 states including Arunachal Pradesh, Assam, Bihar, Delhi/NCR, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand and West Bengal.

National Centre for Children's Literature (NCCL)

The National Centre for Children's Literature (NCCL) was set up by the Trust in the year 1993 to promote children's literature in all the languages of India. The NCCL is responsible for creation and translation of children's books and for monitoring, coordinating, planning and aiding

the publication of books for children in the country. The primary objective of setting up the NCCL is to collect and make available Indian and foreign material and expertise which are relevant to the promotion of a rapid and balanced development of children's literature. The NCCL also promotes reading among children through Readers' Clubs in schools, and disseminates information on children's literature among Parents, Teachers, Educationists and Planners. With a view to promote and develop the reading habit of the children at the school level, the NCCL encourages setting up of Readers' Clubs at the schools throughout the country and also conducts surveys and takes up research work relating to children's literature. So far, about 36,000 Readers' Clubs have been set up across the country. During the period under review, the NCCL established 850 Readers' Clubs, besides organizing meet-the-author programmes, storytelling sessions, workshops, seminars Readers' Club Orientation programmes and other children's activities in various parts of the country. In addition, four quarterly issues of Readers' Club Bulletin, a bilingual magazine for promotion of reading habit among children were also brought out. During the period, a total of 64 programmes were hosted at different places across the country.

Celebration of NBT Foundation Day

As part of the 59th Foundation Day celebrations, the 5th NBT Foundation Day Lecture on 'Books and Reading in Today's India' was held in the NBT headquarters at Vasant Kunj, New Delhi on 17 August 2016. Dr N K Singh, eminent journalist and General Secretary of Broadcast Editors' Association was the guest speaker on the occasion. Dr Singh talked about the declining reading habits of people in India. He remarked that people, especially youth in India, hardly read books but like to read small pieces posted at different platforms of social media like Facebook and Whatsapp. He added that the information provided by these sources is not credible as it is incomplete and vague. He was also of the view that books provide complete knowledge and rationalize our thoughts. Hence, we need to promote reading of good books.

Book Clubs

The Book Club scheme is playing a major role in promotion of books and reading habit among the masses. The Trust enrolled 2470 new Book Club members during the period. The Scheme provides 20% discount on all NBT publications.

Literary Activities

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 discussion on 'Significant Role of Libraries in Developing Reading Culture', the release of recently published NBT titles Jo Khud Kasauti Ban Gaye, Ek Prayas Dharti Ke Chor Par; Nabalekhan: Odia Likhikanka Kshudragalpa, Sanskrit Alochana Ki Bhumika, Thiruvalluvar Thirukurral Jeevan Path, etc; seminar on children's literature at Phagwara, Punjabamong others.

Dr Ambedkar's Birth Anniversary

The 125th birth anniversary of Dr B R Ambedkar, architect of Indian Constitution was celebrated across the country. The NBT too, organized several programmes on the legacy and writings of Dr Ambedkar including a discussion on 'Ambedkar's views on India's Multilingualism' at Bhadrak, Odisha; discussion on the topic 'Dr B R Ambedkar and His Philosophy on Education' at Ahmedabad, Gujarat; and seminar on 'Dr B R

Ambedkar's Contribution to the Constitution of India: An Overview' at Ballari, Karnataka.

Sardar Vallabhbhai Patel's Birth Anniversary

To mark the 141st Birth Anniversary celebrations of Sardar Vallabhbhai Patel, National Book Trust, India organized a talk on the 'Role of Sardar Vallabhbhai Patel in National Integration' at Darshanam Central Park Auditorium, Vadodara, Gujarat; drawing competition for children at Mahatma Gandhi Vidyamandir, Bandra (E), Mumbai, Maharashtra; essay competition for children at Govt. Girls Senior Secondary School, Sundar Nagar, Himachal Pradesh; a seminar on Sardar Vallabhbhai Patel at Himachal Dental College, Himachal Pradesh; essay writing competition, book exhibition and 'Sanghosti&KaviDarbar' at Durgawati Hemwati Tah, Sarswati Vidya Mandir Senior Secondary School, Nehru Nagar, Ghaziabad, Uttar Pradesh; and a workshop on storytelling based on the theme 'National Unity' at Nigam Pratibha Vidyalaya, Janakpuri, New Delhi.

Financial Assistance Programme for Book Promotion Activities

The Ministry of Human Resource Development had entrusted the scheme of Financial Assistance to Voluntary/Private organizations for holding Seminars/Training Courses/Workshops/Annual Conventions/Book Fairs related to the Book Promotional Activities to the Trust. During the year under review, Grants were released to 85 organizations by the Trust to meet 75% of the approved expenditure of organizing Book Fairs/Exhibitions, Seminars, Workshops, etc. The total amount of Grant given is Rs.24,85,290.

Training Courses in Book Publishing

The Trust also organizes short-term Training Courses in Book Publishing in various parts of the country with the objective to create a talent pool of trained professionals for the publishing industry. During the period under review, five short-term publishing courses were held in Ranchi (28 January – 4 February 2016); New Delhi (12 July – 8 August 2016); Shillong (15 – 22 November 2016); Meerut (5 – 12 December 2016); and Varanasi (15-22 February 2017).

India China Translation Programme

In a significant initiative in cultural diplomacy, the Government of India and the Government of Republic of China have put forward an ambitious translation programme that includes translation of 25 each classical and contemporary literary works from Chinese into Hindi and Indian literary works into Chinese. To give effect to this initiative a Memorandum of Understanding was signed between the Ministry of External Affairs, Government of India and the State Administration of Press, Publication, Radio, Film and Television of the People's Republic of China in Cooperation in Mutual Translation and Publication of Classic and Contemporary Works. It was signed during the visit of Premier Li Keqiang to India.

The project of taking forward the programme was given to National Book Trust, India. To implement this project the External Publicity and Public Diplomacy Division of Ministry of External Affairs, Government of India and the National Book Trust, India signed an MoU, to translate the 25 Chinese works into Hindi.

During the year under review, two translations namely, Analects of Confucius, Minicus: The Mean and Great Learning, and Camel Xiangzi, written by Lao She have been received by the

Trust. These are now under the process of publication.

National Book Festival

National Book Trust, India celebrated National Book Festival in March 2017 across the country. During the Festival special exhibitions of NBT's publications, book release functions, seminars, workshops for children, storytelling sessions for children, cultural programmes, etc. were organized across the country. The programmes were organized in Bengaluru (22 to 28 March 2017); Cuttack (23 to 25 March 2017); Hyderabad (22 to 27 March 2017); Jalandhar (18 to 26 March 2017); Mumbai (22 to 25 March 2017); New Delhi (18 to 26 March 2017); Patna (22 to 28 March 2017); and Surat(18 to 22 March 2017).

Brahmaputra Literary Festival

Brahmaputra Literary Festival, an initiative by National Book Trust, India was organized in association with the Government of Assam at Srimanta Sankaradeva Kalakshetra, Guwahati, Assam from 28 to 30 January 2017. Shri Prakash Javadekar, Hon'ble Union Minister for Human Resource Development, inaugurated the festival. Shri Sarbananda Sonowa, Hon'ble Chief Minister of Assam also spoke on the occasion.

The three day gala event saw the participation of over 200 writers, scholars, celebrities at a number of discussions, conversations and reading sessions being organized on various important issues of contemporary times like media, democracy, children's writings, literature from Northeast, Bangla literature, Hindi literature, oral literature and writings on wildlife among others. Well-known authors from India and abroad like Rajiva Wijesinha, Sanjoy Hazarika, Narendra Kohli, Subhash Kashyap, Kula Saikia, Yuvan Chandrasekhar, Subramani, Baldeo Bhai Sharma, Prem Janmejaya, Francois Gautier, Rita Chowdhury, Giampaolo Simi, Jahnvi Barua, Jeyanthi Manokaran, KaizadGustad, Linda Christanty, Marika Johansson, Neal Hall, participated in these programmes. Celebrity authors from Bollywood including Asha Parekh, Shatrughan Sinha, Rakeysh Omprakash Mehra and Shafi Ahmad also participated in the festival.

Different from other literary festivals organized across the country, Brahamaputra Literary Festival was an attempt to give a platform to young and established authors where they together shared their thoughts on literature, language and society.

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

The Raja Rammohun Roy National Agency for ISBN gives ISBNs to Indian Publishers, Authors, Government Organizations such as Universities and Institutions etc. for publishing books. The Raja Rammohun Roy National Agency for ISBN is a member of the International Publisher's Identifier number, which is meant for the Monographic publications. ISBN is known as short machine-readable identification number, which makes any book identifiable and is an essential instrument in the modern book distribution. The system helps to promote indigenous publications and in identifying publishers and individual titles. The existing ISBN system of 13 digits is in operation w.e.f. 1.1.2007.

There are 5 categories allotted by the International Agency under which publishers are registered and allotted numbers depending upon

their requirement/ production.

2. Over a period of time with the growth of the publishing industry and awareness about ISBN, the request for ISBN has increased exponentially. Efforts have been made from time to time to streamline the operations of the agency which caters to the requirement of the applicants of the entire country. In this direction an attempt has been made by designing the ISBN online portal http://isbn.gov.in to further streamline the operations. Thus post 30th April 2016 all the ISBN applications are being processed via online portal. During the Financial year 2016-17, approx. 5500 users have registered on the portal, 5215 registered users have applied for the ISBN numbers and 48200 ISBN numbers have been issued to the publishers/ authors/ seminars against their applications. Depending upon requirement/ usages, ISBNs allotted during the year are:

Category	No. of registered users allotted ISBNs (Approx.)
(10 ISBNs)	**860**
(100 ISBNs)	**438**
(1000 ISBNs)	**6**
Author/ Seminars cum Publishers	**1695**

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CHAPTER 11

INTERNATIONAL COOPERATION AND UNESCO

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International Cooperation and Unesco

Indian National Commission for Cooperation with UNESCO (INCCU)

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

Major activities related to UNESCO

Activities by Permanent Delegation of India to UNESCO Paris

International Conference on the Zero: An International Conference on the Zero was held at UNESCO House on 4-5 April 2016. Hon'ble Minister of Human Resource Development, Smt. Smriti Zubin Irani, was at UNESCO on this occasion, in the margins also holding a bilateral with DG, UNESCO Irina Bokova, providing a further momentum thereby to the India-UNESCO partnership. This was an effective projection of India's soft power, showcasing our rich and remarkable heritage in Mathematics. The crowning moment was the unveiling of Aryabhata's bust by the Minister and DG, UNESCO which now adorns the principal entrance of UNESCO. Importantly DG, UNESCO in her Opening Remarks to the 199th session of the Executive Board on 7th April 2016, which were closely heard by all Delegations, appreciated Indian leadership in holding this unique event at UNESCO. On 7th April, in a bilateral meeting with Dr Karan Singh, who was there for the Opening Plenary of the Executive Board, she reiterated this sentiment.

World Heritage Inscriptions: A record hat-trick of inscriptions, **Nalanda Mahavihara, Kangchendzonga National Park and Chandigarh's Capitol Complex** was the highlight of the Istanbul Session of the World Heritage Committee held in July, 2016 as far as India was concerned. The most significant was the success of Nalanda, where through our outreach efforts the World Heritage Committee overturned the decision of the technical bodies, which had passed a negative verdict on the Nalanda dossier.

UNESCO recognition of Yoga: At its 11th session in Addis Ababa on 1 December 2016, the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage **inscribed Yoga on UNESCO's Representative List as the Intangible Cultural Heritage of Humanity**. This Declaration of Yoga as a "Human Treasure" enjoyed the full **support of the 24 member Intergovernmental Committee.**

UNESCO Chair on Gender Equality and

Women's Empowerment at the Amrita Vishwa Vidyapeetham: UNESCO and Amrita Vishwa Vidyapeetham have exchanged an MOU in Paris that formalizes the setting up of India's first Gender Equality and Women's Empowerment Chair. This is the first UNESCO chair in India on the subject under SDG5.

Skills Development Event: In collaboration with UNESCO and the Europe India Foundation for Excellence (EIFE), a non-profit organisation, a special event on Skills Development at UNESCO Headquarters, Paris was held on May 23, 2016. The overall objective of the event was to create awareness about the skills development scenario in India, a UNESCO founder member, looking at specific sectors and assessing requirements

Global Convention on Recognition of Higher Education Qualifications: The first meeting of the 24 member UNESCO Drafting Committee working towards a Global Convention on Recognition of Higher Education Qualifications was held in May, 2016. Tasked with the preparation of a preliminary draft by the 202nd session of the Executive Board in November 2017 through an intense process of consultations building on the regional conventions of Addis, Lisbon and Tokyo, the Committee is in for the long haul. This first meeting was followed by another face to face meeting of experts in September 2016. In terms of methodology, the Committee will function through three sub-Committees, being led by the Australian expert as the Chair, the Indian expert as the Deputy Chair and the Canadian expert as the Rapporteur. All of them are expected to brainstorm and enrich the process in their individual capacities not representing their member states, the document will however revert to meet States mid way through the process before the best document will emerge in end 2017.

Promoting the Spiritual Heritage of India at UNESCO, 17 May, 2016: A special event was held at UNESCO on 17 May, 2016, with a focus on the message and legacy of Swami Chinmayananda. The event generated positive momentum for Brand India within the multicultural setting of UNESCO. On this occasion, there was the screening of the film "On a Quest", which sets out the remarkable journey of Swami Chinmayananda, the message of hope and peace, through his transformation from a journalist, freedom fighter, seeker to a Spiritual Master

Exhibition on Arts & Crafts: An exhibition-cum-workshop on the traditional arts and crafts of India was held at UNESCO on 2 September 2016. The event was marked by the presence of the Hon'ble Minister of Textiles Smt. Smriti Zubin Irani and a delegation from India inclusive of representatives from the Export Promotion Councils on Handicrafts and Handlooms. Four master craftsmen of India brought further value-add, through a live demonstration of their skills in diverse crafts such as embroidery work , filigree, madhubani painting and loom weaving. The exhibition had as its objective a generation of awareness as well as a showcasing of the diverse handloom and handicraft products of India.

Visit of Smt. Smriti Zubin Irani to UNESCO for the Exhibition on Arts and Crafts of India

Visit of Hon'ble Shri Upendra Kushwaha, MOS (HRD) to UNESCO from 7-9 September, 2016: Shri Upendra Kushwaha, Minister of State in the Ministry of Human Resource Development (MOS) visited UNESCO in connection with the 50th anniversary of International Literacy Day at UNESCO. At the Ministerial Panel on 8 September, MOS highlighted recent programmes and initiatives being undertaken by Government to overcome the illiteracy challenge, in the quest to give equal chances to all. This received a positive reverberation and feedback, there was acknowledgement of strides being made by India despite the scale and magnitude of the challenge. In his meeting with DG, UNESCO, MOS underscored Government's commitment to meet the education challenge within prescribed timelines of Agenda 2030, which was duly commended by the Director General, in particular Government's emphasis on education for girls and women and the marginalized, which mirrors UNESCO's own priorities and commitment to education for the girl child and the disadvantaged. The UNESCO Confucius Award for Literacy for 2016 to India was the highlight of the evening ceremony on 8 September 2016. On behalf of India and together with the Chair of the Jan Shikshan Sansthan Malappuram, MOS received the award stating that this was indeed a justful recognition of the excellent work being undertaken by the Organization, in particular their activities in the area of vocational skills education for girls and women and the disadvantaged, a pressing priority for all.

2nd International Yoga Day 2016: The Second International Yoga Day was celebrated at UNESCO on 21 June through an Open Day cutting across learners at all levels. The well attended sessions were organised by this Mission in collaboration with the Iyengar Yoga Centre Paris.

Commemoration of the International Day of Non Violence on 6 October 2016: In partnership with the UNESCO MGIEP, a special event to commemorate the International Day of Non-Violence was held on 6 October, 2016. Three times Nobel Peace Prize nominee Dr Scilla Elworthy spoke to the theme: War or Peace, the cost of war, the building of peace, and the tools with which to do this. Our Representative to the Board, Dr Karan Singh made several insightful and thought provoking points engaging in an interactive conversation both with the keynote speaker and the audience. All up, the event highlighted our philosophical heritage of non violence and peace especially relevant in today's turbulent world, resonating as well with the mandate of UNESCO to forge peace through cooperation in education, the sciences and culture, for which initiative and event this Mission has received much appreciation and applause.

Agasthyamala added to World Network of Biosphere Reserves: The International Co-ordinating Council of the Man and the Biosphere (MAB) Programme of UNESCO added the Agasthyamala Biosphere Reserve to the World Network of Biosphere Reserves during its meeting in Lima, Peru on 18 and 19 March, 2016.

Executive Board Sessions: India's Representative to the UNESCO Executive Board Dr. Karan Singh attended the 199th Session (April 4-15, 2016) and 200th Session (October 4-18, 2016) and delivered the National Statements projecting India's initiatives in the education, science and cultural spheres linking these to the 2030 Development Agenda. Among the

important issues dealt with by the UNESCO Executive Board during these sessions were preparation of the programme & budget of the Organization for the forthcoming biennium; UNESCO's strategy for the reinforcement of actions for the protection of culture and the promotion of cultural pluralism in the event of armed conflict; Action plan for the implementation of the Strategy for Technical and Vocational Education and Training (TVET); Global coordination of and support for the implementation of the SDG-4-Education Agenda; UNESCO's role in promoting education as a tool to prevent violent extremism, etc. As a founding member of UNESCO, India forcefully articulated its positions on these various issues.

E-9 Ministerial Meeting on Education 2030 : Hon'ble MoS (HRD), Sh. Upendra Kushwaha led the Indian Delegation at the E-9 Ministerial Meeting on Education 2030 titled 'Inclusive and equitable quality education and lifelong learning by 2030 : Challenges and opportunities for E-9 countries held at Dhaka, Bangladesh from 5 – 7 February, 2017. The meeting was also attended by the delegates from Bangladesh, Brazil, China, Egypt, Indonesia, Nigeria and Pakistan. The meeting strived to create a common understanding of Sustainable Development Goal 4- Education 2030 commitments and their implications for education development as well as agreement on priority areas and modalities for strengthened partnerships within the E-9 countries.

Auroville Foundation

'Auroville' was founded by the 'Mother', the spiritual collaborator of Sri Aurobindo on the 28th of February, 1968 as an international cultural township on the outskirts of Puducherry, in the Villupuram District of Tamil Nadu where 2166 people from 46 nations, including India, live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity. UNESCO had endorsed the project of Auroville through four resolutions, in 1966, 1968, 1970, 1983. The Township is under the administrative control of the Ministry of Human Resource Development since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988 passed by the Parliament of India.

According to the provisions of the Auroville Foundation Act, Government of India provides partial funding in the form of grants to the Foundation for meeting its expenditure on the establishment, maintenance and development of Auroville under Plan & Non Plan. Under Plan, an amount of Rs. 1500.00 lakhs and under Non-Plan an amount of Rs. 240 lakhs have been released to Auroville Foundation during 2016-17.

Dr. Karan Singh, Hon'ble Member of Parliament, Rajya Sabha, has been appointed as Chairman, Auroville Foundation vide Notification dated 23rd November, 2016.

Mohan Verghese Chunkath, *IAS (Retired) has been appointed* as Secretary, Auroville Foundation on 10th June, 2016.

Shastri Indo Canadian Institute

Ministry of Human Resource Development, Government of India and Shastri Indo-Canadian Institute (SICI) have signed, on 15th July, 2016, an ADDENDUM X to the Memorandum of Understanding (originally signed on 29th November, 1968) for a period of five years i.e. from 1st April, 2016 to 31st March, 2021 after obtaining approval of the Union Cabinet. Subsequent to the signing of the Addendum, Indian Advisory Council and Administrative

Committee were formed. The first meeting of the Indian Administrative Committee with respect to the Xth addendum was held on 3rd October, 2016 and the 48th Meeting of the Indian Advisory Council was held on 6th December, 2016.

Government of India provides grants to the Institute under non-plan head with allocation for the year 2016-17 being Rs. 585.00 lakhs.

Conference on the Zero and gifting of the statue of Aryabhatta to UNESCO

Meeting of Shri Upendra Kushwaha, MOS(HRD) with the Director General of UNESCO

Commemoration of International Day of Non-Violence at UNESCO

INTERNATIONAL COOPERATION

India has entered into cooperation with various countries for strengthening the bilateral/ multilateral ties in the field of education. The major initiatives taken in this regard are as follows:

I. **SAKURA Exchange Programme with JAPAN:** Under SAKURA Exchange Programme in Science for outstanding high school students, 60 Students (40 students from KVS and 20 students from NVS) and 12 Supervisors (8 science teachers from KVS and 4 science teachers from NVS) were selected from all over the country. The Orientation Programme was held at NCERT on 9.4.2016 which was addressed by H.E. Mr. Kenji Hiramatsu, the Ambassador of Japan

and Secretary, Department of School Education and Literacy. The 72 participants left for Japan on 9/10 April 2016. During their visit, Students visited Kamakura, Tamagawa Academy High School (SSH, SGH), Tokyo University of Science, National Museum of Emerging Science and Innovation "Miraikan" Edo-Tokya Museum and Keio University (TBS) and attended lectures of Dr. Toshihide Maskawa (Nobel Laureate) and Mr. Yoshiharu Yamada (Director of Tokyo University of Science). All 60 students and 12 Supervisors returned to India on 16.4.2016.

II. **India-Japan High Level Policy Dialogue:** First meeting of India-Japan high level policy dialogue concerning cooperation in the field of Education was held at Tokyo, Japan from 6-9 July, 2016. The meeting was co-chaired by Secretary, Department of Higher Education from Indian side. Discussion on Connect to India Programme, Global Initiative of Academic Network (GIAN), Student and Teacher Exchange between the two countries and proposal for setting up of Buddhist Study Institute at Central University of South Bihar took place during the Dialogue.

III. **Teachers Exchange Programme between India and Japan:** 15 teachers from various KVS, NVS and CBSE affiliated schools visited Japan for one week programme from 6-12 November, 2016.

IV. **Signing of Institutional MOUs with China:** An Education Delegation led by Shri Sukhbir Singh Sandhu, Joint Secretary (CU&L), MHRD accompanied the Hon'ble President of India during his state visit to China from 24th -27th May, 2016. Following Twelve (12) MoUs were signed between the Indian institutions and their Chinese counterparts in the field of Education during the visit:

Name of the Indian Institute	Name of the foreign Institute
Centre for Chinese Language & Culture School of Language, Literature & Culture Studies Central University of Gujarat, India	School of Chinese Language and Literature Beijing Foreign Studies University Beijing, China
Central University of Gujarat, Gandhinagar Gujarat, India	Jinan University, Guangzhou, PRC China
Central University of Jammu, JAMMU - INDIA	Lanzhou University (LU), LANZHOU -CHINA
Indian Institute of Management Calcutta	East China University of Political Science and Law
Indian Institute of Technology Delhi	Chang'an University, China
School of Minerals, Metallurgical and Materials Engineering Indian Institute of Technology Bhubaneswar Odisha, India	Engineering Center of Materials Manufacturing School of Materials Science and Engineering Shanghai Jiao Tong University China
National Institute of Technology, Agartala	Tsinghua University People's Republic of China

Name of the Indian Institute	Name of the foreign Institute
National Institute of Technology, Agartala	Shanghai Jiao Tong University Shanghai, People's Republic of China
Visvesvaraya National Institute of Technology (VNIT), Nagpur, India	School of Materials Science and Engineering, Jiangsu University, China
Visvesvaraya National Institute of Technology (VNIT), Nagpur	Beijing Normal University, Beijing, China
Visvesvaraya National Institute of Technology (VNIT), Nagpur	Hunan University, Changsha, Hunan, China
Visvesvaraya National Institute of Technology (VNIT), Nagpur	Southwest University for Nationalities (SWUN), Chengdu, China

V. **Extension of EEP with Portugal and appointment of Portuguese faculty at Delhi University:** The Ministry has decided to extend the Education Exchange Programme (EEP) between India and Portugal (signed in 2007) and in terms of the provisions of the EEP, UGC has been requested to facilitate the appointment of Portuguese faculty in Delhi University.

VI. **Renewal of MOU with Afghanistan and revival of Pashto Chair in JNU:** In June, 2016, the Ministry decided to renew the MOU with Afghanistan, signed in 2006, and in terms of provisions of the MOU, UGC has been requested to revive the Pashto Chair in Jawaharlal Nehru University (JNU).

VII. **India-Germany Joint Working Group meeting:** Second Joint Working Group meeting between India and Germany was held on 21-22 June, 2016 in Bonn, Germany. Discussion, inter-alia, on IGP proposals, Collaboration of TU9, Germany with IIT, Indore IIT, Mandi took place during the meeting.

VIII. **Collaboration between TU-9, Germany and IIT-Indore:** IIT Indore has signed Memoranda of Understanding (MoU) with a few TU9 universities and top research institutes in Germany during the recently concluded first IIT Indore-TU9 research workshop held in Berlin during November 2-3, 2016. These MoUs, among other things, would enable increased exchange of faculty and students as well as joint organization of research programs and conferences.

IX. **Indo-German Partnerships (IGP):** Under the Indo-German Partnership in Higher Education, thirty-four (34) eligible proposals were received, and finally, 7 partnerships were approved by the UGC-DAAD Joint Committee for funding.

X. **Continuation of appointment of visiting Polish Language Teacher in DU:** In August, 2016, UGC has been requested to take necessary action to continue the services of visiting Polish language teacher at University of Delhi till

the renewal of CEP or signing of new MOU with Poland.

XI. Continuation of Romanian Language Lectureship in DU: In August, 2016, UGC has been requested to take necessary action for functioning of the Romanian Language Lectureship in DU till the "Programme of Co-operation in the fields of Culture, Education, Youth and Sports between India and Romania" is renewed or the draft "Protocol for co-operation in the field of higher education between India and Romania".

XII. India-Norway Joint Working Group meeting on higher education: 5th JWG meeting between India and Norway was held on 15th September, 2016 at Oslo, Norway to discuss the implementation of the Memorandum of Understanding signed between India and Norway, overview of ongoing activities and making priorities and outlining the development and further strengthening of the bilateral relations in the field of higher education and research. The JWG agreed to have a work plan 2017-2019 between Norwegian centre for international cooperation in education (SIU) and University Grants Commission for the continuation of the Indio-Norwegian Cooperation Programme (INCP) as a mechanism for strengthening Indo-Norwegian bilateral relations in higher education. It was also decided to increase the long term sustainability of the INCP projects, and allow SIU and UGC sufficient time to develop the financial framework and modalities and to prepare a new joint call for application in 2018, SIU and UGC shall explore the option of issuing a limited call for extended project support for up to two years for the current INCP project portfolio, in the course of 2017. Both sides also shared the details of current national policies on international cooperation in higher education between both countries.

XIII. SAARC Technical Meeting of Senior Officials on Education: Ministry of Human Resource Development, Government of India, in collaboration with SAARC Secretariat, held SAARC Technical Meeting of Senior Officials on Education on 15-16th September, 2016 in New Delhi as a follow-up of the 2nd meeting of SAARC Education Ministers held on 31st October, 2014 with a purpose to prepare detailed work plan for joint activities over the coming five years. The Delegates from all the SAARC Countries and SAARC Secretariat participated in the meeting. The main objectives of the meeting were to prepare an action plan comprising joint initiatives for advancing SDG4 and its corresponding targets across all SAARC counties; to obtain inputs for the finalization of the SAARC Framework for Action (SFFA) for Education 2030 leading to its consideration and adoption at the Third SAARC Education Ministers Meeting to be held in Maldives in late 2016, and to propose a Regional Framework for review, monitoring and follow-up of SDG4 and corresponding targets.

XIV. BRICS NU IGB meeting: India being the chair country for BRICS for the current year, hosted the second meeting of the International Governing Board(IGB) of the BRICS Network University(NU) on 27th

September, 2016 at IIT, Bombay. The meeting was chaired by Secretary, Department of Higher Education and was attended by the delegates from BRICS countries except China. The six Thematic Group leads from India gave presentations on the current status of collaboration and the future activities that are planned/being planned under BRICS NU MOU.

XV. BRICS SOM and EMM: India hosted the fourth meeting of Education Ministers of BRICS countries (BRICS EMM) on 30th September, 2016 at New Delhi. The meeting was chaired by Dr. Mahendra Nath Pandey, Minister of State in the Ministry of Human Resource Development from the Indian side. All BRICS member countries participated in the meeting. A "New Delhi Declaration on Education" was signed to take forward the mutual cooperation amongst BRICS member countries in the field of education. The meeting was preceded by a BRICS Senior Officials Meeting (SOM) on 29th September, 2016 at New Delhi under the Chairmanship of Secretary, Department of Higher Education. Discussions were held regarding collaborations on (a) strengthening TVET; (b) strengthening approaches to promoting lifelong learning, including through the use of ICTs, MOOCs etc. (c) quality assurance, accreditation and mutual recognition of qualifications; (d) internationalization of Higher Education – facilitating mobility of students and teaching personnel and (f) strengthening research innovation and knowledge transfer. On the side lines of BRICS Education Ministers Meeting on 30.09.2016, bilateral meeting was also held between Hon'ble Minister of State Sh. Mahendra Nath Pandey with Ms. Ludmila Ogorodova, Vice Minister of Education and Science, Russian Federation.

The 2nd meeting of the International Governing Board (IGB) of the BRICS Network University (NU) has taken place at IIT Bombay on 27th September, 2016.

XVI. Joint Commission Meeting (JCM) between India and Palestine: Shri Surat Singh, Deputy Secretary in the Department of Higher Education visited Ramallah, Palestine from 7-9 November, 2016 to attend the 1st Joint Commission Meeting (JCM) between India and Palestine which was co-chaired by Minister of State in Ministry of External Affairs from Indian side. Both sides have agreed on enhancing cooperation in the field of higher education, through encouraging exchange

of faculty members and experts, exchange of undergraduate and graduate students, and mutual recognition of educational certificates.

XVII. Meeting of HRM with UK Education Minister: A meeting between Hon'ble HRM and Mr. Jo Johnson, Minister of State for Universities, Science, Research and Innovation, UK, took place on 9th November, 2016, in the conference room of Hon'ble HRM. The issues like 'Encouraging Indian students participation in UK Education', 'Future of UKIERI (UK India Education and Research Initiative)', 'Future of Newton Vivekananda Fund' were discussed in the meeting.

XVIII. SOM 1 of ASEMME 6: The 1st Senior Officials Meeting (SOM) of the ASEMME 6 (6th meeting of the Asia Europe Education Ministers) took place in Seoul from 9-10 November, 2016. The deliverables for the ASEMME 6 scheduled to be held in May, 2017 were discussed and arrived upon. Deputy Secretary (ICC), MHRD has represented India in the meeting.

XIX. Indo-Israel Joint Research Programme: Under this Programme, for the third cycle, proposals were invited in the fields of Zoology, Plant Sciences and Humanities and Social Sciences. Out of the 41 eligible proposals, 10 projects have been finalized for funding in the meeting held on 23.11.2016. Proposals for the 4th cycle for the year, 2016-17 will be invited in the areas of Environmental Sciences and Earth Sciences.

XX. Meeting of HRM with Education Minister of Denmark: A delegation led by Danish Minister for Higher Education and Science, H.E. Mr. Søren Pind, met Hon'ble HRM in his chamber on 08.12.2016 and various issues like India's agenda on skill development, student exchange were discussed. A draft was also shared by the Danish side for agreement in cooperation in field of Higher Education.

XXI. 2nd Commonwealth Education Ministers Action Group (EMAG) Meeting : Secretary (HE) attended the 2nd Commonwealth Education Ministers Action Group (EMAG) Meeting at Marlborough House, London, United Kingdom from 19-20 January, 2017. The issues which were discussed during the meeting include the work of the Technical Working Group on Commonwealth Accelerated Development Mechanism for Education (CADME), the Commonwealth Scholarships and Fellowship Plan (CSFP) Taskforce and the 20th Commonwealth Conference of Education Ministers (20CCEM) Steering Committee report. The Commonwealth Education Policy Framework and the Commonwealth Curriculum Framework for the Sustainable Development Goals (SDGs) were presented to the EMAG for approval. Discussions on the next steps for the development of the Commonwealth Quality Standards for Education were also held during the meeting.

XXII. Meeting of HRM with a delegation from French Senate & President of the Constitutional Council (Supreme Court) of France: Hon'ble HRM along with an Indian delegation met a French delegation of seven members of the Parliamentary Standing Committee on Culture, Education and Communication of the French Senate (Upper House of Parliament) headed by Ms Catherine Morin-Desailly on 07.03.2017. Both sides discussed several issues in the field of

education between both the countries. Hon'ble HRM also met with Mr. Laurent Fabius, President of the Constitutional Council (Supreme Court) of France on 26.03.2017.

XXIII. Meeting of Hon'ble HRM with a delegation from Arizona State University (ASU):

A delegation headed by Mr. Sethuraman "Panch" Panchanathan, Executive Vice-President, ASU Knowledge Enterprise met Hon'ble HRM on 9th January, 2017 to identify opportunities for partnership and to invite MHRD leadership to visit Arizona State University. The delegation also explained Hon'ble HRM about the work of Arizona State University in India, Emerging partnerships between ASU with Indian IIT Institutions, ASU's work in digital education in partnership with the MIT, Gates Foundation, World Bank and over 400 leading educational technology companies to deliver online education programs.

XXIV. Issuing of "No Objection" in connection with awarding bachelor's degree to Uzbek, Kyrgyz & Tajik Cadets undergoing pre-commissioning training at NDA, Pune:

Ministry of Defence requested MHRD to consider the issue of awarding bachelor's degree to cadets from Uzbekistan, Kyrgyz Republic & Tajikistan, who have completed 11 years of schooling and have done one additional year in college before joining NDA. Earlier MHRD had conveyed its "No Objection" in the same cases to Kazakhstan and Turkmenistan cadets who are undergoing pre-commissioning training at NDA, Pune. MHRD considered the request of M/o Defence to extend the same relaxation to the cadets from Kyrgyz Republic, Tajikistan and Uzbekistan and conveyed its "No Objection" provided the cadets have completed 11 years of schooling and have done one additional year in the college before joining NDA.

XXV. Meeting of Secretary (HE) with a delegation headed by Ms. Teresa Sullivan, President, University of Virginia (UVA):

A delegation headed by Ms. Teresa Sullivan, President, University of Virginia (UVA) met Secretary (HE) on 31st March, 2017 to discuss the various initiative of UVA in India viz. Yamuna River Project, UVA study abroad program in India etc.

WTO

With the emergence of World Trade Organization (WTO) from January 1, 1995, there have been many rounds of negotiations leading to a comprehensive agreement on international trade in services with the objective of progressive liberalization of trade in services. Initially they operated under GATS & focused on goods trade. With the emergence of WTO in 1995 the scope was extended to include services & Intellectual Property. Education is identified as one of the 12 services.

GATS basic structure:

- The general obligations and disciplines contained in the main text (e.g. MFN).
- The annexes dealing with rules for specific sectors;
- The specific commitments of individual member to provide market access, any applicable applications (e.g. market access, national treatment and adherence to the reference paper).

The GATS applies in principle to all service sectors except "services supplied in the exercise of governmental authority". These are services that are supplied neither on a commercial basis nor in competition with other suppliers. The negotiations under the Offer and request approach. Countries make offers to the Foreign Service Providers to trading access to their internal market. Similarly countries make request to their partners to grant access to their markets. GATS define services trade as occurring via four modes of supplies all of which are relevant to education.

GATS/WTO prescribes the following four modes of trade in services including Education Services:

- Cross Border Supply:- delivery of education services via internet (distance education, tele-education, education testing services)
- Consumption Abroad: - movement of students from one country to another for higher education.
- Commercial Presence:- establishment of local branch campuses or subsidiaries by foreign universities in other countries, courses offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchises.
- Movement of Natural Persons:- temporary movements of teachers, lecturers, and education personnel to provide education services overseas.

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment. Under 'Education Services' the Indian revised offer was to open up with Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge fee to be fixed by an appropriate authority provided such fee do not lead to charging capitation fee or to profiteering. The provision of the Higher Education services would also be subject to such regulations, already in place or to be prescribed by the appropriate regulatory authority.

The main sub-sectors under the GATS in the area of education are:

- Primary Education (CPC 921)
- Secondary Education (CPC 922)
- Higher Education (CPC 923)
- Post-secondary technical and vocational, university degree or equivalent
- Adult Education and (CPC924)
- Other Education (CPC 929)

All schedules have two sections: (i) the horizontal commitment section, which establishes the limitations that apply to all sectors listed in the schedule; and (ii) the particular trade in services commitments that apply to a particular sector or sub-sector. In determining a country's sector-specific commitment, consideration must also be given to the overall horizontal commitments.

A "specific commitment" in the services schedule refers to the country's commitment to provide market access and national treatment for the service listed pursuant to the terms and conditions set forth in the schedule. Commitments are legally binding and once a specific commitment has been made, a government is "bound to the specific level of market access and national treatment and it cannot, at a later time, impose measures that would restrict entry into such markets. This serves as a guarantee to service providers in other countries that market entry conditions will not become less restrictive, as they can only improved.

Commitments and limitations to markets access and national treatment are entered in the service schedule with respect to each of the modes of

supply. Therefore, a commitment on the sub-sector of higher education services (which is within the Education services sub-sector that in turn is within the broader sector classification of Education services) will have eight entries: 4 under the column of market access (one for each of the 4 different modes of supply) and 4 under the column of limitations on national treatment.

EDUCATION SERVICES		
	Market Access	**National Treatment**
Primary Education Services (CPC921) Unbound	Unbound	Unbound
Secondary Education Services (CPC 922)	Unbound	Unbound
Higher Education Services (CPC 923).	1). None subject to the condition that services providers would be subject to regulations, as applicable to domestic Higher Education providers in the country of Origin and applicability to the domestic providers in India. 2) None. 3). None subject to the condition that fees to be charged can be fixed by an appropriate authority and that such fees do not lead to charging capitation Fees or profiteering. Subject further to such regulations, already in place or to prescribed by the appropriate Regulatory authority 4) Unbound except as in the as in the horizontal section	1). None. 2). None. 3) Will not have any right to get any aid or assistance from UGC or any other government agency or will not be entitled to receive any subsidy as may be provided to the domestic service providers. 4) Unbound except as in the horizontal section.
Adult Education Services (CPC 924)	Unbound	Unbound
Other Education Services (CPC 929)	Unbound	Unbound

In the entries that read "none" mean that there are no limitations on national treatment of educational services as it relates to cross border supply (1) consumption abroad (2) and commercial presence. (3) There are also no market access limitations on the "consumption abroad" mode of supply of educational services.

However, wherever it is specified "unbound" in the schedule means that it may 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).

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CHAPTER 12

EDUCATION OF SCHEDULE CASTES/ SCHEDULE TRIBES AND MINORITIES

CHAPTER 12

Education of Schedule Castes/ Schedule Tribes and Minorities

Educational development plays a vital role for the socio-economic betterment of the weaker sections of the society which includes Scheduled Castes, Scheduled Tribes and Persons with Disabilities. The Government of India has taken several measures to promote the interests of the weaker sections of the society and ensure equity. Efforts have also been made to ensure better access by increasing the number of educational institutes.

National Policy on Education

The National Policy on Education (NPE), 1986 (modified in 1992) gives great emphasis on the removal of disparity among different social classes. It also talks about equality of educational opportunities to those who have been denied equality so far. Along with mentioning the areas that need attention the National Policy also lays down the guidelines for what should be done so as to reduce the disparity and increase equality. To increase the educational opportunities for the SCs and the STs and other weaker sections of the society, the NPE has also suggested student support measures such as scholarships, remedial classes, hostel facilities and other forms of formal and non formal programs of technical education.

Schedule Caste Sub Plan and Tribal Sub Plan (SCSP & TSP)

The Ministry of HRD, as per the advice of National Monitoring Committee had issued guidelines for implementation of SCSP/TSP. The Salient features of the SCSP and TSP Guidelines are as under:-

(i) Allocation of funds in percentage

Department	SCSP	TSP
D/o School Education & Literacy	16.20	10.70
D/o Higher Education	15.00	7.50

(ii) Beneficiary Focus:- Under SCSP/TSP only those Schemes/components of programs should be included which ensure direct benefits to individuals of families belonging to Scheduled Castes and Scheduled Tribes.

(iii) Scaling Up:- For benefiting more than the respective proportion (percentage) of SCs and STs Population, additional number of beneficiaries should be covered.

(iv) New Schemes:- In case of the project/schemes which are of general nature and the expenditure is non- divisible on SCs and STs, in such cases new schemes to meet the need of SC and ST students would be developed to be bridge the gap between them and others.

The details of fund earmarked for 2016-17 under SCSP and TSP for Department of Higher Education and Department of School Education are shown in the tables given below:-

Funds Earmarked under SCSP and TSP (BE-2016-17)

(Rs. in Crores)

Department	BE	SCSP	TSP
School Education and Literacy	40,000.00	8013.98 (20.03%)	4276.70 (10.69%)
Higher Education	16500.00	2475.00 (15.00%)	1238.00 (7.50%)

SCHOOL EDUCATION

Literacy rate at the national level has increased from 64.9% (Census 2001) to 73% (Census 2011). While the literacy rate at the national level has improved 10 percentage points; the literacy rate for SC and ST communities has increased by 12 percentage points. At the national level, the enrolment share of SC children (20.24%) is more than their share in the population (16.60%) as per census 2011 and an increasing trend can be seen over the years. The enrolment share of ST children (8.60%) at national level is more than their share in the population (10.85%) as per census 2011 and an increasing trend can be seen over the years. The percentage of girls' enrolment at elementary level for General is 47.72 and share of enrolment of SC is 48.55, and ST girls is 48.36 as per UDISE 2015-16 (provisional).

With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of Universal Elementary Education (UEE). In order to achieve Universal Elementary Education, Sarva Shiksha Abhiyan (SSA) was launched in the year 2000-01. SSA interventions include inter alia, opening of new schools, construction of schools and additional classrooms, constructing toilets and drinking water facilities, provisioning for teachers, in-service training for teachers and academic resource support, free textbooks and uniforms, support for improving learning achievement levels, research, evaluation and monitoring. A major achievement in recent years has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, became operative on 1 April 2010.

Brief on education of SC/ST and Minorities under Rashtriya Madhyamik Shiksha Abhiyan (RMSA):

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme envisages enhancing the enrolment for classes IX-X by providing a secondary school within a reasonable distance of every habitation, improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removal of gender, social-economic and disability barriers, 90% GER by 2017, and universal retention by 2020.

RMSA emphasises not only on access to quality secondary education for Special Focus Groups

(SC, ST, Minority, Girls and CWSN), but also removing social and gender disparity in secondary education. Under RMSA, the districts with high concentration of population of SCs, STs and Muslims have been identified as Special Focus Districts(SFDs). The criteria for identifying the SFDs in case of SCs and STs is a population of 25% and above, while for Muslims, it is 20% and above population. Total 61 districts have been identified as SC concentration districts and 109 districts have been identified as ST concentration districts. Also, 90 Minority Concentration Districts have been identified by M/o Minority Affairs.

Under RMSA the following items have been approved in SC, ST and minority concentration districts till 2016-17:

Sl. No.	Component	Approved in SC concentration districts	Approved in ST concentration districts	Approved in minority concentration districts
1	New Schools	1226	2812	1370
2	Strengthening of schools	3902	4826	2939
3	Girls Hostel	194	474	340
4	ICT in school	9164	8273	9145
5	Vocational Education	1513	806	812

The following items were approved in SC, ST and minority concentration districts for the year 2016-17:

Sl. No.	Component	Approved in SC concentration districts	Approved in ST concentration districts	Approved in minority concentration districts
1	New Schools	37	332	74
2	Strengthening of schools	261	377	249
3	Girls Hostel	43	88	70
4	ICT in school	489	648	755
5	Vocational Education	700	513	329

Education of SC/ST and Girl Students in Jawahar Navodaya Vidyalayas –

The representation of SC, ST, Rural & Girl students in JNVs is more than the statutory requirement, as per details hereunder:-

Year	SC %	ST %	Girl %	Rural %
2007-08	24.19	16.19	35.70	77.18
2008-09	24.19	17.18	36.15	77.93
2009-10	24.23	17.53	36.68	77.85
2010-11	24.48	17.74	37.08	77.96
2011-12	24.79	18.17	37.37	78.08
2012-13	24.97	18.14	37.84	78.05
2013-14	25.04	18.41	38.35	78.12
2014-15	25.11	18.73	38.59	78.21
2015-16	25.17	19.04	38.88	78.33

Education of SCs/STs/Minorities in Kendra Vidyalayas:

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

HIGHER EDUCATION

As far as the percentage representation of SCs and STs in higher education is concerned, the Gross Enrolment ratio of SCs has shown an increase of approximately 4.42 percent from 2014-15 to 2015-16. The Enrolment of STs has shown an increase of approximately 3.88 percent from 2014-15 to 2015-16. This indicates that there is an increase in representation of each of them in higher educational institutes.

GER in Higher Education (18-23 Years) **(in %)**

Year	All Categories	SC Students	ST Students
2013-14	23.0	17.1	11.3
2014-15	24.3	19.1	13.7
2015-16	24.5	19.9	14.2

SOURCE:- All INDIA SURVEY ON HIGHER EDUCATION(AISHE).

Most importantly, despite the several measures already undertaken for SCs and STs and the weaker sections of the society, the social and the gender gap exists. Due to the presence of these obstacles in the socio-economic growth of the SCs and STs, the 12th Five Year Plan came up with a new approach to deal with the issue of inequality of educational opportunities. The main focus of the 12th Five Year Plan is to enhance funding for the measures aimed at reducing inequity and to bring all the equity related schemes in higher education under one umbrella. Various activities in the areas of Legislations & Resolutions, Access, Skill Development, Student Support Programs and Equity promotion were undertaken to overcome the mentioned obstacles.

According to the Central Educations Institution Act, 2006, 15% and 7.5% reservation in admissions is reserved for SCs and STs, which encourage SC and ST students to continue higher education and make it mandatory on the part of the institutions to enroll a certain percentage of SC and ST students in their intake. Efforts are taken for continued implementation of the act. The UGC has formulated necessary regulations for promoting equity in higher education institutes as well as to address grievances in 2012. The AICTE has also undertaken measures for grievance redressal. These regulations help the organizations to promote equity in higher education and to deal with grievances of non compliance with the established equity standards for the same. Moreover, these regulations and legislations will directly play a role in improving the rate of enrolment of the weaker sections of the society in higher education.

To improve the access of the higher education institutes, centrally funded higher educational institutions are established in the unserved areas. The Rashtriya Ucchattar Shiksha Abhiyan and other schemes such as Community College, Sub Mission on Polytechnics, Development Assistant to universities/colleges by UGC and opening of IGNOU's study centers in educationally backward districts are all creating an impact on the socio-economic development of the weaker sections of the society. A provision of approximately 874 new higher educational institutions has been made for improving access.

Apart from these, several other programmes/ schemes have also been launched which also equally lay emphasis on education development of students belonging to SCs / STs and PwDs, which includes various students support initiatives such as Scholarships, Remedial coaching classes, opening of Equal Opportunity Cells in the Universities, Rajiv Gandhi Fellowships, Post Graduate Scholarship for Professional Courses, Post doctoral Fellowship, Remedial coaching for NET/SLET, Preparatory classes for IITs, Interest subsidy on Education Loan, hostel facilities for students especially for girls etc. The numbers of beneficiaries for the remedial coaching, including the NET/SET coaching, amount to around 19 lakhs. Also 250 universities and 2252 colleges now have an operation Equal Opportunities Cell.

Several schemes for skill development have also been formulated to directly address the problem of unemployment. The National Skill Qualification Framework is set up to enable easy movement of the student between technical education, vocational courses and the job field. Other schemes such as National Scheme for Apprenticeship Training, Scheme of Community Colleges and Scheme of Community Development focus through Polytechnics focus on practical training and creating a synergy between community, colleges and the job field.

Programmes / Schemes for SCs/STs

1. **Rajiv Gandhi National Fellowships for SC/ST:** This Scheme is funded by the Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs and implemented by the UGC. The objective of this scheme is to provide fellowships in the form of financial assistance to unemployed students belonging to SC/ST to pursue higher studies leading to M.Phil and Ph.D Degrees (full time) in Sciences, Humanities and Social Sciences and Engineering & Technology in Indian Universities/ Institutions/Colleges. Since inception from 2005-06 to 2014-15, a total of 16,707 and 6,164 candidates were selected under SC and ST categories respectively.

2. **Post-Graduate Scholarships for Students belonging to SCs/STs :** The objective of this scheme is to provide financial assistance to 1000 SC/ST candidates to pursue postgraduate level studies in Professional subjects at recognized Indian Universities/Institutions/Colleges. Since its inception from 2006-07, a total of 6,896 candidates have been selected under this scheme up to 2014-15.

3. **Post-Doctoral Fellowships for SC/ST:** The objective of this Scheme is to provide an opportunity to SC/ST candidates to undertake advanced studies and Post Doctoral research in Science, Engineering & Technology, Humanities and Social Sciences in recognized Indian Universities/ Institutions/Colleges. Since its inception from 2006-07, a total of 860 candidates have been selected under this scheme upto 2014-15.

Scholarship Schemes in Higher Education at a Glance

Sl. No.	Name of Scholarship	No. of Beneficiaries per annum
Ministry of Social Justice & Empowerment		
1.	Post-Matric Scholarship for SC Students	All eligible gets
2.	Central Sector Scholarship Scheme of Top Class Education for SCs	1250 slots
3.	National Overseas Scholarship for SCs	30 (SCs -27 Denotified, Nomadic and Semi-Nomadic Tribes – 2 Landless Agricultural Labourers and Traditional Artisans - 1
4.	Rajiv Gandhi National Fellowships for SCs (Implemented by UGC)	2000 slots

Sl. No.	Name of Scholarship	No. of Beneficiaries per annum
Ministry of Tribal Affairs		
5.	Post-Matric Scholarship for ST Students	All eligible gets
6.	Central Sector Scholarship Scheme of Top Class Education for STs	1000 slots (increased from 625 from 2015-16 onwards)
7.	National Overseas Scholarship for STs	20 (increased from 13 from 2013-14 on wards)
8.	Rajiv Gandhi National Fellowships for STs (Implemented by UGC)	750 slots (increased from 667 from 2015-16 onwards)
University Grants Commission		
9.	Post-Graduate Scholarships for Students belonging to SCs/STs	1000 slots (there is no bifurcation of slots for SC/ST in the guidelines)
10.	Post-Doctoral Fellowships for SCs/STs	100 slots
11.	Special Scholarship Scheme for students from the Northeast (Ishan Uday)	10000
12.	"Ishan Uday" Special Scholarship Scheme for students from the North East Region	10000
13.	Dr. S. Radhakrishnan Post Doctoral Fellows in Social Sciences	300
Department of Higher Education		
13.	Scheme of Scholarship for College and University Students	82,000
14.	Special scholarship Scheme for Jammu & Kashmir	5000
All India Council for Technical Education		
15.	Post Graduate Scholarship for GATE qualified ME/M.Tech students	Scholarships are given to all GATE Qualified Students admitted in AICTE Approved University Deptt/ Institutes
16.	Providing Assistance to Girls' Advancement in Technical Education Initiative (PRAGATI)	4000
17.	SAKSHAM Scholarship for PwD students	1000
18.	Scholarships to pursue Ph D in CSIR / DRDO labs or other reputed institutions	1000

4. Remedial Coaching for SC/ST / OBC (non-creamy layer) & Minorities: In order to enable students belonging to SC / ST / OBC (non-creamy layer) / Minority communities, who need remedial coaching to come up to the Level necessary for pursuing higher studies efficiently and to reduce their failure and drop-out rate, the UGC provides financial assistance for conducting special classes outside the regular time table.

5. Coaching for NET/SET for SC / ST/ OBC (non-creamy layer) & Minorities : The main objective of the scheme is to prepare SC /ST candidates and candidates from Minority communities for appearing in NET or SET, so that sufficient numbers of candidates become available for selection of Lecturers in the University system from these groups.

Given below is the financial assistance provided under the scheme till 2015-16 XII Plan period.

S. No.		Remedial coaching	Coaching for Entry into Services	NET Coaching	Equal Opportunity Cell	Total Amount (in crores)
Grants to Colleges under UGC Regional Offices						
1.	ERO, Kolkata	19.70	13.33	1.07	1.72	35.82
2.	NERO, Guwahati	09.18	07.56	0.27	0.23	17.24
3.	SERO, Hyderabad	12.08	08.30	3.52	1.05	24.95
4.	SWRO, Bangalore	08.53	05.42	1.51	1.20	16.66
5.	WRO, Pune	19.43	13.74	3.06	2.28	38.51
6.	NRCB, New Delhi	09.46	06.80	2.09	0.39	18.74
7.	CRO, Bhopal	3.47	1.11	0.49	0.61	5.68
Grants to Universities						
1.	Central Universities / Deemed to be universities*	3.84	03.84	3.92	0.44	12.04
2.	State Universities	7.32	7.32	7.32	0.60	22.56
TOTAL		**93.01**	**67.42**	**23.25**	**8.52**	**192.20**

*Grants released during 2015-16

6. Status on Residential Coaching Academics of SC/ST/Minorities: The UGC has provided financial support under the scheme of Residential Coaching Academy in five universities i.e. Aligarh Muslim University, Maulana Azad National Urdu University, Baba Saheb Bhimrao Ambedkar, Jamia Millia Islamia and Jamia Hamdard for establishment of Residential Coaching Academies for Minorities, Women/SCs/STs during XII Plan.

The main objective of the Residential Academy for Minorities/ SC/ST and Women is to provide equal opportunities to all section of society for equitable growth which entails affirmative action for Minorities, SC/STs and women by providing Coaching programme to the student, with Hostel facilities with free of cost/nominal fee, without tuition fee of the above category for coaching for entry into Central/State Governments and other services such as SSC, Banking etc.

Initially the Residential Coaching Academy in respect of 5 universities i.e. BBAU, MANUU, AMU JMI & Jamia Hamdard University were approved for the period of 3 years i.e. upto September, 2012-13. UGC also constituted a Committee to review the progress made by these 5 universities to extend the tenure of the academies. The Review Committee recommended the continuation of the scheme of Residential Coaching Academy in respect of these universities up to the end of XII plan i.e. 31.03.2017.

The UGC has provided funds to these 5 Universities under the scheme as under:-

(Rs. In lakh)

Sl. No.	Name of the University	Allocation	Grant released till date
1.	Jamia Millia Islamia	1500.00	1400.00
2.	Maulana Azad National Urdu Univ.	828.78	783.78
3.	Aligarh Muslim University	1328.78	1319.28
4.	Dr. B.R. Ambedkar University	1078.78	995.28
5.	Jamia Hamdard	1395.38	1385.38
	Total	**6131.72**	**5883.72**

The following universities have informed the number of beneficiaries under the scheme of Residential Coaching Academy for SC/ST/Minority and Women is as under:-

Name of the University	SC	ST	Women	Minorities	OBC	Total no. of Beneficiaries
Jamia Millia Islamia	283	08	195	43	--	529
Maulana Azad National Urdu Univ.	--	--	--	--	--	542
Aligarh Muslim University	27	08	90	741	--	866
Dr. B.R. Ambedkar University	22	13	50	115		200
Jamia Hamdard	12	12	---	72	72	168

The UGC constituted a Committee to review the progress of Residential Coaching Academies for Minorities/SC/ST & Women in 5 Universities and the meeting was held on 16th December, 2016 in UGC Office.

The committee recommended that the scheme may for the present be allowed to continue for a further period of one year i.e. 2017-18 (31.03.2018) in respect of AMU, JMI & Jamia Hamard except MANUU. Extension of tenure of MANUU would be granted after review of the Academy, action is being taken to review the Academy. Baba Saheb Bhimrao Ambedkar University did not attend the meeting.

7. **Establishment of Equal Opportunity Cells for SC/ST/OBC/Minorities:** In order to make the colleges more responsive to the needs and constraints of the disadvantaged social groups, the University Grants Commission is giving Financial Assistance to all Colleges which have been included under Sections 2(f) and 12B of the UGC Act, 1956 to establish Equal Opportunity Centres (EOCs). The aim and objective of this Scheme is to oversee the effective implementation of policies and programmes for disadvantaged groups, to provide guidance and counselling with respect to academic, financial, social and other matters and to enhance the diversity within the campus. At present, EOCs are functioning in 250 universities and 2252 colleges.

8. **Establishment of Centers in Universities for study of Social Exclusion and Inclusive Policy:** Social exclusion not only generates tension, violence and disruption, but also perpetuates inequality and deprivation in society. In India, certain communities such as Scheduled Castes, Scheduled Tribes and religious minorities experience systemic exclusion in the matter of getting advantages of development. Social exclusion is a complex and multidimensional concept having social, cultural, political and economic ramifications. The consequences of macroeconomic factors such as poverty, unemployment and involuntary migration exclude the victims from economic, cultural, and political activities. The primary space where 'exclusion' can be studied, understood, and first transcended, are our universities, which can and must act as a beacon for society. The UGC has therefore decided to support research on the issue of social exclusion, which has theoretical as well as policy importance. The idea is to establish a number of teachings-cum-research Centers in Universities to pursue these themes with the objectives as given below:-

(i) Conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity/religion;

(ii) Developing understanding of the nature and dynamics of discrimination and exclusion;

(iii) Contextualizing and problematizing discrimination, exclusion and inclusion;

(iv) Developing an understanding of discrimination at an empirical level;

(v) Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

Functions

(i) Teaching Courses at the M.A and M.Phil levels, leading eventuality to full-fledged M.A and even M.Phil programmes in Social Exclusion Studies.

(ii) Undertaking M.Phil and Ph. D. supervision.

(iii) Undertaking empirical studies with theoretical perspective and build time series data bank for comparative studies and policy/programmes evaluation.

(iv) Carrying out detailed rigorous analyses based on the socio-economic data generated by government agencies.

(v) Organizing conferences, seminars and symposia on the theme of Social Exclusion.

(vi) Publishing regularly the research findings of the faculty and students.

(vii) Organizing public lectures on the subject by eminent scholars,

(viii) Reaching out to scholars, especially young scholars, in other universities and colleges through an active programme of inviting Visiting Faculty.

(ix) Establishing links with Civil Society Organizations engaged in combating Social Exclusion.

(x) Conducting short-term Orientation courses for political leaders, Parliamentarians, government officials, trade unionists and media personalities.

Number of beneficiary Universities: 35 Universities:- Since the inception of this Scheme, the UGC has established 35 centres in different universities (13 in the year 2006-07 & 22 in 2007-08).

Year	Amount released (Rs. in lakhs)
2012-13	496.00
2013-14	Nil
2014-15	777.00
2015-16	378.00

9. **Establishment of Special Cells for Scheduled Castes and Scheduled Tribes:** To oversee the effective implementation of the reservation policy in universities, a Standing Committee on SCs/STs was constituted by the UGC in 2012. The Committee is represented by a Vice-Chancellor and an Ex-Vice-Chancellor in the field of higher education.

To safeguard the interests of the Scheduled Castes and the Scheduled Tribes the most deprived groups of the Indian Society, the constitution provides reservation in various services under Central and State Governments. The main objective is not to just provide jobs to increase their representation in services, but to improve their social & educational status so that they can have their rightful place in the main-stream of the society. As per the constitutional provisions, the reservation for Scheduled Castes is 15% and 7.5% for Scheduled Tribes at the national level and the reservation in States is provided depending on their population in the State concerned.

The UGC introduced the scheme of Establishment of SC/ST Cells in Universities in the years 1983.

The Objectives of the Scheme of Establishment of Special Cells for

Scheduled Castes and Scheduled Tribes are as given below:

(i) To ensure effective implementation and monitoring of the reservation policy for SCs/STs and programs of the Govt, of India and the UGC in universities and colleges;

(ii) To collect data regarding implementation of policies in respect of admissions, appointments to teaching and non-teaching positions, etc.;

(iii) To take such follow-up measures, which can help in achieving the targets laid-down for the purpose;

(iv) To implement, monitor and evaluate continuously the reservation policy in universities and colleges and plan measures for ensuring effective implementation of the policy and programmes of the Government of India.

Functions of the Special Cells

(i) To circulate the decision of the Government of India-and those of the Commission and to collect regularly, on an annual basis, information regarding course-wise admissions of candidates belonging to the Scheduled Castes and Scheduled Tribes in the universities and colleges for different courses, in forms prescribed by a stipulated date and to take follow up action, where required.

(ii) To circulate Government of India orders and Commission's decisions and to collect information in respect of appointment, training of these communities to take up teaching and non-teaching posts in the universities and colleges, in suitable forms by a stipulated date and take follow up action, where required.

(iii) To collect reports and information regarding the Government of India orders on the various aspects of education, training and employment of Scheduled Caste and Scheduled Tribe candidates, for evolving new policies or modifying the existing policy by the Commission.

(iv) To analyze the information collected above and prepare reports and digests for onward transmission to the Ministry of Human Resource Development/ University Grants Commission and such other authorities as may be required.

(v) To deal with representations received from Scheduled Caste and Schedule Tribe candidates regarding their admission, recruitment, promotion and other similar matters in universities/ colleges.

(vi) To monitor the working of the remedial coaching scheme, if approved in the affiliated colleges and the university.

(vii) To function as a Grievances Redressal Cell for the Grievances of SC/ST students and employees of the university and render them necessary help in solving their academic as well as administrative problems.

(viii) To maintain a register for employment of SCs/STs in the university and the colleges for various posts in the university/colleges.

(ix) Any other work assigned from time to time to promote higher education among these two communities suffering economic, social and educational deprivations.

(x) The SC/ST Cell exclusively looks after the work related to SC/ST matters and no other work is assigned to the Cell.

(xi) If the required data is not submitted by the given date, the UGC reserves the right to withhold either the plan or the non-plan grant until the required information/ data is received. Hence the universities/ colleges are advised to supply the necessary information as required.

Number of beneficiaries Universities: 127 (Universities/Deemed Universities and Inter University Consortium's)

10. **Coaching Classes for entry in services for SC/ST/OBC (Non-creamy layer) & Minorities Community Students:** The basic objective of the coaching scheme is to prepare students belonging to SC / ST/ OBC (non-creamy layer) and Minority communities to get gainful employment in Group 'A', 'B' or 'C' Central services, State services or equivalent positions in the private sector. The coaching under the scheme should be oriented for particular examinations conducted for selection to services, such as the IAS, State Public Services, Bank recruitment, etc. The coaching may be focused; taking into consideration the specific requirements of a particular competitive examination. The College may develop an Employment Information Cell for providing information about various competitive examinations in the area of its operation.

11. **Scheme of Scholarship for College and University Students:-** The objective of the scheme is to provide financial assistance to meritorious students from low income families to meet a part of their day-to-day expenses while pursuing higher studies. The scholarships are being awarded on the basis of the results of senior secondary examination. 82000 fresh scholarships per annum [41000 for boys and 41000 for girls] are being awarded for graduate / postgraduate studies in colleges and universities and for professional courses, such as Medical, Engineering etc. At present, reservations for the various categories are as follows: SC 15 % ST 7.5% OBC 27% and horizontally 3% for Physically Handicapped in all the categories.

12. **Special scholarship Scheme for Jammu & Kashmir:-** An Expert Group was set up by the Prime Minister in the context of enhancing employment opportunity in J&K and to formulate job plan involving the public and private sector. Among key recommendations of the Expert Group, one is offering 5000 scholarships, per annum, over the next five years, to encourage the youth of J&K to pursue higher studies outside the State of J&K. The scheme provides tuition fees, hostel fees, cost of books and other incidental charges to students belonging to Jammu & Kashmir who, after passing Class XII or equivalent examination, secure admission in Government colleges/institutes/other non-govt. institutes recognized by AICTE or UGC, or institutes created through an Act of the State Govt. located outside the State of Jammu & Kashmir. There will be reservation for SC, ST & OBC etc. as per norms of the State Government of J&K. An outlay of `1200 crore has been recommended for this initiative over the next five years. This scheme is being implemented from 2011-12.

Status of release of fund by AICTE to SC/ST/GEN students.

Category	No. of Scholarship	Amount
General	7196	1183448258
SC	517	68936539
ST	382	68793964
Total	**8095**	**1321178761**

13. **Interest Subsidy on Educational Loans:** There is a Central Sector Scheme called Central Sector Scheme of Interest Subsidy (CSIS), a Plan Scheme which began on 01.04.2009. The Scheme is based on the announcement of the then Prime Minister on 15.08.2009 on the Independence Day. Hon'ble Finance Minister in his Budget Speech on 06.07.2009 also made the announcement on this. Under the Scheme, Interest Subsidy is given to economically weaker sections of the society i.e. to the students whose parental income is up to Rs.4.5 lakhs per annum for undergoing professional courses duly recognized & approved by the concerned bodies of higher education in India. The details of beneficiaries category-wise and Interest Subsidy released thereto during the last 3 years are as follows:-

	2013-14		2014-15		2015-16		Total	
Category	**Accts.**	**Amt.**	**Accts.**	**Amt.**	**Accts.**	**Amt.**	**Accts.**	**Amt.**
General	247549	1438.68	340831	1978.63*	NIL	NIL**	588380	3417.31
%	87.90	90.61	92.32	90.88	0	0	81.60	88.12
SC	19564	115.50	22930	167.78	59075	92.71	101569	375.99
%	6.95	7.27	6.21	7.71	84.11	82.11	14.09	9.70
ST	14507	33.54	5429	30.81	11159	20.20	31095	84.55
%	5.15	2.11	1.47	1.42	15.89	17.89	4.31	2.18
Total	**281620**	**1587.72**	**369190**	**2177.22**	**70234**	**112.91**	**721044**	**3877.85**

* Approx. 95% payment has been released by MHRD to Canara Bank for Primary claims for the year 2014-15 in General category. As there is shortage of funds, the balance amount will be released in next financial year i.e. 2017-18.

**Canara Bank has submitted claims of Subsidy for the year 2015-16 but the claims for General category has not been settled by MHRD due to shortage of funds.

14. **Rashtriya Ucchatar Shiksha Abhiyan (RUSA):** The Central Government has launched a Centrally Sponsored Scheme (CSS) namely Rashtriya Uchchatar Shiksha Abhiyan (RUSA) during the 12th Plan in order improve access, equity and quality of higher education, especially in unserved or underserved areas by setting up new quality institutions and improving infrastructure and facilities in existing institutions. The CCS focuses on strengthening State Universities through various components such as creation of colleges/universities, upgrading existing institutions, infrastructure grants for higher educational institutions etc. The funding to States would be made on the basis of critical appraisal of State Higher Education Plans. These plans would address each State's strategy to address issues of equity, access and excellence in higher education. Till date 29 states and 6 UTs are participating in RUSA. The Budget Estimate 2016-17, provided for Rashtriya Ucchatar Shiksha Abhiyan (RUSA) is Rs. 1300 crores (Rs. 1070 crores for RUSA and RS. 230 crores for sub mission on polytechnics). During the 12th plan period funds have been released to various Educationally Backward Districts of Tripura, Assam, Uttar Pradesh, Odisha etc. for creation of new Model Degree Colleges. Major beneficiaries of these Colleges are from weaker sections like SC/ST/OBC. Funds have also been released for various components like Infrastructure grants, vocationalisation of higher education, equity Initiatives, new Professional Colleges etc to various colleges of Nagaland, Manipur, Jammu & Kashmir, Himachal Pradesh and various other states. Out of the total funds released to States 15% is under Special Component Plan for Scheduled Castes and 7.5% is under Tribal Area Sub Plan.

15. **Colleges with relatively higher proportion of SC/ST & Minorities:** The Scheme aims to encourage access of students belonging to SC/ST/Minority/OBCs. Financial assistance to 3028 institutes has been provided.

16. **Community College Scheme:** In order to increase the employability of the students pursuing higher education on recommendations of a Committee of Conference of the State Education Ministers held in February, 2012 a scheme of operationalisation of 200 Community Colleges on pilot basis from the academic year 2013-14 from the existing colleges/ polytechnics, on the patterns of community colleges working in various parts of the world was launched. These Colleges give preference for admission to the local community, particularly, the marginalized sections of the population. UGC has accorded sanction to 102 Community Colleges and 127 B.Voc.Degree programmes entailing a financial outlay of `329 crore which would bring direct benefit to students studying in vocational programmes in these Institutions.

17. **AICTE's Post Graduate Scholarship for GATE qualified ME/M.Tech students:** Post Graduate Scholarship for GATE qualified ME/M.Tech students and GPAT qualified M. Pharma Students irrespective of the gender. For a Batch of 18 students in PG programme, 2 scholarships are reserved for SC and 1 scholarship is reserved for ST boys and girls.

18. **AICTE's Tuition Fee Waiver Scheme:**

This scheme is mandatory applicable to all AICTE approved technical institutions offering Bachelor Programme, Diplomas and Post Graduate programme of 3/4 years. Seats upto maximum 5% of sanctioned intake per course is available for these admissions. These seats are supernumerary in nature. The sons and daughters of parents whose annual income is less than Rs. 6.0 lakh from all sources are only eligible under this Scheme.

19. **Providing Assistance to Girls' Advancement in Technical Education Initiative (PRAGATI) - AICTE:** This scheme envisages selection of one girl per family where family income is less than 8.0 lakh / annum on merit at the qualifying examination to pursue technical education. The scheme is to be implemented by the authorised admission centre of respective State Governments. 4000 girls are expected to get benefit of scholarships available per annum. The scholarship amount is Rs. 30,000 or tuition fees or actual whichever is less and Rs. 2000 / month for ten months as contingency allowance. Reservations. : SC 15% and ST 7.5% and OBC 27%

Scholarship released during 2016-17

Category	Amount(Rs.)	Beneficiaries
General	106,60,503	432
Other Backward Class	49,36,017	227
Scheduled Caste	15,35,870	67
Scheduled Tribes	243,59,028	998

20. **AICTE Scholarships to pursue Ph.D in CSIR / DRDO:** AICTE has announced 1000 scholarships per annum to eligible candidates to pursue Ph D in CSIR / DRDO labs or other reputed institutions: Payment of scholarship is as per the Government norms for the purpose. Reservations: SC 15 % and ST 7.5%.

21. **AICTE hostel scheme:** From considering the accommodation problem being faced by SC/ST students taking admissions in good engineering colleges, AICTE has launched a scheme for providing financial assistance for construction of hostels for men and women depending upon the need of the Institution. The Schemes aims to support Government/ Government-aided engineering colleges for construction of girls/boys hostels for providing residential accommodation for students/researchers belonging to SC/ST category. These Hostels will also have add-on facility of Community Skill Development Centre for empowering SC/ST students with skill knowledge. AICTE has taken new initiative for skill development through National Vocational Qualification Framework (NVQF) & Community Colleges. These centres will serve as facility for imparting Skill knowledge fostering underprivileged classes. It is expected that providing such a facility to the SC/ST students undergoing professional education will enhance the enrolment of the SC/ST students as well as improving the quality of education.

Government/Government-aided engineering colleges/University Departments existing for the last years and have more than 150 SC/ST students on roll for the last three are eligible for the grant. During last 4-years grants were released for construction of hostels in 63 institutions with an average of 150 beneficiaries in each institution. A sum of Rs. 1986.15 Lakh was released to 11-institutes towards 2nd/ 3rd instalments during 2016-17.

22. **Dr. S. Radhakrishnan Post Doctoral Fellows in Social Sciences:** The UGC has launched a new scheme, Dr. S. Radhakrishnan Post Doctoral Fellows in Social Sciences including Languages. Under this scheme 300 fellowships would be awarded at the rate of Rs. 25,000 per month + HRA etc. for a period of 3 years to the selected Fellows. Reservations: SC 15% and ST 7.5%.

23. **Other measures taken by AICTE**

AICTE offers a scheme titled " Skill and Personality Development Programme centre for SC / ST students " with the objective of providing opportunity to SC / ST students in the AICTE approved institutes to reorient themselves in the light of emerging employment opportunities in Engineering undergraduate/Diploma students at all level. It is to empower the SC and ST students by providing special skill trainings apart from regular study and to enhance the skills of SC/ST candidates with help of modules on communication, personality development and proficiency in English language. It will boost the confidence of SC and ST students and provide them with better career opportunities so that their employability in the industry increases. Maximum limit of funding to the institute under this scheme is Rs. 25.0 Lakh for a period of 3-years. During 2016-17, a sum of Rs. 36.00 Lakh has been released to 4-institutes.

24. **Benefits for SC/ST Students provided by IITs**

(a) All SC/ST students admitted to B.Tech, Dual Degree, M.Tech, M.Sc, M.S.and Ph.D. programmes are exempted from payment of tuition fees irrespective of their parental income. SC/ST Institute Scholarship holders are also exempted from payment of hostel seat rent of 500/- per semester.

(b) Most of the IITs are giving travelling allowance to SC/ST students (II class train fare/ ordinary bus fare) from the place of residence to Institute to join the B.Tech programme.

(c) SC/ST students are awarded scholarship, viz. free messing (basic menu) and pocket allowance of 250/- per month provided their parental income is below 2 lakh per annum.

(d) SC/ST students admitted to B.Tech & DD programmes are given free book bank facilities.

(e) SC/ST students in the final year (9th and 10th semesters) of Dual Degree programme are eligible for assistantship of RS. 12400/- per month for 12 months subject to the CGPA score prescribed by the institute or qualifying GATE.

(f) All SC/ST students with B.Tech degree from IITs are eligible to apply for direct admission to M.Tech programme if they get the CGPA prescribe by the institute.

(g) A preparatory course of one academic year was initiated by the MHRD, Govt of India during the year 1983-84 exclusively for SC/ST students. Selection for this course is made from the Joint Entrance Examination list of SC/ST students who did not qualify for admission. Upon successfully completing the preparatory course at the IIT, they would be eligible to join the B.Tech programme and they will not require to write the JEE again.

(h) IITs have a liaison Officer/ Grievance Committee to take care of the matters related to SC/ST.

25. **Benefits for SC/ST Students provided by IGNOU:** The Regional Services Division (RSD) was established in February 1986 to operationalize the Regional Centres, Study Centres and Student Support Services of the University across the length and breadth of the country. At present 61 Study Centres are running / activated for SC/ST students in all over India.

The IGNOU has established Regional Centres in each State of the North East Region of the Nation as these states are highly populated with ST population. The Regional Centres also participate in local melas, festivals and visit schools and colleges for helping students in selecting suitable courses/programmes as per their academic, profession and vocational requirements. The University has proposed Remedial Academic Counselling Sessions for students belong to SC/ST under SCSP and TSP Plan Proposal. The University proposed for fee exemption under Social Component Plan (SCP) and Tribal Sub Plan (TSP) grants from the Government, it will be implemented in the next financial year.

New Proposal by Indira Gandhi Open University (IGNOU): IGNOU has proposed a Central Sector Scheme for Fee Exemption/Financial Assistance to students belonging to Scheduled castes, Scheduled Tribes, Other Backward Classes, Minorities, Women and Persons with disabilities in IGNOU.

The Objective of the Scheme is to provide financial assistance to all students belonging to the socially disadvantage groups; economically weaker sections and Persons with Disabilities by way of scholarship/fee exemption so as to bridge the gaps in educational development of these categories and increase their participation in higher education with the aim of promoting equitable educational development of these sections of society.

Education for the Minorities

A. Department of Higher Education:

1. National Commission for Minority Educational Institutions (NCMEI): The National Commission for Minority Educational Institutions (NCMEI) was established on the 11th November 2004 to advise the Central Government or any State Government on protection of the constitutional rights of the minorities to establish and administer educational institutions of their choice and other allied matters. The Commission's powers have been further amplified through the National Commission for Minority Educational Institutions (Amendment) Act, 2006 and 2010. The Commission is a quasi- judicial body and has been endowed with the powers of a Civil Court.

During 2016 (from 1.4.2016 to 31.12.2016) a total number of 1143 petitions were received in the Commission. Out of 1143 cases, 1206 cases were disposed of in the court which included old cases also.

The Commission has issued Minority Status Certificate to 844 Minority Educational Institutions from 1st April, 2016 to 31st December, 2016. Total 12671 Minority Status Certificates issued by the Commission till 31.12.2016.

2. **National Monitoring Committee on Minorities' Education (NMCME):** The National Monitoring Committee on Minorities' Education (NMCME) was reconstituted on 23rd December, 2011 under the Chairmanship of Hon'ble Minister of Human Resource Development. The Committee included eminent educationists, Members of Parliament, representatives of State Governments and representatives of the minority communities, educational institutions and other stake-holders. As per the decision taken in the meeting of NMCME held on 5.3.2012, a Standing Committee of the National Monitoring Committee on Minorities Education and several Sub-Committees were constituted. After detailed deliberations, the Standing Committee of the NMCME submitted its first report in April 2013.

3. **Establishment of the Model Degree Colleges:** Model Degree Colleges were targeted to be established in the 374 Educationally Backward Districts (EBDs), including 64 Minority Concentration Districts. Establishment of 29 Model Degree Colleges in the MCDs has been approved. The scheme of establishment of the Model Degree Colleges in the MCDs continues under the Rashtriya Uchchtar Shiksha Abhiyan (RUSA).

4. **Polytechnics:** Under the Sub-Mission on Polytechnics, financial assistance is provided to the States/UTs up to Rs.12.30 crore per polytechnic to establish new polytechnic in unserved/underserved districts. 55 Polytechnics out of 57 have been established in eligible Minority Concentration Districts. The two uncovered MCDs are located in Delhi and A&N Islands.

5. **Women Hostels:** With a view to provide hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential available for the development of the society at large, as also to bring about gender equity and equal representation of women, the University Grants Commission (U.G.C.) is implementing the Scheme of construction of Women Hostels.

   Out of a total of 322 Hostels sanctioned with an amount of Rs.152.16 Crore at National Level, 61 (18.94%) have been sanctioned in Minority Concentration Districts with an amount of Rs. 28.10 Crore (18.46%) under the Prime Minister's New 15 Point Programme and the recommendations of the Sachar Committee.

6. **Equal Opportunity Cells:** Since higher education is a tool for social and economic equality, UGC has been addressing national concerns of access, equity, equality, by implementing policies of Government of India and promoting several schemes and programmes for the disadvantaged groups and the elimination of social disparities. To

make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has initiated a scheme viz. Establishment of Equal Opportunity Cell in Colleges and Universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters.

Eligibility

Financial assistance under the scheme is available to such universities and colleges which come within the purview of section 2(f) and fit to receive central assistance under Section 12(B) of the UGC Act, 1956.

Ceiling of the grant for University

Rs.2.00 lakh per plan

Ceiling of the grant for College

Post Graduate	Rs.75,000/- per annum
Under Graduate	Rs.55,000/- per annum
Tenure	5 years

Grant released by UGC during 2015-16

Universities	**Amount**
22	Rs.44,00,000/-
Colleges	
70	Rs.43,90,000/-

7. **Greater Resources for Teaching Urdu:** Academies for Professional Development of Urdu Medium Teachers were started during XI Plan. These Academies have been set up in three Central Universities viz; Aligarh Muslim University (AMU), Aligarh, Jamia Milia Islamia(JMI), New Delhi and Maulana Azad National Urdu University(MANUU), Hyderabad.

AMU has an Urdu Academy established by the University Grants Commission at AMU Campus. Recently, AMU has appointed eminent faculties to improve its functioning and teaching. Academy inspires to impart Urdu School Teachers for the professional development of Urdu language. The thrust areas of the Academy assigned by the UGC are to impart training to the teachers of Uttar Pradesh, Uttrakhand, Bihar, West Bengal and Odisha. The following programmes are proposed for promotion of Urdu Language and to achieve the target of the Academy.

- Urdu Refresher Course for in-service Urdu teachers working at different schools of Aligarh District.
- Urdu Certificate Course for Media Persons of Aligarh
- Short term Urdu Certificate Course for Foreign Students of the University
- Conduct two week Urdu Orientation programme for the University maintained ten Senior and Secondary School teachers.
- Participation in Conference/ Seminar/ Workshops : 04
- Journals published:02

The AMU also has Residential Coaching Academy which was established after merging it with the erstwhile Coaching & Guidance Centre through a notification of Registrar, AMU in 2010, in accordance with the sanction of a scheme of the University Grants Commission titled “Establishment of

Residential Coaching Academy for Minorities, SC, ST and Women" which conducted the following programmes:

I. For Minorities, SC, ST and Women:

- Civil Services Coaching Programme for 109 Students;
- Judicial Services Coaching Programme for 96 Students;

  (Selection is based on All India Test held on September 4, 2016)
- Accommodation: 66 Boys in Sherwani Hall and 14 Girls in RCA Girls Hostel.
- Super-50 Coaching Programme for Civil Services for 80 students and 94 students of previous years. (Selection is based on entrance test, Group Discussion and Interview) (It is a new programme for graduation 1st and 2nd year students under Catch Them Young Programme).
- Staff Selection Commission-CGL/Bank Probationary Officers Coaching Programme for graduation final year/passed-out students-71 students.

II. For AMU Students only:

- GATE coaching for Engineering for 167 students;
- Online classes from the Engineers Zone, New Delhi started w.e.f. February, 2016; (Based on MoU signed between AMU and Engineers Zone).
- UGC-NET (Paper-I) classes for Arts & Humanities for 110 students from various Departments.
- CSIR-NET subject classes on Mathematical Sciences for 25 students, Earth Science for 18 students and on Life Science for 28 students.

The Academy at JMI has conducted 01 Convention, 01 National Seminar, 36 Orientation Programmes, 27 workshops and 01 Motivation Programme benefitting 2224 participants so far. MANUU has conducted UGC-NET Coaching for minorities by which minority community candidates were prepared for appearing in the National Eligibility Test. 22 batches were given coaching benefitting 1143 students. 37 students qualified in NET/JRF examination. 1533 students received coaching in the Remedial Coaching Centre. The Centre for Coaching Minorities for Entry into Services (CCMES) conducted Coaching Programme for Group-I Examination benefitting 52 candidates. The Centre for Professional Development of Urdu Medium Teachers (CPDUMT) has conducted 55 training programmes with the participation of 2855 Teachers since its inception. Under Civil Services Coaching programme (CSE-Residential Coaching Academy) 624 students were benefitted in 17 batches.

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

Establishment of Computer Application and Multilingual DTP Centres: During the year 2016-17 (upto

30.11.2016), NCPUL is running 455 centres in registered NGOs in for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology in which 23244 students including 8589 girls got admission so as to give technical education to Urdu speaking boys and girls for making them an employable technological workforce.

Calligraphy and Graphic Design Centres: So as to preserve and promote traditional Calligraphy, 60 Calligraphy and Graphic Design Centres teach about 2950 students including 1720 girls registered in this course.

Grant-in-Aid (Urdu): Financial assistance to support selected Urdu promotion activities which includes approval of 236 NGOs/institutions/agencies for holding seminars, 40 lecture series, 169 manuscripts and 77 projects of writers and 256 Urdu books/journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion: NCPUL provided financial assistance to 204 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 1050 newspapers also provided advertisement on DAVP rate.

Publishing Activities: NCPUL is the principal Urdu publication house under the Govt. of India. Publication work done in the year consisted 13 new titles, 17 reprints, 28 course books, 08 issues of monthly magazine Urdu Duniya, 08 issues of monthly magazine Bachchon Ki Duniya and 03 issues of quarterly journal Fikr-o-Tehqeeq published.

Book Promotion: Promoting Urdu Books through sale and exhibition is done by holding annual Urdu Book Fairs. The book fair for the year 2016-17 organized at Mumbai during 17th-25th December, 2016. NCPUL participated in 05 Book Fairs organized by other agencies and conducted 03 trips of exhibition on wheel covering Uttar Pradesh, Maharashtra and Bihar.

Academic Project/Collaboration: NCPUL continued various academic projects of production consisting of 03 terminology under process, 03 dictionaries under process, 09 volumes of encyclopaedias uploaded, 13 projects published, 05 monograph published 13 under process. 23 meetings/workshops held, projects under Literature, Linguistics and Socio Linguistics, History of Urdu Literature and Encyclopaedia, Unani Medicine, Legal Studies, Social Science, Life Science, Persian, Arabic, Islamic Studies and Creative Writing panels are under progress.

National/International Seminars/ Conferences/ Workshops/ Cultural events:

- International Research Scholar Seminar at Ghalib Institute from 29th October, to 1st November, 2016.
- World Urdu conference scheduled to be held at Delhi from 17 to 19th March, 2017.

Workshop on Building capacity of Urdu Working Journalists: To build capacity among the Urdu Journalists and to improve standard with creative and script writing in Urdu newspaper and other matters related to

further strengthening of Urdu Press. 01 workshop held at Hyderabad from 1st -7th December, 2016

Production & Telecast of Urdu Duniya on TV: To boost and popularize Urdu language awareness among Urdu population about activities undertaken for the promotion of Urdu language, literature and culture at National level, NCPUL engaged ETV (Urdu) for production & telecast weekly episodes of half an hour. 32 episodes produced and telecast by ETV.

Distance Education (Urdu): NCPUL runs Urdu correspondence course through accredited centres and direct learners. There are 1235 centres [780 Urdu Diploma and 455 CABA-MDTP] which include Computer Centres (Urdu Diploma is compulsory for learners pursuing computer Course). About 1326 part-time Urdu teachers got employment and 77005 (53761 Urdu Diploma + 23244 CABA-MDTP) students including 34532 (25943 Urdu Diploma + 8589 CABA-MDTP) girls admitted. 22058 learners consisting 19902 Indian and 2156 foreigners registered themselves for the Urdu Online Learning Course.

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. 645 study centres of Arabic to teach 41190 learners including 18033 girls admitted in both the courses. 11 centres for One Year Certificate course in Persian are also running in which 604 students are registered.

Grant-in-Aid(Arabic/Persian): Financial assistance to 12 NGOs/institutions/agencies to support selected Arabic/Persian promotion activities for 04 manuscripts, 11 lecture series, 08 projects of writers for providing printing assistance and 14 Arabic/Persian books of banafide writers approved.

Vocational Course: Six month Certificate course in Paper Machie started at 03 centres in collaboration with University of Kashmir in J&K State which has 120 trainees.

B. Department of School Education & Literacy:

1. **Sarva Shiksha Abhiyan:** Sarva Shiksha Abhiyan (SSA) addresses issues of access, equity and quality and makes schools open and inclusive in the secular space of our polity. The coverage of the Scheme has been concurrently extended to recognize volunteering Madarsas/Maktabs supported under SSA as well as such other volunteering Madrasas/Maktabs which may not be registered or recognized but supported under SSA interventions in coordination with State Project Directorates.

   Schemes amenable to earmarking of financial and physical targets for minorities have been implemented to ensure benefit to minority communities under Sarva Shiksha Abhiyan (SSA) and Kasturba Gandhi Balika Vidyalaya (KGBV) where share of minorities is above 20%. In order to enhance participation of muslim minorities in the national education system, various initiatives have been undertaken – the SSA has identified 88 Muslim concentrated districts in the country

wherein Rs. 1271139.81 lakhs (19%) of the total allocations under SSA for 2016-17 is approved for these 88 Special Focus Districts. Under the SSA programme upto 2015-16, 204732 Primary Schools and 159392 Upper Primary Schools have been sanctioned towards meeting the Right to Education Act target of a Primary School within 1 km and Upper Primary School within 3 kms.

2. **Scheme for Providing Quality Education in Madarsas (SPQEM):** SPQEM seeks to bring about qualitative improvement in Madarsas to enable Muslim children attain standards of the national education system in formal education subjects. 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 Madarsas.

   iv. Provision of Science/mathematics kits in primary/upper primary level Madarsas.

   v. Strengthening of libraries/book banks and providing teaching learning materials at all levels of Madarsas.

   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 quality standards akin to the national education system. Registration and examination fees to the NIOS will be covered under this scheme as also the teaching and 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. Government of India will itself run periodic evaluations, the first within two years.

   Under this Scheme, provision of Rs.900 crores has been made for this scheme in the XII Plan. During the year 2015-16, Budget Provision of Rs.375.50 crore was made for the scheme for providing education to madarsas and minorities (SPEMM), which includes SPQEM & IDMI. An amount of Rs. 294.51 crore was released benefiting 20727 Madarsas and 50957 Teachers during 2015-16 under SQEM Scheme. During 2016-17, Budget provision of Rs. 120 crore has been made for the Scheme for Providing Education to Madarsas and Minorities (SPEMM). Out of this, an amount of Rs.83.30 crore has been sanctioned benefiting 6256 Madarsas and 15547 Teachers under SPQEM Scheme.

3. **Scheme of Infrastructure Development in Minority Institutions (IDMI):** IDMI has the objective of augmenting infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education of the minority children. The salient features of IDMI scheme are:-

   i. The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions (Elementary/ Secondary/Senior Secondary Schools).

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

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

   iv. The scheme funds infrastructure development of private aided/ unaided/ elementary/ secondary/senior secondary schools to the extent of 75% and subject to a maximum of Rs.50.00 lakh per institution for strengthening of educational infrastructure and physical facilities in the existing schools 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.

   An amount of Rs.130.85 lakh was released benefitting 13 Institutions during 2015-16. During 2016-17, Budget provision of Rs.120 crore has been made for the Scheme for Providing education to Madarsas and Minorities (SPEMM). An amount of Rs.158.86 lakh has been released for 35 Institutes as on 31.12.2016 under IDMI Scheme.

4. **Kasturba Gandhi Balika Vidyalayas (KGBVs):** Kasturba Gandhi Balika Vidyalayas, are the residential schools for girls at upper primary level, a minimum of 75% seats are for minority, SC, ST and OBC girls.

   All the 544 KGBVs sanctioned in Educationally Backward Blocks (EBBs), having more than 20% Muslim population (out of 3609 sanctioned in the EBBs in the country), are now operational enrolling 25.03% Muslim girls in them (KGBV).

   Provision has been made to provide for a separate section for Urdu medium instruction in KGBVs located in minority blocks.

5. **Jawahar Navodaya Vidyalaya Scheme (JNV):** Jawahar Navodaya Vidyalaya Scheme has the objective of providing good quality modern education to the talented children predominately from the rural areas, irrespective of their family's socio-economic condition. With sanctioning of 62 new JNVs during the year 2016, out of 644 districts in the country (as on 31.5.2014), except Tamil Nadu State which has not accepted Navodaya Vidyalaya Scheme as yet, a total of 638 districts have already been covered under Navodaya Vidyalalya Scheme (06 districts with only urban population not covered).

Apart from the same, the Govt. of India during 2008-09 has also sanctioned 20 additional JNVs in the districts having large concentration of SC/ST population, and two more JNVs in the State of Manipur. Urdu is the medium of instruction for class VI to VIII in 12 JNVs. Besides, Urdu is being taught as third language in 35 schools.

6. **Girls Hostels:** The Girls Hostels Component of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) envisages construction of a hostel with the capacity of 100 girls in each of 3451 Educationally Backward Blocks (EBBs) of 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 capacity and other connected social factors. An amount of Rs.1950.65 crore (as on 21.2.2017) has been released against the approval of 2483 Girls Hostels including 259 Girls Hostels approved in 2016-17. A total of 365 Girls Hostels fall in Minority Concentration Districts out of which 88 have become functional in Minority Concentrated Districts.

7. **Appointment of Language Teachers:** The scheme of financial assistance for appointment of languages teachers has three components:-

   A. Appointment of Hindi Teachers in the non-Hindi speaking States. This programme has been continuing since the second Five Year Plan.

   B. Appointment of Urdu Teachers in the schools of those districts that have a significant minority population. This scheme has been in place since 1999, and

   C. Providing the Modern Indian Language teachers to teach a third language in those schools of the Hindi speaking States/UTs that demand them. The Scheme was introduced in 1993-94.

During the year 2016-2017 under the above Scheme for appointment of Urdu Teachers and Hindi Teachers in non-Hindi speaking areas, financial assistance on 100% basis has been granted to the following States / Union Territories:-

S. No.	State	Number of Teachers appointed	Financial Release 2016-17 (In Rupees)
1.	Nagaland	1379/Hindi	11,40,16,439
2.	Mizoram	1305/Hindi	12,58,82,568
3.	Punjab	41/Urdu	00,98,00,000
4.	Odisha	19/Urdu	-
			Total 24,96,99,007

8. **Teacher Education:** The Centrally Sponsored Scheme of Teacher Education has a provision for establishment of Block Institutes of Teacher Education (BITEs) in 196 SC/ST/Minority Concentration Districts. During 2012-13 to 2016-17 of the 12th Plan Period, out of 96 BITEs approved 30 BITEs have been sanctioned in Minority Concentration Districts.

9. **Initiatives taken by National Institute of Opening Schooling (NIOS) for Minorities:** National Institute of Open Schooling (NIOS) is an institution with a difference, with international recognition and presence, provides access to sustainable and learner centric quality school education through Open and Distance Learning (ODL) mode. NIOS is also endeavouring for promotion of Quality School Education amongst Minority Communities. The NIOS has established a Minority Cell during the year 2006 to pay special attention to educational needs of Minority communities.

10. **Special Relaxations for Minority Community by NIOS:** With a view to provide quality modern education to the Muslim Minority, several exemptions have been granted by NIOS for the purpose of accreditation to the Madarsas to function as Study Centres of NIOS. The Madrasas have been exempted from paying accreditation fee of Rs. 20,000/- and are having relaxed norms for accreditation.

In order to operationalize the Scheme for Providing Quality Education in Madrasas (SPQEM), full exemption of fees is granted to Muslim learners enrolled through Madrasas to the NIOS courses. Under the SPQEM scheme, Madrassas/Maktabs/Darul-uloom can opt to be the accredited Study Centre with the NIOS for offering Secondary/Senior Secondary level programmes. Madrasas which have been in existence for a minimum period of three (03) years and affiliated with Central or State Education Acts or Madrasa Board would be eligible to apply for assistance under this programme. NIOS courses have been made available in Urdu medium both at Secondary and Sr. Secondary level for the benefit of such of the Minority learners who are having Urdu background. Arabic and Persian subjects has been introduced at Senior Secondary School Curriculum from the next academic session in addition to the existing eight subjects in the language category.

There are at present 48 Madrasas functioning as Study Center of NIOS under SPQEM and more than 5000 learners have been enrolled and about 2500 have already been certified under the scheme in the states of Uttar Pradesh and Madhya Pradesh. Advocacy programmes are being organized to offer the course under SPQEM in other States as well. Equivalency to the courses of five Madarasa Boards has been granted which will now be treated as equivalent to Secondary and Senior Secondary Certificate of NIOS.

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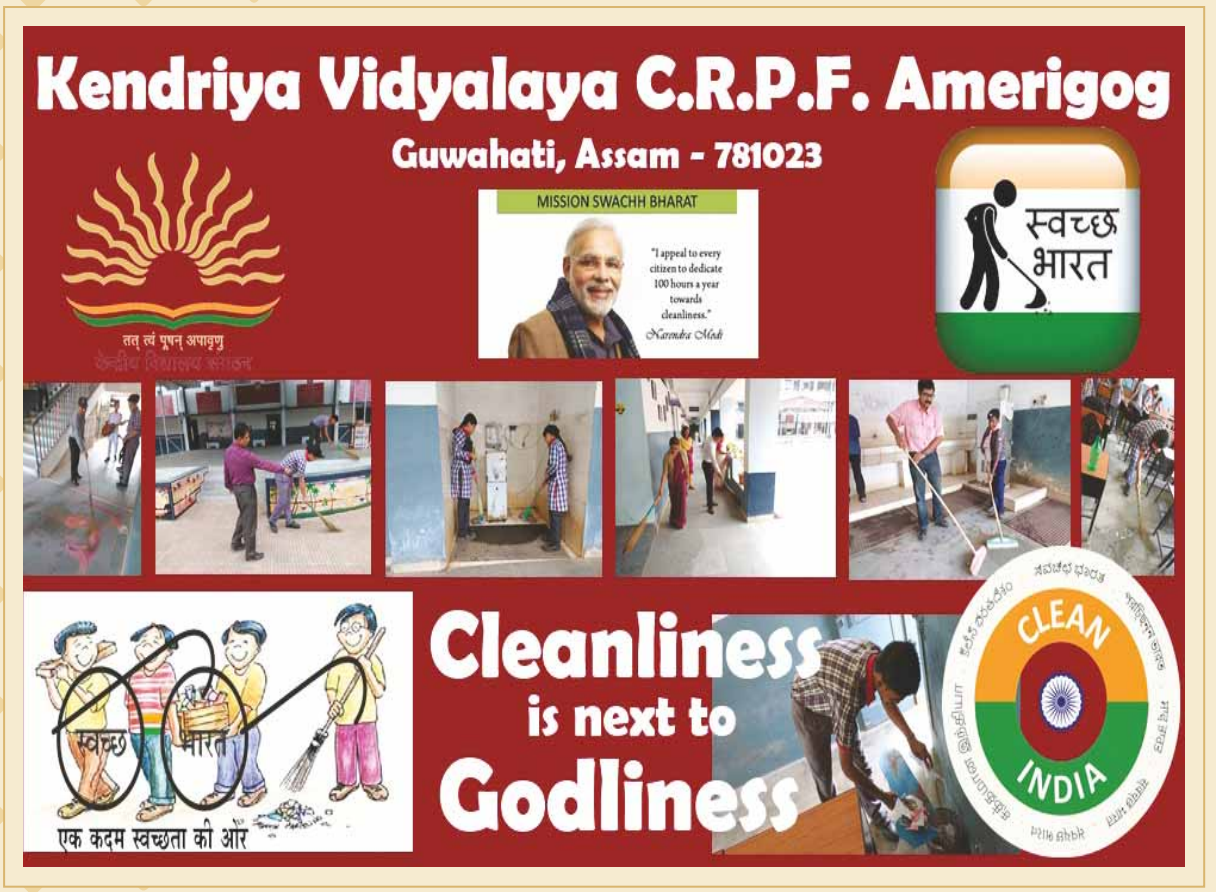
CHAPTER 13



NORTH EAST AND HILL STATES

CHAPTER 13

North East and Hill States

INTRODUCTION – SPECIAL CATEGORY STATES

At present there are 11 States that enjoy Special Category Status : Arunachal Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Uttarakhand. These states have some distinct characteristics. They have international boundaries, hilly terrains and have distinctly different socio-economic developmental parameters. These States have also geographical disadvantages in their effort for infrastructural development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. The States in the North-East are also late starters in development. In view of the above problems, central government sanctions 90 percent in the form of grants in plan assistance to the States in special category.

Education in Special Category States at a glance

	State	No. of Institutions		Enrolment		Gross Enrolment Ratio		Gender Parity Index		
s. N.		School Education I-XII 2015-16 (Provisional)	Higher Education 2015-16	School Education I-XII 2015-16 (Provisional)	Higher Education 2015-16	School Education I-XII 2015-16 (Provisional)	Higher Education 2015-16	School Education I-XII 2015-16 (Provisional)	Higher Education 2015-16	Exp. on Education as % of GSDP (2013-14)
1	Arunachal Pradesh	4047	49	411280	46452	95.2	28.7	0.95	0.99	4.83
2	Assam	71042	646	6826486	570955	63.7	15.4	1.18	0.90	5.98
3	Manipur	4993	107	648463	99340	94.5	34.2	1.03	0.94	7.42
4	Meghalaya	14514	95	934691	71567	90.0	20.8	1.08	1.04	4.17
5	Mizoram	3825	47	278837	31463	95.7	24.1	0.96	0.91	7.50
6	Nagaland	2826	80	339658	36892	66.0	14.9	1.01	1.10	8.52
7	Sikkim	1279	28	149586	29550	94.8	37.6	1.08	1.05	3.43
8	Tripura	4844	66	767456	74035	94.2	16.9	1.00	0.70	7.04
9	Jammu & Kashmir	29092	413	2441743	332556	75.3	24.8	1.00	1.12	4.18
10	Himachal Pradesh	18039	466	1433260	241705	100.4	32.5	1.00	1.20	4.28
11	Uttarakhand	24026	601	2409967	405386	83.9	33.3	1.01	0.98	3.41

SCHOOL EDUCATION

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) : RMSA is a major scheme launched in March, 2009 with the vision of making secondary education of good quality available, accessible and affordable to all young persons in the age group 15-16 years. The Centrally Sponsored Schemes viz ICT at schools, Girls' Hostel, Inclusive Education for Disabled at Secondary Stage and Vocational Education were subsumed from 2013-14 under the RMSA. The RMSA is being implemented in North-Eastern Region on the basis of 90:10 sharing pattern.

Progress of various schemes run by Department of School Education & Literacy for Special Category States

State	No. of Girls hostels sanctioned during 2016-17	No. of schools approved under Vocational Education* 2016-17	No. of functional Kendriya Vidyalayas*	No. of functional Jawahar Navodaya Vidyalayas*	No. of Kasturba Gandhi Balika Vidyalayas sanctioned * (nt updated)	No. of Jan Shikshan Santhans functioning (nt updated)
Arunachal Pradesh	10	78	15	18	48	1
Assam	-	--	55	28	57	5
Manipur	-	3	8	11	11	3
Meghalaya	-	--	7	12	10	--
Mizoram	-	1	4	8	1	
Nagaland	-	--	5	11	11	1
Sikkim	-	8	2	4	1	--
Tripura	1	--	9	8	9	1
Himachal Pradesh	-	100	25	12	10	1
Jammu & Kashmir	68	220	38	23	99	2
Uttarakhand	-	120	43	13	28	6

** during 2016-17*

Kendriya Vidyalays:

There are 105 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 75187 (Boys 40461 and Girls 34726). Among 105 KVs in NE Region, 59 are in Civil, 22 are in Defence, 17 are in Project Sector and 07 are in Institutes of Higher Learning.

The pass percentage in class X & XII in the regions during 2015-16 is given as under:-

	Class X	Class XII
Guwahati Regional Office (covering Assam, Meghalaya, Arunachal Pradesh, Sikkim and West Bengal)	99.22	95.16
Silchar Regional Office (covering remaining part of Assam, Mizoram, Manipur, and Tripura)	98.34	94.90
Kolkata Regional Office (covering Andaman & Nicobar Island S chools and West Bengal).	95.74	94.19
Tinsukia Regional Office (covering Arunachal Pradesh, Nagaland, remaining part of Assam)	98.93	90.20

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

Year	Plan	Non-Plan
2011-2012	Rs. 3500 lakh	Rs. 10368.91 lakh
2012-2013	Rs. 3500 lakh	Rs. 11323.57 lakh
2013-2014	Rs. 3500 lakh	Rs. 12017.78 lakh
2014-2015	Rs. 4703 lakh	Rs. 12659 lakh
2015-2016	Rs. 8750 lakh	Rs. 13013.82 lakh

Jawahar Navodaya Vidyalayas:

Navodaya Vidyalaya scheme envisage for opening of one JNV in each district of the country, to provide good quality education to the talented children predominantly from the rural areas. The same scheme is applicable to North – East and Hill States also.

Central Sector Scheme of Interest Subsidy on Education Loan Subsidy released in North East States

Central Scheme to provide Interest Subsidy on Education Loan is intended to cover all those students belonging to Economically Weaker Section (EWS), with an annual parental income up to Rs.4.5 lakh. The Scheme provides for full interest subsidy during the period of moratorium (i.e. duration of recognized professional course plus 1 year) 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. The scheme was launched from the academic year 2009-10 onwards.

The number of beneficiaries & Interest Subsidy amount released to North East States are as follows:-

Name of State	Year	No. of A/Cs	Net Subsidy Claim (Rs. in Crore)
Arunachal Pradesh	2009-10	126	0.08
	2010-11	211	0.29
	2011-12	112	0.39
	2012-13	125	1.61
	2013-14	206	0.22
	2014-15	88	0.47
	2015-16	40	0.10
Total		908	3.16
Assam	2009-10	1977	1.55
	2010-11	2072	5.27
	2011-12	1276	7.13
	2012-13	1432	11.70
	2013-14	1835	10.37
	2014-15	1564	13.28
	2015-16	645	1.55
Total		10801	50.85
Manipur	2009-10	733	0.17
	2010-11	309	0.72
	2011-12	147	0.76
	2012-13	150	1.13
	2013-14	146	1.06
	2014-15	67	0.67
	2015-16	70	0.21
Total		1622	4.72

Name of State	Year	No. of A/Cs	Net Subsidy Claim (Rs. in Crore)
Meghalaya	2009-10	271	0.23
	2010-11	768	0.58
	2011-12	373	1.09
	2012-13	452	6.59
	2013-14	900	2.26
	2014-15	425	2.72
	2015-16	910	1.89
Total		4099	15.36
Mizoram	2009-10	121	0.12
	2010-11	450	0.28
	2011-12	44	0.09
	2012-13	197	3.21
	2013-14	362	1.18
	2014-15	208	1.45
	2015-16	233	0.46
Total		1615	6.79
Nagaland	2009-10	25	0.03
	2010-11	70	0.10
	2011-12	33	0.13
	2012-13	38	0.35
	2013-14	71	0.21
	2014-15	37	0.27
	2015-16	68	0.20
Total		342	1.29
Sikkim	2009-10	38	0.03
	2010-11	35	0.05
	2011-12	16	0.12
	2012-13	11	0.07

Name of State	Year	No. of A/Cs	Net Subsidy Claim (Rs. in Crore)
	2013-14	11	0.06
	2014-15	22	0.15
	2015-16	23	0.05
Total		156	0.53
Tripura	2009-10	325	0.22
	2010-11	428	0.79
	2011-12	364	1.50
	2012-13	395	2.20
	2013-14	638	3.15
	2014-15	430	3.32
	2015-16	395	1.10
Total		2975	12.28

HIGHER EDUCATION

Improvement of higher education prospect in the special category states has been one of the key concerns of the Government of India for some time. It is candidly believed that overall development of the north east has strong relation with expansion of educational network. The Hon'ble Minister of HRD has also in the meeting of National Monitoring Committee for Educational Development of SCs, STs, & PwDs, held on 21st December, 2014 highlighted the need for drawing the road-map to realize the long-awaited aspiration of the people of north-east to be active partners in mainstream national programmes of development.

Centrally Funded Higher Educational Institutions in Special Category States

State	Central Universities	IIM	IIT	NIT	Model Degree Colleges approved	No. of Polytechnics
Arunachal Pradesh	01			01*	06	14
Assam	02		01	01	12	21
Manipur	02			01*		8
Meghalaya	01	01		01*	05^	4
Mizoram	01			01*	07^	6
Nagaland	01			01*	01	8

State	Central Universities	IIM	IIT	NIT	Model Degree Colleges approved	No. of Polytechnics
Sikkim	01			01*	04^	2
Tripura	01			01	04	3
Himachal Pradesh	01			01	02	5
Jammu & Kashmir	02			01	08	18
Uttarakhand	01					1

**New NITs* *^proposed*

Rashtriya Uchchatar Shiksha Abhiyan (RUSA):

It aims to incentivize States to step up plan investments in higher education. The components of scheme include setting up of cluster universities, improving research and innovation, upgradation of degree colleges etc. Centre-State funding would be in the ratio of 90:10 for North-Eastern States, Sikkim, J & K, Himachal Pradesh and Uttarakhand, 60:40 for other States and 100 % for Union Territories. Support would be extended to only government and government aided institutions. The erstwhile scheme of setting up Model Degree Colleges in 374 Educationally Backward Districts have been subsumed under RUSA along with the submission on polytechnics. Further, Model Degree Colleges have been approved in the following Special Category States.

States	Model Degree College
Nagaland	1
Tripura	4
Himachal Pradesh	2
Uttarakhand	1

Indira Gandhi National Open University (IGNOU)

Nine Regional Centres in Agartala, Aizwal, Gangtok, Guwahati, Imphal, Itanagar, Jorhat, Kohima and Shillong are situated in the NER. IGNOU Regional Centre Jammu and IGNOU Regional Centre Srinagar were established with a view to provide the higher education to the masses of Jammu & Kashmir state. Regional Centres of IGNOU at Shimla, and Dehradun are catering to the needs of higher education in the state of Himachal Pradesh & Uttarakhand respectively.

ISHAN UDAY - Special Scholarship Scheme for North Eastern Region

With regard to promotion of Higher Education in North Eastern Region (NER), UGC had launched "Ishan Uday" Special Scholarship Scheme for North Eastern Region from academic session 2014-15. The rate of scholarship is Rs.5,400/- p.m. for General Degree Courses and Rs.7,800/- p.m. for Technical and Professional Degree courses. 10,000 candidates are selected under the scheme for North Eastern Region. The process of payment is made directly by Canara Bank as per an agreement (MoU) made between UGC & Canara Bank. An expenditure of Rs.74.74 Crore

was incurred during 2015-16 to 9,027 Scholarship holders..

Ishan Vikas: Ishan Vikas seeks to bring selected school children and students from Engineering College from the North – Eastern States into close contact with IITS, NITs and IISERs during their vacation. For school children, a visit is envisaged for a period of ten days to one of these institutions. For Engineering College Students, an Internship programme in various IITs, NITs and IISERs is undertaken. The programme is being coordinated by IIT Guwahati.

Scheme of Reservation of seats at Degree/Diploma level technical courses for States/UTs lacking in such facilities :- The Ministry of Human Resource Development has a scheme of reservation of seats in Engineering/ Technology/Architecture/Pharmacy courses conducted at Degree and Diploma level technical institutions approved by the AICTE, for States and Union Territories (UTs) which do not have Engineering Colleges/Polytechnics or lack facilities for education in specific field of Technical Education and for certain categories including foreign students. The numbers of seats earmarked for NER States during academic session 2015-16 under this scheme are as indicated:

S. No.	Name of State	Diploma Course	Degree Course
1	Tripura	25	50
2	Mizoram	18	121
3	Manipur	35	113
4	Nagaland	50	150
5	Arunachal Pradesh	162	150
6	Assam	30	19
7	Meghalaya	27	100
8	Sikkim	30	40

No. of HEIs allotted Skill Development Programme by UGC in Special Category States

S. No.	Name of State	Community Colleges	B.Voc	DDU Kaushal Kendras
1	Arunachal Pradesh	2	-	-
2	Assam	31	13	2
3	Manipur	6	9	2

S. No.	Name of State	Community Colleges	B.Voc	DDU Kaushal Kendras
4	Meghalaya	5	-	-
5	Mizoram	1	1	-
6	Nagaland	-	2	1
7	Sikkim	-	-	-
8	Tripura	-	1	-
9	Jammu & Kashmir	3	2	1
10	Himachal Pradesh	2	-	1
11	Uttarakhand	2	1	1

Allocation for Construction of Women's Hostel to Special Category States during XII Plan (2012-2017)

(a) Universities

S. No.	Name of the University	Allocation (2012-2017) (Rs. in lakh)	Grant released (2015-2016) (Rs. in lakh)
Assam			
1.	Dibrugarh University, Dibrugarh – 786004 Assam	200.00	80.00
2.	Guwahati University, Gopinath Bardoloi Nagar, Guwahati – 781014 , Assam	240.00	96
Jammu & Kashmir			
3	Baba Ghulam Shah Badshah University, Rajouri – 185131 Jammu & Kashmir	200.00	80.00
Uttarakhand			
4.	Doon University Mothrowala Road, Dehradun-248001	240.00	96.00

(b) Colleges

Sl. No.	State	No. of hostels sanctioned	Grants Allocated	Grant Released
1.	Arunachal Pradesh	5	340	261
2.	Assam	156	8153.65	5099.73
3.	Manipur	49	2226.77	2024.94
4.	Meghalaya	6	280	505.19
5.	Mizoram	3	95	355.4
6.	Nagaland	19	930	1265.75
7.	Sikkim	-	-	-
8.	Tripura	1	80	91

Language Development:- Special initiatives have been taken under various schemes for development of regional languages and Hindi both by the Ministry and through its language institutions for Special Category States.

(i) **Central Hindi Directorate** has been working for the promotion, propagation, and development of Hindi through its various schemes. For North Eastern Region Hindi Bodo-English, Hindi-Bodo Vartalap Pustika, Hindi-Assmeese English dictionaries have been published. In Bhartiya Bhasha Kosh and Tatsam Shabd Kosh languages of North Eastern states and Kashmiri have also been included.

(ii) **Kendriya Hindi Sansthan (KHS) :** There are 3 centres of the Kendriya Hindi Sansthan located in NER, namely, the Guwahati Centre, Shillong Centre and the Dimapur Centre engaged in organising orientation courses for Hindi teachers, serving to the needs of the State Governments of Assam, Arunachal Pradesh, Sikkim, Tripura , Mizoram, Nagaland and Manipur.

(iii) **The Central Institute of Indian Languages (CIIL),** Mysore has been working on various tribal languages of the North Eastern Region. The Institute is committed to the empowerment of tribal groups. It also works for promoting education in 'mother tongue' and to preserve local languages and culture. The Institute is also conducting various programmes for Dogri languages.

(iv) **National Council for promotion of Urdu Language (NCPUL)** has established a number of Computer Application and Multilingual DTP Centres through registered NGOs in the North Eastern Region. To popularize the Urdu Language in non- Urdu areas of the country, a notional programme of Urdu learning through Distance Mode, NCPUL has a number of Accredited Urdu Study Centres in North Eastern Region.

NCPUL has been providing financial assistance to NGOs working for promotion of Urdu language in Jammu & Kashmir State also under various schemes.

(v) **Commission for Scientific and Technical Terminology (CSTT) :** In NER, preparation of Glossaries in different subjects are being prepared in Assamese, Manipuri and Bodo language. 13 glossaries of different subjects have been published and some are in progress.

In the state of Jammu & Kashmir, under the scheme of preparation of trilingual glossaries (English- Hindi-Regional language), the CSTT has started some projects viz. preparation of Glossary of Botany and Agriculture in Dogri and Library & Information science in Kashmiri language. As per the scheme of CSTT, the Glossaries are to be prepared almost in all subjects.

National Book Trust (NBT):- The Trust stepped-up its book promotional activities in the Northeast through a number of Book Fairs, literary activities and special sales drive. Besides, the Trust also opened its Book Promotion Centre in Agartala and Guwahati. The Trust broadened its activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people in the valley during the year under review. As part of its efforts to promote books and reading particularly at schools in tribal and rural areas, the Trust has been organizing Shiksha Shivirs for children.

Establishment of Polytechnics:- Under the Sub-mission on Polytechnics under coordinated action for Skill Development, 300 polytechnics are to be set up with the financial assistance of the Central Government to the tune of Rs. 12.30 crore per polytechnic in 300 districts. Out of 300 districts, 64 districts have been identified in NE Region. Financial assistance has been provided to the State Governments in NE Region for setting up of new polytechnics in 64 districts, so far.

Community Development Through Polytechnics:- The scheme of "Community Development through Polytechnics" aims to provide short term non-formal skill development courses through AICTE approved polytechnics to generate self / wage employment. Under the scheme, 10 polytechnics of NE Region have been covered.

Strengthening of Existing Polytechnics:- The Sub-Mission on Polytechnics also includes component for Upgradation of Polytechnics with central funding upto Rs. 2.00 crore per polytechnic. Under this scheme, it is proposed to upgrade infrastructure facilities of existing diploma level public funded polytechnics. 20 polytechnics have availed partial financial assistance.

Construction of Women's Hostel in Polytechnics:- Under the scheme of construction of women's hostel in polytechnics it has been proposed to provide financial assistance subject to a maximum of Rs. 1.00 crore for each polytechnic for construction of Women's Hostel in 500 Polytechnics throughout the country. Under the construction of Women's Hostel scheme, 20 polytechnics in NE Region have been provided financial assistance to construct Women's Hostels.

Centrally Funded Higher Educational Institutions in Special Category States

The following districts in Special Category States have been selected for establishment of new polytechnics under the scheme:

States	No. of Polytechnics
Arunachal Pradesh	14
Assam	21
Manipur	8
Meghalaya	4
Mizoram	6
Nagaland	8
Sikkim	2
Tripura	3
Himachal Pradesh	5
Jammu & Kashmir	18
Uttarakhand	1

Jammu & Kashmir

Concession for the wards of Kashmiri Migrants: Certain concessions were allowed for the wards of Kashmiri migrants in the matter of their admission to the educational institutions in other parts of the country. As Kashmiri migrants continue to face hardships, the following concessions have also been provided to the Kashmir migrant students in the matter of their admission in educational institutions in other parts of the country.

(i) Relaxation in cut-off percentage upto 10% subject to minimum eligibility requirement.

(ii) Increase in intake capacity upto 5% course-wise.

(iii) Reservation of at least one seat in merit quota in technical/professional institutions.

(iv) Waiving off domicile requirements.

Supernumerary seats for students from Jammu & Kashmir in all HEIs

2 seats to be created under supernumerary quota in all recognized Higher Education Institutions for students from J & K.

Special Scholarship Scheme for Jammu & Kashmir

All India council for Technical Education, New Delhi is implementing the Prime Minister's Special Scholarship Scheme for Jammu & Kashmir since 2012-13. The scheme envisages providing 5000 scholarship to students of J&K for perusing Under Graduate Degree Programme outside the J&K State.

To explain the procedure for operating the Special Scholarship Scheme for the session 2016-17, workshops was conducted in Jammu & Kashmir to the Stakeholders and the officials administrating the scheme on behalf of the State Government.

AICTE invited online application from the eligible candidates from Jammu & Kashmir for admission in Under-Graduate Degree level programme in General and Engineering stream in the Institutions approved by UGC under Section 12B of UGC Act or by AICTE and located outside in state of J&K under Special Scholarship Scheme for J&K for the academic year 2016-17. Department of Higher Education, Government of J&K set up 38 facilitation centers to help the students to fill online application and verify their documents to check the Eligibility criteria under the scheme.

Online interactive counseling was done simultaneously for allotment of supernumerary seats to eligible students at Srinagar and Jammu. In the current Academic Year 2016-17, following additional initiatives have been made:-

1. Tuition fee to be disbursed to the institution and scholarship towards maintenance to be disbursed into the students' bank account.

2. Students, in the merit list were given option either to go to the institutions allotted through Centralized Counseling or take admission on their own in institutions which are either approved under 12 B of the UGC Act or approved by AICTE or by the respective regulatory body.

3. 10 supernumerary quota in various Engineering branches has been created per Institute and two to three supernumerary quota has been created for Nursing Colleges.

2178 students of Academic Year 2016-17 have uploaded their joining report and the slow progress in the students taking admission is due to the prevailing unrest in the State.

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CHAPTER 14

EDUCATIONAL DEVELOPMENT OF WOMEN

CHAPTER 14

Educational Development of Women

The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women....This will be an act of faith and social engineering.... The removal of women's illiteracy and obstacles inhibiting their services, setting time targets and effective monitoring..."

SCHOOL EDUCATION

Sarva Shiksha Abhiyan (SSA): 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. The targeted provision for girls under SSA include:-

- Free textbooks to all girls upto class VIII
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Recruitment of additional teachers including women teachers
- Early childhood care and Education centers in/near schools/convergence with ICDS programme etc.
- Teachers' sensitization programmes to promote equitable learning opportunities
- Gender-sensitive teaching-learning materials including textbooks
- Intensive community mobilisation efforts
- 'Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.

Kasturba Gandhi Balika Vidyalaya (KGBV) are residential upper primary schools for girls from SC,ST OBC and Muslim communities. KGBVs are set up in areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself.

Achievements under KGBV

Presently there are 3729 KGBVs sanctioned in the country out of which 3603 KGBVs are operational enrolling 3.67 lakh girls out of which 29.81% are from SC category, 24.87% are from ST category, 31.41% are from OBC category while 7.74% are muslims and 6.18% are from BPL Category. Out of 3723, 544 KGBVs have been sanctioned in Muslim concentration areas (special focus districts) having more than 20% muslim population.

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

Jawahar Navodaya Vidyalayas: For educational development of women through admission in JNVs, one third of the total seats are filled up by girls.

Some recent major initiatives of the Government of India for Girls Education:

(i) **"Beti Bachao, Beti Padhao":** Under this scheme, Rs. 5 crore will be made available for strengthening girls' education in 100 specified districts on the basis of Child Sex Ratio which works out to Rs. 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) Rs. 1 lakh award may be given to the School Management Committee (SMC) which enrolls 100% girls in the neighborhood of the primary school and also retains them in the first year.

(b) Another Rs. 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 neighborhood upper primary schools.

(c) Two awards each of Rs. 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 neighborhood 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/neighborhood higher secondary schools.

(ii) **Construction of separate girl's toilets in schools:** Under Sarva Shiksha Abhiyan (SSA), the requirement of infrastructural facilities in schools are worked out every year by the respective State/Union Territory on incremental basis depending on their need and priority and this is reflected in their Annual Work Plan and Budget (AWP&B) based on which Government of India releases funds to State Governments for the approved activities including construction of new toilets as per enrolment of children in schools. Since the inception of SSA in 2000-01 till 31.3.2017, 10.36 lakh toilets in elementary schools have been sanctioned to States and UTs, out of which 5.09 lakh separate girl's toilets have been sanctioned.

2. The Central Government has prioritized girl's education. The Government has decided on 15th August, 2014 to provide every school with toilets within one year, with a separate girls' toilet. The Ministry of Human Resource Development in association with the State Governments, UT Administrations, Public Sector Undertakings (PSUs) and Private Corporates launched the Swachh Vidyalaya initiative under the rubric of Swachh Bharat Mission, to provide separate toilets for girls and boys in all government schools. Under this initiative 4,17,796 toilets including 1.91 lakh girls toilets have been constructed/ reconstructed in 2,61,400 Government

elementary and secondary schools during 15th August, 2014 to 14th August, 2015, ensuring that every government schools now has gender segregated toilets. Further, all States and UTs have been advised to comply with the provision of the RTE Act, 2009 which inter alia states that every school building should have separate toilets for boys and girls.

3. The primary responsibility of maintenance of school toilets lies with the concerned State Government and UT Administration. The Ministry of Human Resource Development has advised all State Governments and UT Administrations to ensure proper maintenance of school toilets constructed under the Swachh Vidyalaya initiative to keep them functional and also to take steps to bring about behavioural changes among students and teachers through an intensive awareness campaign so that the schools toilets are properly used, and kept neat and clean. The Ministry of Human Resource Development has requested to the Public Sector Undertaking (PSUs) who participated in the Swachh Vidyalaya initiative to maintain the toilets constructed by them for at least five years.

(iii) **UDAAN - Giving wings to Girl Students:** UDAAN, a project launched by CBSE in November 2014 under the guidance of Ministry of Human Resource Development, Government of India aims to address the low enrolment of girl students in prestigious engineering institutions and the teaching gap between school education and engineering entrance examinations by addressing the three dimensions of education – curriculum design, transaction and assessment. The project supports 1000 selected meritorious girls from economically weaker section to prepare for the Engineering Examination while studying in class XI & XII. 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.

In the year 2016, 376 girls out of 429 (session 2015-16, class XII) appeared in JEE (Mains) and 143 qualified for JEE (Advanced). For the session 2015-16, 1013 girls were enrolled for class XI where 777 girls are continuing and promoted to class XII. For the session 2016-17, 1034 girls were selected from class XI.

The highlights and benefits of the program are immense; Udaan poses no financial burden on the students as the entire program is free of cost. Udaan has provided high quality study material prepared by renowned experts by means of tablets and books. Students are guided and assessed by qualified mentors during online weekend classes held at 60 centres across the country on Saturdays and Sundays. Students are also provided with 24*7 toll free helpline number to resolve their general, academic and technical queries. Another key highlight of the program is the extensive Face to Face Contact Programmes for Class-XII students to prepare for JEE Mains and Advanced. In the year 2016, two Face to Face contact programmes for preparation of JEE Mains and one for preparation of JEE Advanced were conducted successfully.

Single Girl Child Merit Scholarship Scheme

The Single Girl Child Merit Scholarship Schemes

for pursuing XI and XII in CBSE affiliated schools from schools affiliated to CBSE, entitles the single girl child an amount of ` 6000/- per annum.

Gender Sensitivity

To assist school management to mainstream gender issues at the school level, the CBSE 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.

The RTE Act clearly outlines the 50% stake of women's in constitutions of SMC (School Management Committees) 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.

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 Rs.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 2016-17, an amount of Rs. 44.65 crore has been sanctioned covering 147577 girl students.

Initiatives for Girls education under Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

The Rashtriya Madhyamik Shiksha Abihiyan (RMSA) scheme envisages enhancing the enrolment for classes IX-X by providing a secondary school within a reasonable distance of every habitation, improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removal of gender, social-economic and disability barriers, 90% of GER by 2017, and universal retention by 2020.

RMSA emphasises not only on access to quality secondary education for Special Focus Groups (SC, ST, Minority, Girls and CWSN), but also on removing social and gender disparity in secondary education. Besides Access and Quality, Equity is one of the three basic pillars of RMSA.

Several provisions have been made under RMSA for improving girls education and effectively addressing gender issues which include:

1. **Girls Hostel:** The main objective of the Girls Hostel scheme is to bring the girl child to school and to retain her in school. The scheme envisages setting up of hostels with lodging and boarding facilities in the Educationally Backward Blocks (EBBs) so that the girl students are not denied the opportunity to continue their study due to societal factors. The girl students in the age group 14-18 years studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families are the target group of the scheme. 2483 Girls Hostels have been approved till 2016-17 out of which 1149 hostels have been made functional with 104277 girls. Construction of 1115 Girls' Hostels have been completed and construction of 682 is in progress. Out of total 2483 girls hostels, 450 new girls hostels were approved in the year 2016-17.
2. **Gender Sensitization Module - part of In service Training:** A module on Gender Sensitisation is an integral part of in service training programmes for teachers under RMSA. This is aimed at not only creating awareness amongst teachers on gender issues at the secondary stage but also building the ability of teachers to effectively handle these issues and eliminate any gender bias existing in class room transaction.
3. **Construction of Toilets for Girls:** Provision of construction of separate toilet blocks for girls as part of new schools and strengthening existing secondary schools is an integral component of RMSA. Absence of adequate toilet facilities has been cited as one of the most significant reason for drop out of girls at the secondary stage. Gaps in availability of girls toilets were worked out under Swachh Vidyalaya programme and additional toilets were sanctioned to fill these gaps. Total 34542 girls toilets have been sanctioned and constructed under RMSA so far.
4. **Construction of Residential Quarters for Female Teachers:** construction of residential quarters for female teachers in remote areas is done in view of the difficulties faced by them and with a view to reduce teacher absenteeism. 2105 residential quarters have been sanctioned under strengthening of schools in RMSA till 2016-17. Out of these, 190 residential quarters were approved in the year 2016-17.

5. **Curriculum Reform:** In order to eliminate any hidden gender bias in the curriculum and courseware at the secondary stage all States and UTs have also been advised to make their curriculum at the Secondary stage compliant with National Curriculum Framework 2005.

6. **Conduct of self-defence training for the girls:** With a view to empower girls and build their life skills to handle situations of threat or assault, conduct of self- defence training courses for girls at the secondary stage has been funded under RMSA across the States and UTs. 57500 schools were approved for conduct of self defence training with an outlay of Rs. 4880.74 lakh in the year 2016-17.

7. **Special programmes for empowerment of girls:** Conduct of adolescent education programmes including awareness camps for girls on health and sanitation issues, life skill development programmes are being funded under RMSA on the basis of proposals received from the States. The adolescent programme for girls has been approved in 3729 schools.

8. **Stipend for Girls with Disabilities:** Under the Inclusive Education Component of RMSA stipend for girl students with disabilities @Rs 200 per month has been provisioned for as an incentive for completion of secondary education. Stipend for 94,940 girls has been sanctioned for the year 2016-17 at the cost of Rs. 18.86 crore.

9. **Vocationalization of Secondary Education:** The scheme provides for choice of courses by the girls in such a manner that gender stereotyping is avoided. Special guidance and counseling session is organized for girls as per need. The Principal of the school is expected to take necessary steps to remove gender bias, if any, in the minds of employers/ financiers against giving the girls employment or loans. 17 trades including IT&ITes, Automobile, Retail, Security, Beauty & Wellness, Health care Travel & Tourism and Physical Education and Sports have been approved for schools under the scheme. Course in Gems and Jewellery designing has also been approved for few schools keeping in view the interest of girl students. 7448 schools have been approved under this scheme till 2016-17 out of which 3798 were approved in 2016-17.

"Construction & Running of Girls' Hostel for the Students of Secondary & Higher Secondary School" – a component of Centrally Sponsored Scheme of RMSA.

The Centrally sponsored scheme of "Construction & Running of Girls' Hostel (GH) 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 was subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in May 2013. The main objective of the GH component of RMSA 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 social 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.

As per information provided by the States/UTs out of 2483 Girls Hostels(GH) approved so far construction of 1076 Hostels were completed and construction in 739 Hostels is in progress with construction still to commence in 668 Hostels and 988 Girls Hostel were made functional, as on 31/12/2016. The Ministry approved 259 new Girls Hostels in 2016-17 (58 in Andhra Pradesh, 10 in Arunachal Pradesh, 93 in Bihar, 31 in Jharkhand, 1 in Kerala, 43 in Odisha and 23 in Telangana).

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

Education Development of Women

A 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 promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. During 2016-17, an amount of Rs. 44.27 crore have been sanctioned covering 147577 girl students.

HIGHER EDUCATION

It has always been a constant endeavor of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been a phenomenal growth in enrolment of women students in higher education in the country. The share of girl's enrolment which was less than 10% of the total enrolment on the eve of independence has been increased to 46.23% in the academic year 2015-16. The GER for both Male and Female has an increasing trend. The Gender gap in GER has also decreased during the period 2010 to 2015.

a) Gross Enrolment Ratio (GER) The tables below indicate the time-series changes over the last 3 years in GER (General), GER (SC) and GER (ST) among both genders.

Gross Enrolment Ratio

Year	All Categories		
	Male GER	Female GER	Total GER
2012-13	22.7	20.1	21.5
2013-14	23.9	22.0	23.0
2014-15	25.3	23.2	24.3
2015-16	25.4	23.5	24.5

(Source: AISHE 2012-13 to 2015-16)

Gender Budgeting Cell: Gender Budgeting cell is constituted with the intention of implementation and committing to various Gender Responsive Budgeting (GRB) initiatives with the objective of influencing and effecting a change in Ministry's policies, programmes in a way that could tackle gender imbalances, promote gender equality and development and ensure that public resources through the Ministry budget./ The Gender Budget Cell in the Ministry has been re-constituted on 16th March, 2017 with EA (HE) as Chairperson.

Rashriya Uchhtar Shiksha Abhiyan (RUSA)

Progress on components - Various components of RUSA allow scope for benefitting women and women's universities and colleges. The following has been the progress made on each of these components:

Up-gradation of existing autonomous colleges to Universities – Overall 7 autonomous colleges have been approved to be converted into universities (2016). Significantly, the University which will be created in Odisha by conversion of an Autonomous College will be a Women's University.

Conversion of colleges to Cluster Universities – 8 Cluster Universities have been approved to be created by identifying some of the high performing colleges within the radius of 20 km (2016). These colleges will offer inter-disciplinary and multidisciplinary courses and will provide an ecosystem for more creative, innovative and holistic learning. Five women colleges spread over 5 states viz J&K, Himachal Pradesh, Odisha, Manipur and Karnataka form part of these cluster universities.

Infrastructure grants to Universities – 115 State Universities are being supported under this component out of a target of 150 to be achieved. Mother Teresa University in Tamil Nadu and BPM University in Haryana are two women's universities being supported under the component.

New Model Degree Colleges (General) – The purpose of creating model degree colleges in educationally backward districts (EBDs) is to improve access and reasonable quality consciousness in higher education. The objective has been to also address issues of backwardness by empowering youth and making higher education opportunities closer to them. 72 MDCs have already been created under this component. In Jammu and Kashmir one women's college in Kuupwara district is being supported under the component.

Upgradation of existing degree colleges to model colleges: The upgradation of existing Degree College to Model College component of RUSA envisages covering institutions in non-EBDs. A total of 56 such colleges have been approved so far. Three are women colleges spread over in the states of Bihar, Panjab , Odisha and Telangana. Both these above mentioned components will address issues of access, equity in very difficult parts of the country and also provide reasonable quality education hitherto missing. In Telangana, three following existing Women Degree Colleges were upgraded to Model Colleges with RUSA funding at Rs.4 Cr each - Govt. Degree College (W), Karimnagar., Pingle Govt. Degree College (W), Waranagal and Govt. Degree College (W), Hussainialam, Hyderabad.

Infrastructure grants to colleges: 1211 colleges are being supported under this scheme

so far out of a target of 3,500 colleges. 123 women colleges in 17 states are being supported under this component.

Vocationalisation of Higher Education – Given the Central Government's' emphasis on improving skilling and creating opportunities for gainful employment, this is a very important component. In order to ensure that meaningful activities are supported within the larger framework of the Government's skill priority, about 7 states have been supported under this initiative (2016), out of a target of 20 for the 12th Plan. In the two states of Jammu and Kashmir and Tamil Nadu as many as 4 and 19 women colleges respectively are being supported under the component.

Equity Initiatives – One of the broad objectives of the scheme is to provide and improve opportunities for equal access. This component has now covered 17 states out of a target of 20. It is significant to see that this scheme has been supported in states like Chhattisgarh, Gujarat, Himachal Pradesh, Jharkhand, Punjab etc. Three colleges supported under this component in Odisha are women colleges. In Haryana and Jharkhand construction of a Girls hostel is being supported. In Kerala Automatic sanitary napkin vending machines will be set up with the help of Hindustan Latex in selected Government Ladies Colleges and where lady students are more in number. In Punjab renovation/upgradation of girl's common room and construction/ renovation of girl's toilets and equipping girl students with necessary self-defence techniques and Martial Arts is being supported. In Telangana the Government has taken a decision to start at least one Model Residential Degree Colleges for Women in each District. In this direction 22 Women's Hostels are already functioning in Govt. Colleges.

Summary of support to women's institutions under RUSA

Name of the component	Number of women colleges /institutions	Number /Names of states
Converting autonomous colleges into universities	1	Odisha
Creation of cluster universities	5	J&K, Odisha, Manipur and Karnataka
Equity Initiatives	6	Chhattisgarh, Gujarat, Himachal Pradesh, Jharkhand, Punjab, Haryana, Assam
Infrastructure Grants to Colleges	121	Tamil Nadu, West Bengal, J&K, Haryana, U.P., Bihar, Rajasthan, M.P, Manipur, Pondicherry, Himachal Pradesh, Goa, Karnataka, Jharkhand, Andhra Pradesh and Telangana, Tripura

Name of the component	Number of women colleges /institutions	Number /Names of states
Infrastructure Grants to Universities	2	Haryana and Tamil Nadu
New Model College	1	Jammu and Kashmir
Upgradation of Existing Degree College to MDC	3	Odisha, Bihar and Panjab
Vocationalisation of Higher Education	23	Jammu & Kashmir and Tamil Nadu
Grand Total	**162**	Tamil Nadu, West Bengal, J&K, Haryana, U.P., Bihar, Rajasthan, M.P, Manipur, Pondicherry, Himachal Pradesh, Goa, Karnataka, Jharkhand, Andhra Pradesh and Telangana

Higher education of women through Open and Distance Learning (ODL) Mode

University Grants Commission (UGC)

The women education has been the priority area for the University Grants Commission (UGC), a premier apex body governing university education. For this purpose, the Commission has launched a number of schemes to encourage the enrolment and promotion of girls in Higher Education. Such schemes being run by UGC are briefly as under:

Day Care Centres in Universities and Colleges: The objective of the scheme is to provide day care facility within the university system on demand basis for children of around three months to six years of age, when their parents (university/college employees/students/ scholars) are away from home during day time and also to provide a secure place and environment during working hours for their children.

Post Graduate Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher and Technical Education: The purpose of the scheme is to support higher education through scholarships to such girls who happen to be the only child in their families and also to make them recognize the values of observance of small family norms. Girl students up to the age of 30 years at the time of admission of Postgraduate courses are only eligible. The number of slots for scholarships available under the scheme is 1200 p.a. The scholarship amount is @Rs.3100/-per month. During 2015-16 an expenditure of amount Rs.8,05,85,067 was made under the scheme.

Construction of Women's Hostels for Colleges: The UGC has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and

harness the potential availability for the development of the society, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. The main objective is to support all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/researchers/teachers and other staff.

Development of Women's Studies in Universities and Colleges: The scheme envisages assistance to universities for setting up new women study centres as well as to strengthen and sustain the university women study centres, set up till the Xth Plan by establishing them as statutory departments in the university system, as also to facilitate their own capacity to network in other constituent so that they are mutually reinforcing as well as synergizing one and another. The primary role of these centres is to make knowledge simulation and knowledge transmission through teaching and research till action and documentation.

Scheme of Capacity Building of Women Managers in Higher Education: This programme is focused on women in higher education in the academic and administrative streams to sensitize and motivate them and, subsequently, equip them for decision-making positions in the higher education system where currently they occupy very few such positions. The purpose of this scheme is to develop a critical mass of gender sensitized women administrators to create a gender friendly environment and to remove the glass ceiling.

The programme encompasses training and skills development Workshops as follows:

- Sensitisation, Awareness, Motivation Workshops Residential workshop.
- Sensitisation, Awareness, Motivation Workshops Non-Residential workshop.
- Training of Trainers/Master Trainers Workshops of the duration of six days not inclusive of travel.
- Management Skills Training Workshops
- Refresher Workshops courses for the duration of five days not inclusive of travel.

Post-Doctoral Fellowships for Women: The scheme is implemented for the unemployed women candidates holding Ph.D. degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. The number of slots available under the scheme is 1000 per year. The tenure of the award is five years with no provision for further extension. The upper age limit for applicants is 55 years for the candidates belonging to general/open category and 60 years for SC/ST/ OBC/ PH/Minority communities, as on 1st July on the year of application.

Indira Gandhi National Open University (IGNOU)

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts to reach out to women learners especially in remote and rural areas through Special Study Centres for women. As of now there are 38 Special Study Centres and 07 regular Study Centres catering especially to women learners (45 in total). The University established the School of Gender and Development Studies in 2007 which aims at achieving gender justice and equity by offering academic programmes and conducting research

in the area of women's and gender studies and gender and development studies. The School offers five academic programmes at Master, PG Diploma, Diploma and Certificate levels. Other Schools of Studies also offer academic programmes meeting academic requirements of women. The enrolment strength of female students exceeded 50% in the academic programmes offered by School of Gender and Development Studies, School of Health Sciences, School of Continuing Education, School of Humanities, School of Translation Studies and Training, School of Social Work, School of Performing and Visual Arts and School of Education.

All India Council for Technical Education (AICTE)

In order to increase the enrolment of women in technical education, AICTE has made provision in its approval process for special concessions in the regulations for setting up of new women technical institutions. These include relaxations in the norms for land availability, concession in processing fees, deposits etc. Implementation of the tuition fee waiver scheme for weaker sections has been made mandatory in all AICTE approved institutions.

Pragati (Scholarship for Girl Students) – Pragati is a scheme of AICTE aimed at providing assistance for Advancement of Girls participation in Technical Education. Education is one of the most important means of empowering women with the knowledge, skill and self-confidence necessary to participate fully in the development process. This is an attempt to give every young Women the opportunity to further her education and prepare for a successful future by "Empowering Women Through Technical Education".

Salient Features of the Scheme: Number of scholarships per annum: 4000

'One Girl' per family, where the family income is less than Rs. 6 Lakh /annum

The candidates will be selected on Merit at the qualifying examination to pursue technical education from amongst such candidates.

The candidates should have been admitted to 1st year of the Degree or Diploma programme in any of the AICTE approved institute during the academic year 2016-17 through centralized admission process of the State/ Centre Government Amount of scholarship: Tuition Fee of Rs. 30000/- or at actual, whichever is less and Rs. 2000/- per month for 10 months as incidentals each year Reservation-15% for SC, 7.5% ST and 27% for OBC candidate/applicant Out of the total number of scholarship in each scheme, 50% scholarships are available at each Degree /Diploma level and also transferable in the event of non availability of eligible applicant in any of the of Degree/ Diploma level Programme.

Scholarship released during 2016-17

Category	Beneficiaries (No)	Amount (Rs.)
General	432	1,06,60,503
Other Backward Class	227	49,36,017
Scheduled Caste	067	15,35,870
Scheduled Tribes	998	2,43,59,028
Total	**1724**	**4,14,91,418**

Women Hostels in Polytechnics

The scheme has been launched to provide financial assistance for the construction of women hostel in the existing polytechnics in order to enhance women participation in polytechnic education. The scheme has covered 496 polytechnics all over the country, where in financial assistance of upto Rs. 1.00 crore is provided by Central Government for Construction of Women's Hostels.

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CHAPTER 15

EDUCATIONAL DEVELOPMENT OF PERSONS WITH DISABILITY

CHAPTER 15

Educational Development of Persons with Disability

Education is the most effective vehicle of social and economic empowerment. The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities. In the recent years, there have been vast and positive changes in the perception of the society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

National Policy on Education, 1986 (as modified in 1992) lays special emphasis on education of Persons with Disabilities. The policy states that the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare with normal growth and to enable them to face life with courage and confidence.

The **Right to Education Act,** 2009 provides for the right of children to free and compulsory education to the children of 6-14 years age group including children with special needs. Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1995, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act. The RTE (Amendment) Act, 2012, which has come into effect from 1st August, 2012, contains the following provisions relating to children with disabilities:

(i) Inclusion of children with disabilities in the definition of 'child belonging to disadvantaged group' in clause (d) of section 2 of the RTE Act.

(ii) To provide that children with disabilities, including children with cerebral palsy, mental retardation, autism and multiple disabilities shall have the right to pursue free and compulsory education in accordance with Chapter V of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995."

(iii) Children with "multiple disabilities" and Severe disability" may also have the right to opt for home-based education.

For the educational development of Persons with Disabilities (PwDs), **Sarva Shiksha Abhiyan (SSA)** has adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating Children with

Special Need (CWSN) is being implemented. The objective of embracing this model is to bring more CWSN under the umbrella of SSA.

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

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

Jawahar Navodaya Vidyalaya: There is a provision for reservation of 3% seats for differently abled children (i.e. Orthopedically challenged, hearing impaired and visually challenged).

Scheme for Integrating Persons with Disabilities in the Mainstream of Technical and Vocational Education:

Brief Objectives : The Scheme upgrading existing 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.

Coverage/Targets: 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. During 2016-17, 833 students were enrolled under various formal courses and 896 and under non-formal courses in the Polytechnics.

Enrolment of Persons with Disabilities under PwD Scheme

Year	Formal	Non-Formal	Total
2012-13	1404	1905	3309
2013-14	1199	1427	2626
2014-15	1212	1098	2310
2015-16	926	898	1824
2016-17	833	896	1729

To facilitate the PwD students under **Centrally Sponsored Scheme for Integrating PwDs in the mainstream of Technical and Vocational Education,** the MHRD has decided that henceforth no fee of any kind should be charge from the PWDs students, however, the Polytechnics, if required, may charge only examination fee from these students that too when the students get their Scholarship amount.

National Mission on Education through Information and Communication Technology (ICT), launched by M/o Human Resource Development has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning in Higher Education Institutions in anytime-anywhere mode. In order to facilitate the PwD students, the following focused interventions have been incorporated in the Mission:

(i) Unicode font have been followed to provide support in various languages and enable daisy system for text to speech, which will provide support to visually impaired students.

(ii) Accessibility option is being integrated in Akash, low cost device, which can be highly affordable assistive for physically challenged students in so far as their education needs are there.

2. **University Grants Commission (UGC) run three schemes -** Higher Education for Persons with Special Needs (HEPSN), Teacher Preparation in Special Education (TEPSE) and Financial Assistance to Visually-handicapped Teachers – for PwDs. UGC has issued instructions to all the universities and colleges for providing 3% reservation (horizontally) in admissions for PwD students. The Department of Higher Education had also issued instructions at Secretary (HE) level, vide letter, dated 10.7.2014, to all the Centrally Funded Higher Educational Institutions for implementation of the provisions of the PwD Act like providing barrier free environment in the buildings, which would include provision of ramps, rails, lifts, adaptation of toilets for wheelchair users, brail signages and auditory signals, tactile flooring etc and making the Institution's website accessible for PwDs.

A. Higher Education for Persons with Special Needs (HEPSN):- The HEPSN scheme has following three components:

(i) Establishment of Enabling Units for differently-able persons

In order to develop awareness in the higher education system and also to provide necessary guidance and counselling to differently-able persons, it is proposed to establish resource units in colleges in the country, which will be called as enabling Units. The functions of this Enabling Units will be to:

(a) facilitate admission of differently-able persons in various courses;

(b) provide guidance and counseling to differently-able individuals;

(c) create awareness about the needs of differently-able persons, and other general issues concerning their learning; and

(d) assist differently-able graduates to gain successful employment in the public as well as private success

(ii) **Providing Access to Differently-able persons:** It has been felt that differently-able persons need special arrangements in the environment for their mobility and

independent functioning. It is also a fact that many institutes have architectural barriers that disabled persons find difficult for their day-to-day functioning. Under this scheme, the college are expected to address accessibility related issues as per the stipulations of the Persons with Disabilities Act 1995, and ensures all existing structures as well as future construction projects in their campuses are being made disabled friendly.

(iii) **Providing Special Equipment to augment Educational Services for Differently-able Persons:** Differently-able persons require special aids and appliances for their daily functioning. These aids are available through various schemes of the Ministry of Social Justice and Empowerment. In addition to the procurement of assistive device through these schemes, the higher education institute may also need special learning and assessment devices to help differently-able students enrolled for higher education. In addition, visually challenged students need Readers.

Availability of devices such as computers with screen reading software, low-vision aids, scanners, mobility devices, etc., in the institutes would enrich the educational experiences of differently-able persons. Therefore, colleges are encouraged to procure such challenged students. The UGC will provide an ad hoc one-time grant of up to ₹1.50 lakh per college during the Eleventh Plan period.

AICTE Scholarship Scheme for Differently abled Students-SAKSHAM: AICTE awards 1000 scholarship per annum under SAKSHAM to differently abled students to pursue technical education based on merit in the qualifying examination. The scholarship amount is Rs. 30000/-for tuition fees or actual whichever is less and contingency allowance Rs.2000/- months for ten months.

Reservation for SC is 15%, ST is 7.5% and for OBC is 27%. In the year 2016-17 total number of beneficiaries were 02 and amount disbursed was Rs. 86,300/- which was further distributed amongst SC, ST, OBC and GEN. in a following way.

Scholarship release during 2016-17

Category	Beneficiary	Amount(Rs.)
GEN	1	42,300
SC	0	0
ST	0	0
OBC	1	44,000
Total	2	86,300/-

B. Teacher preparation in Special Education (TEPSE) Scheme: The TEPSE scheme is meant for assisting Department of Education to launch special education teacher preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed. and M.Ed. degree course with specialization in one of the disability areas.

C. **Financial Assistance to Visually Challenged Teachers (FAVCT):** The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a Reader and by using teaching and learning aids by way of providing

Reader's Allowance and funds for purchase of Braille books, recorded materials etc. The objective of the Scheme is to provide facility to help visually challenged permanent teachers to achieve self-dependence by using various aids for teaching, learning and research. All the visually challenged teachers who are working in colleges of India, which are included under Sections 2(f) and 12B of the UGC Act, are covered under the scheme.

Release of funds under HEPSEN, TEPSE and FAVCT Schemes by UGC: An amount of Rs.4.13 crores have been released under above 3 schemes to 132 universities during 11th Five Year Plan. Under the Scheme of 'Financial assistance to visually challenged teachers' and 'Higher Education for persons with special needs'. 266 and 666 persons with disabilities respectively have been benefitted during 11th Five Year Plan.

3. Apart from above, there are also following general schemes (for SCs, STs, OBCs and PwDs) which provide enabling environment for the PwD Students in the field of Higher Education:-

(a) Central Scholarship Scheme for College and University Students: Under this scheme, 3% slots, out of total 82,000 scholarships have been earmarked for PwD students.

(b) Establishment of Equal Opportunity Cells (EOC) in Universities: To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has financed Institutions to establish Equal Opportunity Cells to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters. One time grant of `2.00 lakhs for establishing the office of Equal Opportunity Cells will be provided. At present, as many as 128 EOCs are functioning in various universities.

(c) National Mission on Education through Information and Communication Technology (ICT): The National Mission on Education through Information and Communication Technology (ICT), launched by Ministry of Human Resource Development has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning in Higher Education Institutions in anytime-anywhere mode. In order to facilitate the PwD students, the following focused interventions have been incorporated in the Mission:

(i) Unicode font have been followed to provide support in various languages and enable daisy system for text to speech, which will provide support to visually impaired students.

(ii) Accessibility option is being integrated in Akash, low cost device, which can be highly affordable assistive for physically challenged students in so far as their education needs are there.

(d) **Amendment in the Copyright Act 1957:** In order to facilitate the Persons with Disabilities the following amendments have been carried out in Copyright Act 1957 : –Section 52 (1)The following act shall not be an infringement of copyright, namely: the adaptation, reproduction, issue of copies or communication to the public of any work in any accessible format, by —

(i) any person to facilitate persons with disability to access to works including sharing with any person with disability of such accessible format for private or personal use, educational purpose or research; or

(ii) any organisation working for the benefit of the persons with disabilities in case the normal format prevents the enjoyment of such works by such persons: Provided that the copies of the works in such accessible format are made available to the persons with disabilities on a non-profit basis but to recover only the cost of production: Provided further that the organisation shall ensure that the copies of works in such accessible format are used by persons with disabilities and takes reasonable steps to prevent its entry into ordinary channels of business.

Explanation- For the purposes of the sub-clause, "any organisation" includes an organization registered under section 12A of the Income Tax Act, 1961 and working for the benefit of persons with disability or recognized under Chapter X of the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, 1995 or receiving grants from the Government for facilitating access to persons with disabilities or an educational institution or library or archives recognized by the Government.

4. Relaxations provided by the UGC to Persons with Disabilities in the NET Examination

- Relaxation of 5% marks for NET admission.
- Relaxation of 5 years in age limit for Junior Research Fellowship.
- 5% relaxation in marks while deciding cut off marks.
- 3% reservation for the award of JRF.
- Relaxation in the NET Examination fee.
- 30 minutes extra time for Paper-I & Paper-II and 45 minutes for Paper-III.
- Providing the services of a writer, if they are not in a position to write the papers.

5. Reservation in admissions: UGC has issued instructions to all universities and colleges for providing 3% reservation (horizontally) in admissions for PwD students.

6. Expert Committee constituted to identify the courses according to the categories of disabilities: In order to increase the employability of PwDs the Ministry of Human Resource Development had constituted an Expert Committee to identify suitable courses according to the categories of disabilities under the Chairpersonship of Smt. Neelam Nath, IAS, Former Secretary (ESW), M/o Defence. The Committee has submitted its report on 14th May, 2014 and the same has already been circulated among all stakeholders for further necessary action. The broad areas of recommendations are given below:-

(i) Access to all courses

(ii) Expanding HEPSN Scheme to private institution

(iii) Mapping Jobs with Academic Studies

(iv) Orientation of higher education

professionals on disability management

(v) Strengthening Higher Secondary Education for persons with disabilities

(vi) Increasing funding for higher education

(vii) Extension of Polytechnic Scheme

(viii) Award for higher education institutions practicing Inclusion

(ix) Documentation of good practices in the disability sector

(x) Training courses on employability skills

7. Indira Gandhi National Open University (IGNOU)

India's first Sign Language Centre - IGNOU took a major step towards the upliftment of India's three million hearing impaired population by establishing the Indian Sign Language Research and Training Centre (ISLRTC), which was inaugurated by Hon'ble Minister for Human Resource Development on 4th October, 2011. The ISLRTC has been established with the support of the Ministry of Social Justice and Empowerment. This Centre is a first of its kind in India offering full-time teaching combined with distance learning for short-term and full-fledged programmes. The Centre will promote continuous research and scholarships for the evolution of the deaf language by building bodies of language and literature.

The Indira Gandhi National Open University has set up the National Centre for Disability Studies. The centre has taken up the task to implement the following programmes for PwDs:

I PG Diploma in Disability Management for Medical Practitioner (PGDMD)

II. B.Ed (Special Education)

III. Foundation Course for In-service Teacher for Teaching Children with Disability

IV. Elective Course in Disability Studies

V. M.Ed in Special Education

VI. Certificate in Early Childhood Special enabling including (Mental Retardation, Visual Impairment and Hearing Impairment)

VII. Master of Science in Counseling and Family Therapy

8. Hon'ble Supreme Court of India and Delhi High Court had pronounced various judgements on implementation of various provisions of the PwD Act. The Department of Personnel & Training (DOPT), keeping in view the above directions of the Hon'ble Supreme Court, has modified Para 14 of the O.M. No.36035/3/2004-Estt.(Res.), dated 29.12.2005 – through which consolidated instructions regarding reservation for PwDs were issued. Accordingly, all Centrally Funded Higher Educational Institutions were advised to take necessary action. The advisory was reiterated at the level of Secretary (HE) on 10.7.2014.

9. The Department has also issued instructions at Secretary (HE) level, vide letter dated 10.7.2014 to all the Centrally Funded Higher Educational Institutions for implementation of the provisions of the PwD Act like providing barrier free environment in the buildings, which would include provision of ramps, rails, lifts, adaptation of toilets for wheelchair users,

brail signages and auditory signals, tactile flooring etc and making the Institution's website accessible for PwDs. They have also been advised, if need be, to avail the benefits of Ministry of Social justice and Empowerment's "Scheme for Implementation of Persons with Disabilities Act, 1995 (SIPDA)" in this regard.

10. **Scheme of Inclusive 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). Inclusive Education for Disabled at Secondary Stage (IEDSS) component was subsumed under Rashtriya Madhyamik Shiksha Abhiyan during 2013-14. 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) Loco-motor disabilities, vi) Mental retardation, vii) Mental illness, viii) Autism, ix) Cerebral palsy and may eventually cover Speech impairment, Learning disabilities, etc.

The components of the scheme includes assistance for two major components i.e.

A) Student-oriented components: i) Assessment of medical / educational needs, ii) Provision of student specific facilities, like assistive devices, therapeutic service, books support services etc. iii) Development of learning material, iv) Purchase of screen reading software. Girls with disability receive special focus and efforts made under the scheme to help them gain access to secondary schools with a provision of monthly stipend of Rs.200/- for the disabled girls. Rs.3000/- per child per annum is provided as Central Assistance to be topped by the States by a scholarship of Rs.600/- per disabled child per annum.

(B) Other Components: i) Appointment of special educators, ii) Special pay for general teachers trained in special education –Rs.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.

Central assistance is being provided to States/UTs for all items covered in the scheme as per revised funding pattern between central and States/UTs. The funding pattern is 60:40 for all the States except 8 North Eastern States and 3 Himalayan States. The funding pattern for 8 North Eastern States including Himalayan States is 90 (GOI):10(States) while for Union Territories the Scheme is funded 100% by the central government. The School Education Department of the

State Government/Union Territory (UT) Administration is the implementing agency. They may also involve NGOs having experience in the field of education of the disabled in the implementation of the 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.

Approval Board approve the proposals received from the State/UTs. Accordingly approval was given for providing assistance to State/UTs for appointment/ continuation of 3245 special educators.

A total number of 220481 Children with Special Needs (CWSN) has been covered under the scheme during the year 2016-17. A central assistance of Rs. 128.61 lakh under Non- recurring and Rs. 6697.41 lakh for recurring as on 31.12.2016 has been released to State/UTs under this component in the year 2016-17. The detailed guidelines of the scheme are available on the website of Ministry: www.mhrd.gov.in/iedss.

11. **Central Board of Secondary Education (CBSE):** The facilities extended by the Board to the disabled candidates (Dyslexic, Blind, Spastic and Candidates with Visual Impairment) are as under:

(i) The persons with disabilities (Dyslexic, Blind, Spastic and Candidate with Visual Impairment) have the option of studying one compulsory language as against two. The language opted by them should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language they can offer any four of the following subjects: Mathematics, Science and Technology, Social Science, Another Language, Music, Painting, Home Science and Introductory Information Technology.

(ii) From the 2002 Examination, alternate questions in lieu of questions requiring special skills based on visual inputs have been provided in Mathematics and Science for Sec. School Examination (Class X).

(iii) Blind, Physically Handicapped and Dyslexic Students are permitted to use and amanuensis. The amanuensis must be a student of a class lower than the one for which the candidate is taking the examination.

(iv) The visually handicapped students appearing from Delhi were provided Questions Papers with enlarged print for 2003 Examination.

(v) Disabled candidates are allowed additional one hour (60 minutes) for each paper of external examination.

(vi) Board does not give relaxation in minimum marks prescribed by it.

(vii) Exemption from Examination in the Third Language.

(viii) The Board considers the

Physiotherapic exercises as equivalent to Physical and Health Education course of the Board.

(ix) Centre Superintendents have been instructed to make arrangements for the conduct of the examination of such candidates on the Ground Floor as far as possible.

(x) Physically challenged children will specifically indicate their category and also state whether they have been provided with a Writer in the columns provided in the Main Answer Book.

(xi) Answer books of such candidates are evaluated by the Regional Officers at one Nodal Centre.

(xii) The Centre Superintendents have been requested to send the Answer books of such candidates in the separate envelope to the Regional Officer concerned.

(xiii) Separate question papers in Science & Mathematics at Secondary (Class X) level have been provided for blind students w.e.f. 2003 Examinations.

(xiv) Assistant Superintendents for the blinds are teachers from the schools where the blinds are studying. As far as possible, teachers of the same subject are not allowed to be appointed on the day of examination. One invigilator is from outside the school.

(xv) Assistant Superintendents supervising the physically challenged children who have been granted 60 minutes extra time are paid remuneration @ `50/-+ Rs. 20/

(xvi) Amanuensis are paid @ `100/- per day/paper daily by the Centre Superintendent from the centre charges amount.

12. National Institute of Open Schooling - The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of Human Resource Development (MHRD), Govt. of India with International recognition and presence, provides access to sustainable and learner centric quality education, skill up-gradation and training through Open and Distance Learning (ODL) mode up to pre-degree level. The NIOS offers both academic and vocational courses up to pre-degree to its prioritized target groups, who otherwise cannot avail the education through face-to-face mode. The NIOS is offering need based, demand driven vocational courses leading to certification and thereby upgrading the skills and also creating opportunity to provide gainful employment to a large number of students at various levels.

With its cumulative enrolment of 2.02 million children for last five years and annual intake capacity of about 500 thousand children, it is considered to be the largest open schooling system in the world. The NIOS has prioritized target groups mostly drop outs from the formal system and from the disadvantaged segment of the population, who otherwise have not been able to avail the formal education system due to various socio-economic and emotional reasons. One of such prioritized

target groups are differently-abled learners, who are termed as children with special needs. Annually it admits about more than 10,000 learners both in academic (Secondary & Sr. Secondary level) and vocational streams. NIOS provides education to these children through the help of 85 Special Accredited Institutions for the Education of Disadvantaged (SAIED), which is located in different States throughout India in Special Schools and premises of NGOs working in the field. The learners are given fee relaxation as per Govt. of India rule. For making the education relevant to their livelihood, children are strongly supported to take a vocational subject while doing their Xth and XIIth. Since the system is in-built with flexibility to pace their study as per the ability of the learners, the subject chosen by them are also in consonance with their interest and aptitude.

Special provisions are made for the examination of the disable learners. They can take an amanuensis (or a writer) and one additional hour to complete their paper. Separate seating arrangements are made for them. Visually impaired learners are allowed to use a Brailler's typewriter or a computer. Also they are allowed to use equipments, such as talking calculator, abacus, Taylor Frame and Geometry Drawing Kit. An interpreter (sign language person) is allowed in the room for hearing impaired examinees to understand the questions.

Computers with adapted hardware like trackball, instead of mouse, augmentative boards may also be allowed. Adapted chair, table, bed, etc. may be allowed in the examination room for the severely disabled children (with multiple disability/cerebral palsy), if they need them. Even in some extreme cases examination is conducted at the residence of the learners as a special case. An alternate question is given in place of map questions in History, Geography and Social Sciences.

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CHAPTER 16

ADMINISTRATION AND POLICY

CHAPTER 16

Administration And Policy

Administration

The Ministry of Human Resource Development is under the overall charge of the Human Resource Development Minister who is assisted by two Ministers of State. There are two Departments in the Ministry of Human Resource Development namely the Department of School Education & Literacy and the Department of Higher Education.

2. Each Department is headed by a Secretary to the Government of India. The Secretary, Department of School Education and Literacy is assisted by 1 Additional Secretary, 4 Joint Secretaries & 1 Economic Adviser. Similarly, The Secretary, Department of Higher Education is assisted by 1 Additional Secretary, 5 Joint Secretaries,1 Economic Adviser & 1 Deputy Director General (Statistics). In addition, there is 1 Joint Secretary & Financial Adviser who is common to both the Departments. Further an OSD at the level of Secretary has been posted in Department of Higher Education till he takes over the charge of Secretary (HE), after superannuation of Shri Vinay Sheel Oberoi on 28.02.2017

3. The Departments are organized into Bureau, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of Additional Secretary/ Joint Secretary assisted by Divisional Heads at the level of Director/ Deputy Secretary/ Deputy Educational Adviser.

4. The organizational set-up of the Department of School Education and Literacy and Department of Higher Education is appended at Annexure-XII and Annexure-XIII respectively.

5. Establishment and service matters in respect of the Officers/ Staff deployed at Secretariat proper of both the Departments are handled in Administration Bureau of the Department of Higher Education. The activities in the year 2016 included:

a) Establishment matters of officers appointed under Central Staffing Scheme and officers of the Central Secretariat Service and ex-cadre posts i.e. Advisory Cadre, Statistical Cadre etc. for both the Departments

b) Sending of Immovable property returns for calendar year 2016 (as on 01.01.2017) to concerned cadre controlling authorities.

c) Verification of service books of employees of this Ministry retiring in coming months are under process in consultation with Pay & Accounts Office.

d) Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on e-Office [File Tracking System, e-leave, e-tour], legal/ court cases monitoring system and employee payment system through Comp DDO. Besides, an On-line system called

"SPARROW" (Smart Performance Appraisal Report Recording Online Window) has been made operational for all IAS/ IFoS Officers, and of DS/Sr. PPS and above level officers of CSS/CSSS, in this Ministry successfully. Besides above, system of SPARROW for US/PPS level Officers of CSS/ CSSS is being implemented for the year 2016-17. The APAR matters in respect of these officers are being processed through this portal only. Also, an On-line system called "BHAVISHYA" is being used for Pension sanction and payment tracking system.

e) Updating of database of Annual Performance Appraisal Reports [APARs] on their receipt in the Branch. In all the cases, Annual Performance Appraisal Reports received in the Branch were disclosed to officers concerned before these were forwarded to the concerned cadre controlling authorities for retention.

f) The nomination for Padma Awards for the year 2017 have been processed and placed before the screening committee. In this regard, 3 nominations from this Ministry have been forwarded to MHA for Padma Shree category of Padma Awards.

Training Cell

The Training Cell under Establishment Division assesses the training needs of the officers/staff members of both the Departments i.e. Department of School Education and Literacy and the Department of Higher Education of the Ministry. It also liaises with Institutions like Indian Institute of Public Administration (IIPA), National Informatics Centre (NIC), Institute of Secretarial Training and Management (ISTM), New Delhi and National Institute of Financial Management (NIFM), Faridabad, etc. for imparting training to the staff/ officers of the two Departments in the areas of Management, Public Administration, Vigilance, Cash and Accounts, Personnel etc.

2. Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the Department of Personnel & Training, Department of Economic Affairs, etc. for short term and long term training courses abroad under the Domestic Funding of Foreign Training, the Bilateral Technical Assistance Programmes etc.

3. During the year 2016-17 (01.04.2016 to 31.01.2017), Officers/Officials of different grade were nominated/ attended the various training/nomination was forwarded, which is briefed in tabular form as below:

Sl. No.	Nomenclature of training and trainee	Training Institute	No of officers sent
1.	Short term training under DomesticFunding of Foreign Training Scheme of DoP&T/ Group 'A' Officer	LSE Summer School, London, U.K.	1
2.	Foreign Training Programme for Officers of Government of India and States as Part of Bilateral Measures	Civil Service College, Singapore	1

Sl. No.	Nomenclature of training and trainee	Training Institute	No of officers sent
3.	International Training Programme on "Budgeting, Accounting and Financial Management.	NIFM, Faridabad	3
4.	Post Graduate Diploma in Financial Management (2016-18)	NIFM, Faridabad	1
5.	10th Post Graduate Diploma Programme in Public Policy and Management at MDI, Gurgaon	MDI, Gurgaon	1
6.	Mandatory Mid Carrier Training Programme for IAS/ Group 'A' Officer	LBSNAA, Mussoorie	2
7.	Customized Training Programme in "Leadership and Strategic Thinking".	Cambridge University, UK, London	2
8.	Foreign Training Programme on the theme "e Governance based Citizen Centric Service Delivery" organized by DAR&PG	Institute of Public Administration of Canada, Toranto, Canada	1
9.	Training Programme on "Incorporating Gender Concerns in Public Policy".	Indian Institute of Public Administration	1
10.	Thematic Workshop on "Cyber Security and Critical Information Infrastructure".	NISG, New Delhi	1
11.	Thematic Workshop on Effective Use of Facebook by Government Organization	National Media Centre, New Delhi	5
12.	Various Training Programme for ISS Officer	NSSTA, Noida	3
13.	Different Level Training Programmes (A, B, D, E, Level II, Level III, etc.) conducted by DoP&T	ISTM, New Delhi	53
14.	Cash and Accounts Training Course	ISTM, New Delhi	1
15.	Inner Engineering Leadership Programme	Isha Foundation Yoga Centre, Coimbatore	1
16.	Orientation Programme for Director/DS Joining the Central Secretariat under CSS	ISTM, New Delhi	4
17.	Training session on e. Office for Officers/Officials.	Ministry Campus	270

VIGILANCE

The vigilance set up in the Ministry is under the overall supervision of Secretary (Higher Education), who is assisted by a part time Chief Vigilance Officer of the rank of Joint Secretary, Under Secretary and other support staff.

During the period under report (upto 10.11.2016), a total of one thousand eight hundred and fifty one (1851) references were received from various sources in the Vigilance Wing including the references from the Central Vigilance Commission and the Central Bureau of Investigation. Six (6) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 55 complaints were closed in consultation with the Central Vigilance Commission. Many complaints are at an advanced stage of investigation.

Regular Departmental Action was initiated in one case during the year. Of the five (5) old disciplinary cases brought forward from previous years, four (4) cases were concluded.

Chief Vigilance Officers were appointed against vacancies in various Autonomous Organizations under the administrative control of the Ministry.

Vigilance Awareness week was observed from 31st October 2016 to 05th November 2016 as "Public participation in promoting Integrity and eradicating Corruption". Banners and posters were displayed and an oath was administered to officials of the Department of School Education & Literacy and Department of Higher Education to maintain honesty in all public dealings.

The Committee on Complaints of Sexual Harassment of Women at the workplace is in place to hear and address the complaints from women employees in the Ministry as per the guidelines of the Hon'ble Supreme Court.

PUBLIC GRIEVANCES

A grievance redress machinery is in place in the Department of Higher Education and the Department of School Education and Literacy, under the Director of Public Grievances, who is of the rank of Joint Secretary. During the period (01.04.2016-31.03.2017) under report, a total of 45,111 grievance petitions were received in physical form and through pg. portal, viz. Centralized Public Grievances Redress and Monitoring System (CPGRAMS) from various sources, including Prime Minister's Office, Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners' Welfare which were dealt with and necessary action was taken to ensure timely redress of the grievances.

The Director of Grievances in the Ministry has been notified for being accessible to the staff as well as the members of public to hear their problems every Wednesday between 10 a.m. to 1 p.m. Further, anyone can meet the Director (PG) during working hours on all working days. In order to ensure the implementation of the policy of the Government regarding redress of public grievances in its totality, autonomous/ subordinate organizations and PSUs under the Department of Higher Education and Department of School Education and Literacy have also designated their officers as Director of Grievances.

CITIZEN's/ CLIENT's Charter

With the objective to empower the citizen in relation to services deliverable as well as

commitments by their Ministry for each of such services towards them, and to build bridges between citizens and Government functionaries through the delivery of Charters as live instruments of citizen – administration interface, both the Departments [i.e Department of School Education & Literacy and Department of Higher Education] of Ministry of Human Resource Development have brought out their Citizen's/Client's Charters (CCC) to emphasize good governance.

INFORMATION & FACILITATION CENTRE (IFC)

A National Informatics Centre Network (NICNET) based Information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of HRD. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services i.e. guidelines of various Schemes/Programmes and Application Forms have been made available on the web-site of the Ministry. The data/ information can be accessed through computer having internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is www.mhrd.gov.in .

Report on Implementation of RTI Act, 2005:

The Right to Information Act has been introduced since 12th October, 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of Rs.10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i.e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005. Information in respect of Department of Higher Education for Annual Report 2016-2017 of Central Information Commission, was compiled and submitted to them online.

The Department has been overseeing the implementation of the Act by its autonomous organization through Bureau Heads. From the year 2010-2011, the system for collecting information for Annual Report of Central Information Commission has been modified by them. It has to be furnished on Quarterly-basis and online. Online facility has been extended to autonomous organizations under the Ministries. For meeting the purpose, Passwords to all

Organizations have been assigned and intimated to them to upload the information on the site of CIC by themselves.

The following statement shows the year-wise receipt of applications/Appeals under the RTI Act, 2005 in the Ministry is as under:

Year	No. of applications & appeals received and action taken
2006	359
2007	641
2008	1554
2009	2166
2010	3235
2011	4833
2012	3940
2013	11028
2014	17681
2015	16643
2016	16336
2017	3400 *(status upto 31.03.2017 including offline & online)*

PROJECT AND MONITORING (P&M)

The Outlay of the Ministry of Human Resource Development (HRD) for the XII plan is 4,53,728 crore (3,43,028 crore for the Department of School Education & Literacy and 1,10,700 crore for the Department of Higher Education). Annual Plan 2016-17 approved Plan Outlay is Rs. 40,000 crore for the Department of School Education and Literacy and Rs. 16,500 crore for the Department of Higher Education.

NEW EDUCATION POLICY (NEP)

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.

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

3. The objective of the consultation process was to ensure that an inclusive, participatory and holistic approach is undertaken, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

4. Five pillars of the proposed New Education Policy would be Accessibility, Equity, Affordability, Quality and Accountability.

5. Consultation process was three pronged as follows: (i) Online consultations (ii) Consultation from village/ grassroots level up to State level, and (iii) Thematic Consultations including Zonal and National level Consultations.

6.The online consultation process was undertaken on www.MyGov.in portal from 26th January, 2015 to 31st October, 2015 and nearly 29,000 suggestions have been received on the 33 identified (13 themes on School Education and 20 themes on Higher Education). Brief details on these 33 themes are accessible on www.MyGov.in portal. Further, an extensive, time-bound, participative, bottom-up consultative process across nearly 2.5 lakh Gram Panchayats, 6600

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

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

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

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

10. The Ministry had constituted a 5-member Committee for Evolution of the New Education Policy on 31st October 2015 under the chairmanship of Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India. The other four members of the Committee were Smt. Shailaja Chandra, former Chief Secretary, NCT of Delhi; Shri Sevaram Sharma, former Home Secretary, NCT of Delhi; Shri Sudhir Mankad, former Chief Secretary, Gujarat; and Prof. J.S. Rajput, former Director, NCERT, with the National University of Education Planning and Administration (NUEPA) serving as its secretariat. The Committee submitted its report on the 27th May, 2016. The Report of the Committee is available on the website of NUEPA and can be accessed at http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf.

11. After perusal of the report of the Committee and the recommendations from various consultations as well as other views and comments received, Some Inputs for the Draft National Education Policy, 2016 have been formulated and available on the MHRD website at http://mhrd.gov.in/sites/upload_files/mhrd/files/Inputs_Draft_NEP_2016.pdf.

12. The Minister for HRD has written to all the Members of Parliament and the Ministry has also written to the relevant Government of India Ministries and the State Governments inviting comments/views/suggestions on the Draft National Education Policy (NEP) by 30th September, 2016. Suggestions are being received

in this regard. An 'Education Dialogue' was also organized 10th November, 2016 with the Hon'ble MPs to discuss the suggestions and to elicit their views on. The Government has recently constituted a Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan. The committee is expected to submit its report by 31st December, 2017.

'Education Dialogue' organized with the Hon'ble MPs of both Houses of the Parliament on 10th November, 2016 in Parliament House Annexe, New Delhi

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CENTRAL ADVISORY BOARD OF EDUCATION (CABE)

The CABE is the highest advisory body to advise the Central and State Government in the field of education. It was reconstituted vide Resolution No.2-8/2011-PN-I dated 11th June, 2015 for a period of three years. The 64th Meeting of the Central Advisory Board of Education (CABE) was held under the Chairpersonship of Union Human Resource Minister Shri Prakash Javadekar on 25th October, 2016 at New Delhi.

The meeting was attended by the Union Minister for Shri Rajiv Pratap Rudy, Minister of State (Independent Charge) for Skill Development and Entrepreneurship, Shri Vijay Goel, Minister of State (Independent Charge) for Youth Affairs & Sports, Dr. Mahendra Nath Pandey and Shri Upendra Kushwaha, Minister of State for HRD.

Education Ministers of 21 States, representatives of 28 States and Union Territories, Members of CABE, heads of autonomous organizations and Vice-Chancellors of Universities, senior academics were present in the meeting. Shri Amitabh Kant, CEO Niti Aayog, Shri V.S. Oberoi, Secretary, Departments of Higher Education and Dr. Subash C. Khuntia, Secretary, Department of School Education & Literacy were present in the meeting along with senior officials of Central and State Governments.

A number of decisions were taken at the meeting, in part flowing from the agenda, and in part stemming from concerns raised by the State Governments and experts. The following resolutions were adoped:-

a) Right to Education was discussed with specific reference to untrained teachers and No Detention Policy. It was an issue of concern that learning outcomes are deteriorating. Therefore:

   (i) It was agreed that learning outcomes should be codified and be made a part of rules of RTE.

(ii) It was also agreed that there has to be accountability of all stakeholders for improving learning outcomes.

(iii) Central Government may make suitable amendments to the No Detention Provision, leaving the decision to the States.

(iv) The deadline of completing the training of untrained teachers should be extended by another 5 years & training should be completed within next 2 years.

(v) A column on impact assessment should be added in the utilization certificates

b) It was decided to constitute a Sub-Committee of the CABE, under the Chairpersonship of Shri Kadiyam Srihari, Deputy CM and Education Minister of Telangana to look into the issues of girls' education.

National University of Educational Planning and Administration (NUEPA)

(i) Brief Background of the NUEPA

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 to be University in August 2006. Like Central Universities, NUEPA is fully maintained by the Government of India.

(ii) Mandate of the NUEPA

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

(iii) Brief details of Programmes showing targets and achievements

NUEPA has started M.Phil. and Ph.D. programme in educational planning and administration with a broader inter-disciplinary social science perspective since 2007. Since then, 133 research scholars for M.Phil., 51 for Ph.D. (Full time) and 15 for Ph.D. (Part time) Programme have been registered at NUEPA. As

many as 91 M.Phil. and 16 Ph.D. Degrees have been awarded so far till November 2016. In 2016-17, 22 students including 12 in M.Phil. and 10 in Ph.D. (Full time) programme have been enrolled at NUEPA. The university follows the Government of India's reservation policy for the admission process in M.Phil and Ph.D. Programmes and recruitment in different positions. It gives grants to government and non-governmental organizations to conduct research, organize seminars, etc. concerning issues education policies of Government of India including education of socially disadvantaged groups, i.e., SCs/STs and minorities. NUEPA has also carried out several surveys, research studies and training programmes to reduce the disparity of low levels of educational attainment and lessen the poverty and elevate their economic and social life.

During 2016-17, one hundred and forty training programmes have been proposed which include long-term and short-term training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators. NUEPA has organized 35 such training programmes till November 2016. Besides training programmes, NUEPA also conducts three diploma programmes every year (i) Post Graduate Diploma in Educational Planning and Administration (PGDEPA), and (ii) International Diploma in Educational Planning and Administration (IDEPA) and (iii) Post Graduate Diploma in School Leadership and Management (PGDSLM). In addition, NUEPA has completed 1 research study in the field of educational planning and administration and 25 research studies are in progress during the period 2016-17.

(iv) Major Policy/Reforms taken during the year 2016-17

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.

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- Educational Planning and Administration
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- Detailed Project Report (DPR)
- Development of Learning Resources and Computer Infrastructure, including ICT
- Human Resource Planning /Manpower Forecasting/Institutional Planning
- Curriculum & Text Book Development &
- Training Needs Assessment.
- Monitoring and evaluation of Government Schemes.

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS & TEACHING (PMMMNMTT)

With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say that teachers hold the key for success of any effort in this direction. Attention, therefore, has to be focused on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development. Hence, with the above background, Hon'ble

Prime Minister of India launched the Central Sector Scheme of **Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching** having All India coverage, on 25th December, 2014 with an outlay of Rs. 900 crores.

2. The Mission aims at addressing comprehensively all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, and developing assessment & evaluation methodology, research in developing effective Pedagogy. This is one of the major thrust areas of action of the Government. The Mission addresses, on one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. On the other, the Mission will pursue long term goals of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers.

3. The Mission focuses on these goals in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. This is an umbrella scheme aimed at creating synergies among the various ongoing initiatives on Teachers and Teaching under Ministry of HRD and other autonomous institutions.

4. The scheme was initially approved till end of 2016-2017 (till 31st March, 2017, the end period of 12th Five Year Plan). Ministry of Finance had given an interim extension for a period of six months beyond 31st March, 2107 i.e. till 30th September, 2017. Ministry of Finance is being requested for further extension of the scheme till end of FY 2019- 2020 i.e. 31st March, 2020 i.e. for a further period of three years vide the proposed Expenditure Finance Committee (EFC) Meeting scheduled to be held on 24th October, 2017.

5. Vide Nine PAB meetings held till now, a total of 48 proposals from various Universities/ Institutes from all over the country have been approved till now for setting up institutional arrangements under various components of the Scheme. The Mission consists of the following components:-

Sl. No.	Name of the Component	Total Number to be set up	Number set up till now
1.	Schools of Education (in Central Universities)	30	10
2.	Centres of Excellence for Curriculum and Pedagogy	50	26
2.1	Centres of Excellence in Science and Mathematics Education	5	3
2.2	Teaching Learning Centres	25	19
2.3	Faculty Development Centres	20	4
3.	Inter-University Centres for Teachers' Education	2	-
4.	National Resource Centre for Education	1	-

Sl. No.	Name of the Component	Total Number to be set up	Number set up till now
5.	Centres for Academic Leadership and Education Management	5	3
6.	Innovations, Awards, Teaching Resource Grant, including Workshop & Seminar	No specific number	6
7.	Subject Networks for Curricular Renewal and Reforms	No specific number	3
	Total		**48**

The Budget Estimates (BE), Revised Estimates (RE) and actual expenditure of the Scheme as of now are as given below:

Year		2014-15*	2015-16	2016-17
	Budget Estimates (BE)	100	100	120
	Revised Estimates (RE)	15	63	110
	Actual Expenditure	1.25	59.95	70.06

* The Scheme was launched in December, 2014

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APPENDIX

Appendix

Appendix I **365**

Summary of Important Audit observations made by CAG in respect of Department of School Education and Literacy

Appendix II **366-367**

Summary of Important Audit observations made by CAG in respect of Department of Higher Education.

Appendix III **368-379**

List of Autonomous Organizations/Attached Offices/Subordinate Offices/ PSUs of Ministry of Human Resource Development.

Appendix IV **380-382**

Budget Allocation, 2016-17 to Department of School Education and Literacy.

Appendix V **383-391**

Budget Allocation, 2016-17 to Department of Higher Education.

Appendix VI **392-393**

Representation of SCs/STs/ OBCs in Services.

Appendix VII **394**

Representation of person with Disabilities appointed during the year

Appendix VIII **395**

Representation of the Persons with Disabilities in Services.

Department of School Education & Literacy

Summary of Important Audit Observations made by C&AG

S.No	Name of the Institution	Brief gist of the Para
1.	Navodaya Vidyalaya Samiti Blocking of funds	Award of the work by the Navodaya Vidyalaya Samiti without obtaining clearance from the Forest department resulted in foreclosure of the work and blockade of funds of Rs.171.80 lakh (Para No. 10.5) Report No. 11 of 2016
2.	Navodaya Vidyalaya Samiti Infructuous expenditure	Navodaya Vidyalaya Samiti started the construction despite raising of objections by State Marketing Board regarding the transfer of RMC's land without their consent resulted in infructuous expenditure of Rs.90.25 lakh. (Para No. 10.6) Report No. 11 of 2016

APEENDIX-II

Department of Higher Education

Summary of Important Audit Observations made by C&AG

S.No	Name of the Institution	Brief gist of the Para
1.	Indian Institute of Technology, Guwahati Loss of Rs.5.97 crore due to damage to hostel blocks	Defective piling work done by contractor led to tilting of hostel blocks causing damage to 144 rooms and two toilet blocks. Though the failure of the contractor was established by experts, IITG had not recovered the expenditure of ₹5.97 crore incurred on the construction of these damaged rooms and toilet blocks which remained unutilised. (Para No. 10.1) *Report No. 11 of 2016*
2.	National Institute of Technology (NIT), Jamshedpur and Indian Institute of Management (IIM), Ranchi Loss of interest	Non-formulation of investment policy and parking of surplus fund in saving bank/current account resulted in loss of interest Rs.4.36 crore. (Para No. 10.2) *Report No. 11of 2016*
3.	Indian Institute of Information Technology, Allahabad Unfruitful expenditure.	Failure of the Indian Institute of Information Technology to fulfill the preconditions of the project stipulated by DST and non-submission of the detailed project report for augmented version of the project to MHRD resulted in closure of the project and unfruitful expenditure of Rs.1.41 crore. (Para No. 10.3) *Report No. 11 of 2016*
4.	Indian Institute of Technology, Kharagpur Irregular reimbursement	Indian Institute of Technology, Kharagpur (IITK), in violation of LTC Rules, reimbursed an amount of Rs.62.03 lakh for journeys performed by its faculty and staff by private vehicles while availing LTC. (Para No. 10.4) *Report No. 11 of 2016*

S.No	Name of the Institution	Brief gist of the Para
5.	Malviya National Institute of Technology, Jaipur Avoidable Expenditure in construction of 1st and 2nd floor on design centre	Malviya National Institute of Technology, Jaipur (MNIT) awarded work of construction of 1st and 2nd floor on design centre of MNIT to Avas Vikas Limited (AVL) Jaipur on nomination basis in contravention of General Financial Rules and Central Vigilance Commission (CVC) guidelines resulting in avoidable expenditure of Rs.138.13 lakh. (Para No. 10.7) *Report No. 11 of 2016*
6.	University of Hyderabad Non-recovery of Labour Welfare Cess	Non-recovery of Labour Welfare Cess of Rs.77.28 lakh, by the University from the bills of the contractor for the Work "Construction of School of Life Sciences Building and five other buildings", resulted in noncompliance with the provisions of the Act and made it liable to pay interest and penalities, besides undue benefit to the contractor. (Para No. 10.8) *Report No. 11 of 2016*
7.	Visva-Bharati, Kolkata Publication Activities of Granthana Vibhaga, Visva-Bharati, Kolkata for the period from 2012-13 to 2014-15	The financial viability of GV is declining after the contract with the Higher Secondary Council was over from April 2013 and GV did not formulate any effective plan to improve it. Further, GV could not sell their publications within stipulated time frame due to absence of assessment of marketability before publication. Higher Secondary Council books were published without the approval of Council resulting in infructuous expenditure. The sales agents were not adequately deployed and inactive agents were not terminated. The Store management of GV was inefficient leading to damage of books and nondisposal of slow moving books. (Para No. 10.9) *Report No. 11 of 2016*
8.	Indian Council of Social Science Research Overpayment of Rs. 32.87 lakh to outsourcing agency and partial recovery at the instance of audit	Between 2010-11 and 2014-15, the Indian Council of Social Science Research (ICSSR) outsourced the security of its offices in New Delhi to a private agency. ICSSR overpaid Rs. 32.87 lakh to the private agency, out of which Rs.11.64 lakh was recovered at the instance of audit. (Para No. 10.10) *Report No. 11 of 2016*

APEENDIX-III

AUTONOMOUS ORGANISATIONS/ATTACHED OFFICES/ SUBORDINATE OFFICES/PSU OF MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF HIGHER EDUCATION

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
1. University & Higher Education	1. Apex Level Bodies	1.	University Grants Commission, New Delhi.	www.ugc.ac.in
		2.	Indian Council of Historical Research (ICHR), New Delhi.	www.ichr.ac.in
		3.	Indian Council of Social Science Research (ICSSR), New Delhi.	www.icssr.org
		4.	Indian Council of Philosophical Research (ICPR), New Delhi.	www.icpr.nic.in
		5.	National Council of Rural Institutes (NCRI), Hyderabad.	www.ncri.in
		6.	Indian Institute of Advance Study(IIAS), Shimla	www.iias.org
		7.	Association of Indian Universities(AIU)	www.aiuweb.org
		8.	Centre for Studies in Civilization, Project of History of Indian Science, Philosophy and Culture(PHISPC)	www.phispc.nic.in
	2. Central Universities	9.	University of Delhi, Delhi.	www.du.ac.i
		10.	Jawaharlal Nehru University, New Delhi.	www.jnu.ac.in
		11.	Aligarh Muslim University, Aligarh.	www.amu.ac.in
		12.	Banaras Hindu University, Varanasi.	www.bhu.ac.in
		13.	Pondicherry University, Puducherry.	www.pondiuni.edu.in
		14.	University of Hyderabad, Hyderabad.	www.uohyd.ac.in
		15.	North Eastern Hill University, Shillong.	www.nehu.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		16.	Indira Gandhi National Open University (IGNOU), New Delhi.	www.ignou.ac.in
		17.	Assam University, Silchar.	www.aus.ac.in
		18.	Tezpur University, Tezpur, Assam.	www.tezu.ernet.in
		19.	Visva Bharati Shanti Niketan West Bengal.	www.visva-bharati.ac.in
		20.	Nagaland University, Kohima, Nagaland.	www.nagauniv.org.in
		21.	Jamia Millia Islamia, New Delhi.	www.jmi.ac.in
		22.	Babasaheb Bhimrao Ambedkar University, Lucknow.	www.bbau.ac.in
		23.	Manipur University, Imphal.	www.manipuruniv.ac.in
		24.	Mizoram University, Aizawl, Mizoram.	www.mzu.edu.in
		25.	University of Allahabad, Allahabad, Uttar Pradesh.	www.allduniv.ac.in
		26.	Maulana Azad National Urdu University, Hyderabad.	www.manuu.ac.in
		27.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.	www.hindivishwa.org
		28.	The English and Foreign Languages University, Hyderabad.	www.efluniversity.ac.i
		29.	Rajiv Gandhi University Itanagar, Arunachal Pradesh.	www.rgu.ac.in
		30.	Guru Ghasidas Vishwavidyalaya, . Chhattisgarh	www.ggu.ac.in
		31.	Central University of South Bihar, Patna.	www.cub.ac.in
		32.	Central University of Gujarat, Gandhi Nagar.	www.cug.ac.in
		33.	Central University of Haryana, Gurgaon.	www.cuharyana.org
		34.	Central University of Himachal Pradesh, Dharamshala.	www.cuhimachal.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		35.	Central University of Kashmir, Srinagar.	www.cukashmir.ac.in
		36.	Central University of Jammu.	www.jammuuniversity.in
		37.	Central University of Jharkhand, Ranchi.	www.cuj.ac.in
		38.	Central University of Karnataka, Gulbarga.	www.cuk.ac.in
		39.	Central University of Kerala, Trivandrum.	www.cukerala.ac.in
		40.	Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh.	www.igntu.nic.in
		41.	Doctor Harisingh Gaur Vishwa Vidyalaya, Madhya Pradesh.	www.dhsgsu.ac.in
		42.	Central University of Orissa, Bhubneswar.	www.cuo.ac.in
		43.	Central University of Punjab, Bhatinda.	www.centralunipunjab.com
		44.	Central University of Rajasthan, Jaipur.	www.curaj.ac.in
		45.	Central University of Tamil Nadu, Tiruvarur.	www.cutn.ac.in
		46.	Sikkim University, Gangtok, Sikkim.	www.sikkimuniversity.ac.in
		47.	Tripura University, Agartala, Tripura.	www.tripurauniv.in
		48.	Hemvati Nandan Bahuguna Garhwal University, Srinagar, Uttarkhand.	www.hnbgu.ac.in
		49.	Mahatma Gandhi Central University, Motihari, Bihar	www.mgcub.ac.in
	3. Others	50.	National Commission for Minority Educational Institutions, New Delhi.	www.ncmei.gov.in
2. Technical Education	1. Apex level Bodies	51.	All India Council of Technical Education (AICTE), New Delhi.	www.aicte-india.org
		52.	Council of Architecture, India Habitat Centre, New Delhi.	www.coa.gov.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
	2. IITs	53.	Indian Institute of Technology (IIT), New Delhi.	www.iitd.ernet.in
		54.	Indian Institute of Technology (IIT), Kanpur.	www.iitk.ac.in
		55.	Indian Institute of Technology (IIT), Mumbai.	www.iitb.ac.in
		56.	Indian Institute of Technology (IIT), Kharagpur.	www.iitkgp.ac.in
		57.	Indian Institute of Technology (IIT), Chennai.	www.iitm.ac.in
		58.	Indian Institute of Technology (IIT), Guwahati.	www.iitg.ernet.in
		59.	Indian Institute of Technology (IIT), Roorkee.	www.iitr.ernet.in
	New IITs	60.	Indian Institute of Technology (IIT), Jodhpur.	www.iitj.ac.in
		61.	Indian Institute of Technology (IIT), Gandhi Nagar	www.iitgn.ac.in
		62.	Indian Institute of Technology (IIT), Patna.	www.iitp.ac.in
		63.	Indian Institute of Technology (IIT), Hyderabad.	www.iith.ac.in
		64.	Indian Institute of Technology (IIT), Ropar, Punjab.	www.iitd.ac.in
		65.	Indian Institute of Technology (IIT), Bhubaneshwar.	www.iitbbs.ac.in
		66.	Indian Institute of Technology (IIT), Mandi.	www.iitmandi.ac.in
		67.	Indian Institute of Technology (IIT), Indore	www.iiti.ac.in
		68.	Indian Institute of Technology (IIT-BHU), Varanasi	www.iitbhu.ac.in
		69.	Indian Institute of Technology (IIT), Tirupati	www.iittp.ac.in
		70.	Indian Institute of Technology (IIT), Palakkad	www.iitpkd.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		71.	Indian Institute of Technology (IIT), Goa	www.iitb.ac.in/en/iit-goa
		72.	Indian Institute of Technology (IIT) (Indian School of Mines), Dhanbad, Bihar	www.iitism.ac.in
		73.	Indian Institute of Technology (IIT), Dharwad	www.iitb.ac.in/en/iit-dharwad
		74.	Indian Institute of Technology (IIT), Bhilai	www.iitbhilai.ac.in
	3. IIMs	75.	Indian Institute of Management, Ahmedabad.	www.iimahd.ernet.in
		76.	Indian Institute of Management, Bangalore.	www.iimb.ernet.in
		77.	Indian Institute of Management, Calcutta.	www.iimcal.ac.in
		78.	Indian Institute of Management, Lucknow.	www.iiml.ac.in
		79.	Indian Institute of Management, Indore.	www.iimidr.ac.in
		80.	Indian Institute of Management, Kozhikode.	www.iimk.ac.in
	New IIMs	81.	Rajiv Gandhi Indian Institute of Management, Shillong.	www.iimshillong.in
		82.	Indian Institute of Management, Rohtak, Haryana.	www.iimrohtak.ac.in
		83.	Indian Institute of Management, Raipur, Chhattisgarh.	www.iimraipur.ac.in
		84.	Indian Institute of Management, Ranchi, Jharkhand.	www.iimranchi.ac.in
		85.	Indian Institute of Management, Tiruchirappalli, Tamil Nadu.	www.iimtrichy.ac.in
		86.	Indian Institute of Management, Udaipur, Rajasthan.	www.iimu.ac.in
		87.	Indian Institute of Management, Kashipur, Uttarakhand.	www.iimkashipur.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		88.	Indian Institute of Management, Amritsar, Punjab	http://iimamritsar.ac.in
		89.	Indian Institute of Management, Sirmaur, HP	www.iimsirmaur.ac.in
		90.	Indian Institute of Management, Bodh Gaya, Bihar	http://iimbg.ac.in/
		91.	Indian Institute of Management, Sambalpur, Odisha	www.iimsambalpur.ac.in
		92.	Indian Institute of Management, Nagpur, Maharashtra	http://iimnagpur.ac.in
		93.	Indian Institute of Management, Vishakhapatnam, Andhra Pradesh	http://iimv.ac.in/
		94.	Indian Institute of Management, Jammu, J&K	www.iiml.ac.in/jammu
	4. NITs	95.	National Institute of Technology, Calicut, Kerala.	www.nitc.ac.in
		96.	S.V. National Institute of Technology, Surat, Gujarat.	www.svnit.ac.in
		97.	National Institute of Technology, Hazaratbal, Srinagar, Jammu and Kashmir.	www.nitsri.net
		98.	Motilal Nehru National Institute of Technology, Allahabad.	www.mnnit.ac.in
		99.	National Institute of Technology, Durgapur, West Bengal.	www.nitdgp.ac.in
		100.	National Institute of Technology, Jamshedpur, Jharkhand.	www.nitjsr.ac.in
		101.	Visvesvaraya National Institute of Technology Nagpur, Maharashtra.	www.vnitnagpur.ac.in
		102.	National Institute of Technology, Surthakal, Karnataka.	www.nitk.ac.in
		103.	National Institute of Technology, Warangal,Telangana.	www.nitw.ac.in
		104.	Malaviya National Institute of Technology, Jaipur, Rajasthan.	www.mnit.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
	New NITs & IIEST	105.	National Institute of Technology, Rourkela, Orissa.	www.nitrkl.ac.in
		106.	Maulana Azad National Institute of Technology, Bhopal.	www.manit.ac.in
		107.	National Institute of Technology, Tiruchirapalli, Tamil Nadu.	www.nitt.edu
		108.	National Institute of Technology, Kurukshetra, Haryana.	www.nitkkr.ac.in
		109.	National Institute of Technology, Silchar, Assam.	www.nits.ac.in
		110.	National Institute of Technology, Hamirpur.	www.nitham.ac.in
		111.	National Institute of Technology, Patna, Bihar.	www.nitp.ac.in
		112.	Dr. B.R. Ambedkar National Institute of Technology, Jallandhar.	www.nitj.ac.in
		113.	National Institute of Technology Raipur, Chhattisgarh.	www.nitrr.ac.in
		114.	National Institute of Technology, Agartala, Tripura.	www.tec.nic.in
		115.	National Institute of Technology Sikkim.	www.nitc.ac.in
		116.	National Institute of Technology, Arunachal Pradesh.	www.nitdgp.ac.in
		117.	National Institute of Technology, Andhra Pradesh.	www.nitandhra.ac.in
		118.	National Institute of Technology, Meghalaya.	www.nitmeghalaya.org
		119.	National Institute of Technology, Nagaland.	www.nits.ac.in
		120.	National Institute of Technology, Manipur.	www.nitmanipur.in
		121.	National Institute of Technology, Mizoram.	www.vnit.ac.in
		122.	National Institute of Technology, Uttarkhand.	www.nitkkr.nic.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		123.	National Institute of Technology, Goa.	www.nitgoa.ac.in
		124.	National Institute of Technology, Delhi.	www.ee.iitd.ernet.in
		125.	National Institute of Technology, Puducherry.	www.nitt.edu
		126.	Indian Institute of Engineering Science and Technology, Shibpur	www.becs.ac.in
	5. IIITs	127.	ABV-Indian Institute of Information Technology and Management, (ABV-IIITM), Gwalior.	www.iiitm.ac.in
		128.	Indian Institute of Information Technology (IIIT), Allahabad.	www.iiita.ac.in
		129.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing (IIITDM), Jabalpur.	www.iiitdm.in
		130.	Indian Institute of Information Technology, Design & Manufacturing (IIITDM), Kancheepuram.	www.iiitdm.ac.in
		131.	IIITD&M Kurnool, Andhra Pradesh	www.iiitdmkl.ac.in
	IIITs under PPP Mode.	132.	Indian Institute of Information Technology, Chitoor	https://www.iits.ac.in
		133.	Indian Institute of Information Technology, Guwahati	www.iiitg.ac.in
		134.	Indian Institute of Information Technology, Vadodara	www.iiitvadodara.ac.in
		135.	Indian Institute of Information Technology, Sonepat	
		136.	Indian Institute of Information Technology, Una	www.iiitu.ac.in
		137.	Indian Institute of Information Technology, Dharwad	www.iiitdwd.ac.in
		138.	Indian Institute of Information Technology, Kottayam	www.iiitkottayam.ac.in
		139.	Indian Institute of Information Technology, Manipur	www.iiitmanipur.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		140.	Indian Institute of Information Technology, Kota	www.iiitkota.ac.in
		141.	Indian Institute of Information Technology, Tiruchipalli	http://www.iiitt.ac.in/
		142.	Indian Institute of Information Technology, Lucknow	https://iiitl.iiita.ac.in
		143.	Indian Institute of Information Technology, Kalyani	www.iiitkalyani.edu.in
		144.	Indian Institute of Information Technology, Pune	www.iiitp.ac.in
		145.	Indian Institute of Information Technology, Ranchi	www.iiitranchi.ac.in
		146.	Indian Institute of Information Technology, Nagpur	www.iiitn.ac.in
	6. IISc. & New IISERs	147.	Indian Institute of Science, Bangalore.	www.iisc.ernet.in
		148.	Indian Institute of Science Education and Research (IISER), Pune.	www.iiserpune.ac.in
		149.	Indian Institute of Science Education and Research (IISER), Kolkata.	www.iiserkol.ac.in
		150.	Indian Institute of Science Education and Research (IISER), Mohali.	www.iisermohali.ac.in
		151.	Indian Institute of Science Education and Research (IISER), Bhopal.	www.iiserbhopal.ac.in
		152.	Indian Institute of Science Education and Research (IISER), Thiruvananthapuram.	www.iisertvm.ac.in
		153.	Indian Institute of Science Education and Research (IISER), Tirupati.	www.iisertirupati.ac.in
		154.	Indian Institute of Science Education and Research (IISER), Berhampur.	http://www.iiserbpr.ac.in/
	7. NITTTRs	155.	National Institute of Technical Teachers' Training & Research Kolkata.	www.nitttrkol.ac.in
		156.	National Institute of Technical Teachers' Training & Research, Taramani, Chennai.	www.nitttrc.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		157.	National Institute of Technical Teachers' Training & Research, Bhopal.	www.nitttrbhopal.org
		158.	National Institute of Technical Teachers' Training & Research, Chandigarh.	www.nitttrchd.ac.in
	8. Boards of Apprenticeship Training	159.	Board of Apprenticeship Training, Mumbai.	www.apprentice-engineer.com
		160.	Board of Practical Training (BOPT), Kolkata.	www.bopter.gov.in
		161.	Board of Apprenticeship Training (BOAT), Kanpur.	www.batnorth.nic.in
		162.	Board of Apprenticeship Training, (BOAT), Chennai	www.boatsr.tn.nic.in
	SPAs	163.	School of Planning & Architecture, New Delhi.	www.spa.ac.in
		164.	School of Planning & Architecture, Bhopal.	www.spabhopal.ac.in
		165.	School of Planning & Architecture, Vijayawada.	www.spav.ac.in
	9. Others	166.	National Institute of Foundry and Forge Technology (NIFFT), Ranchi.	www.nifft.ernet.in
		167.	National Institute of Industrial Engineering, Mumbai.	www.nitie.edu
		168.	Sant Longowal Institute of Engineering & Technology (SLIET), Sangrur Punjab.	www.sliet.ac.in
		169.	North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal Pradesh.	www.nerist.ac.in
		170.	Central Institute of Technology(CIT), Kokrajhar.	www.cit.kokrajhar.in
		171.	Gani Khan Chodhury Institute of Engineering and Technology (GKCIET), Malda	www.gkciet.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
3. Languages	1. Sanskrit & Vedic Institutions	172.	Rashtriya Sanskrit Sansthan, New Delhi.	www.sanskrit.nic.in
		173.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi.	www.slbsrsv.ac.in
		174.	Rashtriya Sanskrit Vidyapeetha, Tirupati, Andhra Pradesh.	www.rsvidyapeetha.ac.in
		175.	Maharshi Sandeepani Rashtriya Veda Vidya Pratishthan, Ujjain.	www.msrvvp.nic.in
	2. Institution related to Hindi and other Indian Languages	176.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, Agra.	www.hindisansthan.org
		177.	National Council for Promotion of Urdu Language, New Delhi.	www.urducouncil.nic.in
		178.	National Council for Promotion of Sindhi Language, Vadodra.	www.ncpsl.org
		179.	Central Institute of Classical Tamil (CICT), Chennai.	www.cict.in
4. Planning		180.	National University of Educational Planning and Administration (NUEPA), New Delhi.	www.nuepa.org
5.UNESCO		181.	Auroville Foundation, Bharat Nivas, Auroville, Tamil Nadu.	www.auroville.org
6.Book Promotion		182.	National Book Trust of India, New Delhi.	www.nbtindia.org.in
ATTACHED / SUBORDINATE OFFICES				
Languages		1.	Central Institute of Indian Languages, Mysore.	www.ciil.org
		2.	Central Hindi Directorate, New Delhi.	www.hindinideshalaya.nic.in
		3.	Commission for Scientific and Technical Terminology, New Delhi.	www.cstt.nic.in
PUBLIC SECTOR UNDERTAKING				
		1.	Educational Consultants of India Limited (EdCIL), Noida, Uttar Pradesh.	www.edcilindia.co.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
DEPARTMENT OF SCHOOL EDUCATION & LITERACY				
		1.	Central Board of Secondary Education, New Delhi.	www.cbse.nic.in
		2.	National Council for Educational Research and Training (NCERT) New Delhi.	www.ncert.nic.in
		3.	National Institute of Open Schooling, Noida, Uttar Pradesh.	www.nos.org
		4.	Central Tibetan Schools Administration (CTSA), Delhi.	www.ctsa.nic.in
		5.	Navodaya Vidyalaya Samiti, New Delhi.	www.navodaya.nic.in
		6.	Kendriya Vidyalaya Sangathan, New Delhi.	www.kvsangathan.nic.in
		7.	National Council for Teachers Education (NCTE), New Delhi.	www.ncte-india.org
SUBORDINATE OFFICE				
Adult Education		1.	Directorate of Adult Education, New Delhi.	

APPENDIX-IV

PLAN Schemes- DEPARTMENT OF SCHOOL EDUCATION & LITERACY

(₹ in Crore)

SL	Name of the Scheme	2014-15			2015-16			2016-17		
		BE	RE/FG	Actual Expenditure	BE	RE/FG	Actual Expenditure	BE	RE/FG	Actual Expenditure upto 31.03.2017
1	Sarva Shiksha Abhiyan	28258.00	24380.00	24096.61	22000.00	21946.70	21668.19	22500.00	22500.00	21685.22
2	National Program of Mid Day Meals in Schools	13215.00	11050.90	10523.39	9236.40	9246.91	9144.88	9700.00	9700.00	9475.25
3	Rashtriya Madyamik Shiksha Abhiyan	5000.00	3480.10	3398.19	3565.00	3565.00	3555.86	3700.00	3700.00	3697.24
4	Strengthening of Teachers Training Institutions	550.00	500.00	499.86	557.60	489.10	488.70	480.00	480.00	495.15
5	National Means cum Merit Scholarship Scheme	70.00	70.00	65.18	70.00	131.50	127.13	35.00	39.65	38.91
6	National Scheme for Incentive to Girls for Secondary Education	100.00	100.00	94.23	100.00	162.00	153.54	45.00	45.00	44.65
7	Appointment of Language Teachers	80.00	80.00	68.38	80.00	80.00	79.93	25.00	25.00	109.44
8	Adult Education & Skill Development	450.00	371.35	358.25	450.00	360.00	344.09	320.00	244.15	213.21
9	Scheme for Providing Quality Edu. in Madarssas	375.00	143.78	119.28	375.50	335.50	295.83	120.00	120.00	109.21
10	Scheme for Setting up of 6000 Model School at Block level	1200.00	1022.20	979.74	1.00	1.00	0.00	0.00	0.00	0.00
11	Kendriya Vidalaya Sanghtan(KVS)	853.00	742.00	742.00	875.00	875.00	875.00	1100.00	1102.71	1102.71
12	Navodya Vidyalaya Samiti (NVS)	1500.00	1456.55	1474.53	1550.00	1774.14	1774.14	1900.00	1993.54	1998.33
13	NCERT	20.00	18.40	14.88	25.00	22.31	20.17	15.00	14.64	12.61

(₹ in Crore)

SL	Name of the Scheme	2014-15			2015-16			2016-17		
		BE	RE/FG	Actual Expenditure	BE	RE/FG	Actual Expenditure	BE	RE/FG	Actual Expenditure upto 31.03.2017
14	National Bal Bhavan	10.00	8.29	6.49	11.00	10.58	9.74	6.00	6.00	4.64
15	Central Tibetan Schools Administration	6.00	2.83	1.10	5.00	2.85	2.50	2.50	2.25	0.62
16	Support to VAs for AE & Skill Development	100.00	79.99	61.98	75.00	100.00	93.67	40.00	115.85	115.50
17	National Literacy Mission Authority	2.00	0.70	0.06	3.00	1.15	0.14	2.00	0.12	0.05
18	Directorate of Adult Education	9.00	5.19	5.04	8.00	5.50	4.65	3.00	3.60	2.90
19	School Assessment Programme	30.00	4.20	2.47	50.00	6.58	3.31	5.00	1.65	0.00
20	Access & Equity	0.00	1.42	1.08	1.00	0.47	0.14	0.00	0.00	0.00
21	Digital India e-learning	0.00	0.00	0.00	0.00	0.00	0.00	1.50	0.20	0.00
	TOTAL	**51828.00**	**43517.90**	**42512.74**	**39038.50**	**39116.29**	**38641.61**	**40000.00**	**40094.36**	**39105.64**

NON-PLAN Schemes- DEPARTMENT OF SCHOOL EDUCATION & LITERACY

(₹ in Crore)

SL	Name of the Scheme	2014-15			2015-16			2016-17		
		BE	RE/FG	Actual Expenditure	BE	RE/FG	Actual Expenditure	BE	RE/FG	
1	Secretariat	6.54	6.54	4.15	6.50	6.29	4.47	7.42	11.12	8.28
2	National Bal Bhavan	8.28	8.28	8.28	8.70	8.70	8.70	9.50	11.19	11.11
3	Directorate of Adult Education	3.02	3.02	2.49	2.95	2.95	2.52	3.35	3.65	2.98
4	Jan Shikshan Sansthan (Polyvalent Adult Edu.)	0.76	0.76	0.39	0.65	0.65	0.44	0.55	0.55	0.49
5	NLMA	0.03	0.03	0.00	0.03	0.03	0.00	0.03	0.00	0.00
6	NCERT	239.72	176.37	145.44	200.00	189.21	189.21	214.50	214.00	214.00
7	Kendriya Vidalaya Sanghtan (KVS)	2437.80	2501.15	2501.15	2403.47	2403.47	2403.47	2695.47	2884.54	2884.54
8	Navodya Vidyalaya Samiti (NVS)	538.40	538.40	538.40	511.00	511.00	511.00	571.00	621.24	621.24
9	Central Tibetan Schools Administration	49.85	49.85	41.38	45.00	45.00	45.00	49.38	52.59	52.59
10	National Award to Teachers	2.70	2.70	2.17	2.70	2.91	2.86	2.80	2.80	3.14
	TOTAL	**3287.10**	**3287.10**	**3243.85**	**3181.00**	**3170.21**	**3167.67**	**3554.00**	**3801.68**	**3798.37**

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEMAND NO. 58

Department of Higher Education

(₹ in Crore)

Name of the Scheme		Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
		Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
Establishment Expenditure of the Centre										
1	Secretariat	95.99	...	95.99	95.99	...	95.99	101.73	...	101.73
2	Directorate of Hindi	46.53	...	46.53	46.53	...	46.53	46.53	...	46.53
3	Commission for Scientific and Technical Terminology		12.10	...	12.10	12.10	...	12.10	12.10	...12.10
4	Central Institute of Indian Languages (CIIL), Mysore and Regional Language Centers	40.50	...	40.50	39.64	...	39.64	40.50	...	40.50
5	Educational Institutions Abroad	7.27	...	7.27	7.27	...	7.27	7.27	...	7.27
Total-Establishment Expenditure of the Centre		**202.39**	**...**	**202.39**	**201.53**	**...**	**201.53**	**208.13**	**...**	**208.13**
Central Sector Schemes/Projects										
Higher Education										
6	Deemed Universities promoted by Central Government	55.00	...	55.00	55.00	...	55.00	60.00	...	60.00
7	National Initiative on Sports and Wellness	1.00	...	1.00	1.00	...	1.00	1.00	...	1.00
8	National Initiative on inclusion of persons with disabilities in higher education	2.00	...	2.00	2.00	...	2.00	2.00	...	2.00

(₹ in Crore)

Name of the Scheme		Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
		Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
9	National Initiative to foster social responsibility	1.00	...	1.00	1.00	...	1.00	1.00	...	1.00
10	Promotion of copyright and IPR	4.50	...	4.50	...	...	...	...	...	...
11	National Research Professors	1.30	...	1.30	1.30	...	1.30	1.30	...	1.30
12	Copyright Board	4.30	...	4.30	...	...	...	...	...	...
13	Copyright Office	2.35	...	2.35	...	...	...	...	...	...
14	Other Items	0.01	...	0.01	0.01	...	0.01	...	...	...
15	Establishment of multi disciplinary research universities including Central University of Himalayan Studies (CUHS), creation of Centres of Excellence and National Centre for Excellence in humanities	10.00	...	10.00	2.25	...	2.25	10.00	...	10.00
16	Higher Education Financing Agency (HEFA)	...	...	...	...	1.00	1.00	...	250.00	250.00
17	World Class Institutions	...	...	...	1.00	...	1.00	50.00	...	50.00
18	Prime Minister's Girls' Hostel	...	...	...	1.00	...	1.00	20.00	...	20.00
Total-Higher Education		**81.46**	**...**	**81.46**	**64.56**	**1.00**	**65.56**	**145.30**	**250.00**	**395.30**
Student Financial Aid										

(₹ in Crore)

Name of the Scheme		Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
		Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
19	Interest Subsidy and contribution for Guarantee Funds	1950.00	...	1950.00	1850.00	...	1850.00	1950.00	...	1950.00
20	Scholarship for College and University students	271.00	...	271.00	285.63	...	285.63	320.00	...	320.00
21	PM Research Fellowship	...	...	...	...	...	...	75.00	...	75.00
22	M Tech Programme Teaching Assistantship	...	...	...	...	...	...	35.00	...	35.00
Total-Student Financial Aid		**2221.00**	**...**	**2221.00**	**2135.63**	**...**	**2135.63**	**2380.00**	**...**	**2380.00**
Digital India-e-learning										
23	National Mission in Education Through ICT	200.00	...	200.00	174.74	...	174.74	150.00	...	150.00
24	Setting up of virtual classrooms and massive open online courses } (MOOCs)	75.00	...	75.00	71.00	...	71.00	75.00	...	75.00
25	e-shodh Sindhu	235.00	...	235.00	235.00	...	235.00	240.00	...	240.00
26	Higher Education Statistics and Public Information System (HESPIS)	15.00	...	15.00	15.00	...	15.00	12.00	...	12.00
27	National Digital Library	5.00	...	5.00	5.00	...	5.00	10.00	...	10.00
28	Indian National Digital Library in Engineering Science and Technology (INDEST) Consortium	22.34	...	22.34	11.15	...	11.15	...	...	...
29	National Academic Depository	...	...	...	5.00	...	5.00	10.00	...	10.00
Total-Digital India-e-learning		552.34	...	552.34	516.89	...	516.89	497.00	...	497.00
Research and Innovation										

(₹ in Crore)

Name of the Scheme		Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
		Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
30	Training and Research in Frontier Areas	15.00	...	15.00	15.00	...	15.00	15.00	...	15.00
31	Setting up of Inter-Institutional Centres, Creation of Excellence Clusters and Networks, Establishing Alliances across Institutions	1.00	...	1.00	1.00	...	1.00	2.00	...	2.00
32	National Inititative for Design Innovation	35.00	...	35.00	35.00	...	35.00	32.00	...	32.00
33	National Initiative for Technology Transfer	50.00	...	50.00	50.00	...	50.00	86.45	...	86.45
34	Unnat Bharat Abhiyan	10.00	...	10.00	10.00	...	10.00	20.00	...	20.00
35	Uchhatar Avishkar Abhiyan	75.00	...	75.00	75.00	...	75.00	75.00	...	75.00
36	Implementation of the IMPRINT Research Initiative (Impacting Research Innovation and Technology)	50.00	...	50.00	50.00	...	50.00	85.00	...	85.00
Total-Research and Innovation		**236.00**	**...**	**236.00**	**236.00**	**...**	**236.00**	**315.45**	**...**	**315.45**
37	National Mission on Teachers and Teaching	120.00	...	120.00	110.00	...	110.00	120.00	...	120.00
38	National Institutional Ranking Framework	5.00	...	5.00	5.00	...	5.00	5.41	...	5.41
39	Global Initiative for Academic Network (GIAN)	20.00	...	20.00	20.00	...	20.00	25.00	...	25.00
40	Technical Education Quality Improvement Programme of Government of India (EAP)	250.00	...	250.00	250.00	...	250.00	260.00	...	260.00

(₹ in Crore)

Name of the Scheme	Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
41 Support to Skill based Higher Education including Community Colleges	50.00	...	50.00	50.00	...	50.00	50.00	...	50.00
42 Programme for Apprenticeship Training	97.72	...	97.72	97.72	...	97.72	110.00	...	110.00
43 Planning Administration and Global Engagement	55.23	...	55.23	67.04	...	67.04	67.59	...	67.59
Total-Central Sector Scheme/ Projects	**3688.75**	**...**	**3688.75**	**3552.84**	**1.00**	**3553.84**	**3975.75**	**250.00**	**4225.75**
Other Central Sector Expenditure									
Statutory and Regulatory Bodies									
44 University Grants Commission (UGC)	4491.94	...	4491.94	4491.94	...	4491.94	4691.94	...	4691.94
45 All India Council for Technical Education (AICTE)	481.00	...	481.00	481.00	...	481.00	485.00	...	485.00
Total-Statutory and Regulatory Bodies	**4972.94**	**...**	**4972.94**	**4972.94**	**...**	**4972.94**	**5176.94**	**...**	**5176.94**
Autonomous Bodies									
46 Grants to Central Universities (CUs)	6355.93	...	6355.93	6355.93	...	6355.93	6485.93	...	6485.93
47 Central University, Andhra Pradesh	1.00	...	1.00	1.00	...	1.00	10.00	...	10.00
48 Andhra Pradesh and Telangana Tribal Universities	2.00	...	2.00	2.00	...	2.00	20.00	...	20.00

(₹ in Crore)

Name of the Scheme		Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
		Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
Indian Institutes of Technology										
49	Support to Indian Institutes of Technology	4548.51	...	4548.51	4953.51	...	4953.51	7171.00	...	7171.00
50	IIT, Andhra Pradesh	40.00	...	40.00	40.00	...	40.00	50.00	...	50.00
51	IIT, Hyderabad (EAP)	20.00	...	20.00	20.00	...	20.00	75.00	...	75.00
52	Indian School of Mines, Dhanbad	185.20	...	185.20	185.20	...	185.20	210.00	...	210.00
53	Setting up of new IITs	190.00	...	190.00	190.00	...	190.00	350.00	...	350.00
Total-Indian Institutes of Technology		**4983.71**	**...**	**4983.71**	**5388.71**	**...**	**5388.71**	**7856.00**	**...**	**7856.00**
Indian Institutes of Management										
54	Support to Indian Institutes of Management (IIMs)	540.00	...	540.00	667.78	...	667.78	800.00	...	800.00
55	IIM, Andhra Pradesh	30.00	...	30.00	30.00	...	30.00	40.00	...	40.00
56	Setting up of new IIMs	160.00	...	160.00	160.00	...	160.00	190.00	...	190.00
Total-Indian Institutes of Management		730.00	...	730.00	857.78	...	857.78	1030.00	...	1030.00
National Institutes of Technology										
57	Support to National Institutes of Technology	2509.95	...	2509.95	2755.92	...	2755.92	3280.00	...	3280.00
58	NIT, Andhra Pradesh	40.00	...	40.00	20.00	...	20.00	50.00	...	50.00
59	Upgradation of Indian Institute of Engineering, Science and Technology (IIEST) (BESU and CUSAT)	80.00	...	80.00	99.00	...	99.00	110.00	...	110.00

(₹ in Crore)

Name of the Scheme		Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
		Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
Total-National Institutes of Technology		**2629.95**	**...**	**2629.95**	**2874.92**	**...**	**2874.92**	**3440.00**	**...**	**3440.00**
Indian Institute of Science, Education and Research (IISERs)										
60	Support to Indian Institute(s) of Science, Education and Research (IISER)	680.00	...	680.00	740.00	...	740.00	600.00	...	600.00
61	IISER, Andhra Pradesh	40.00	...	40.00	40.00	...	40.00	50.00	...	50.00
Total-Indian Institute of Science, Education and Research (IISERs)		**720.00**	**...**	**720.00**	**780.00**	**...**	**780.00**	**650.00**	**...**	**650.00**
62	Support to Indian Institute of Science (IISc)	422.52	...	422.52	422.52	...	422.52	450.00	...	450.00
Indian Institutes of Information Technology(IIITs)										
63	Support to Indian Institute(s) of Information Technology (Allahabad, Gwalior, Jabalpur and Kanchipuram)	187.50	...	187.50	148.50	...	148.50	240.00	...	240.00
64	Setting up Indian Institutes of Information Technology in PPP mode	60.00	...	60.00	60.00	...	60.00	109.45	...	109.45
65	IIIT, Andhra Pradesh	20.00	...	20.00	20.00	...	20.00	30.00	...	30.00
Total-Indian Institutes of Information Technology(IIITs)		**267.50**	**...**	**267.50**	**228.50**	**...**	**228.50**	**379.45**	**...**	**379.45**
66	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	269.81	...	269.81	271.31	...	271.31	285.00	...	285.00

(₹ in Crore)

Name of the Scheme		Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
		Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
67	Grants to Institutes for Promotion of Indian Languages	333.65	...	333.65	335.65	...	335.65	355.00	...	355.00
68	National Institute of Industrial Engineering, Mumbai	35.10	...	35.10	35.10	...	35.10	35.10	...	35.10
69	New Schools of Planning and Architecture	89.74	...	89.74	89.74	...	89.74	100.00	...	100.00
70	National Institutes of Technical Teachers Training and Research (NITTTRs)	119.75	...	119.75	119.75	...	119.75	130.00	...	130.00
71	Board of Apprenticeship Training, Bombay, Calcutta, Madras and Kanpur	17.14	...	17.14	17.14	...	17.14	19.00	...	19.00
72	Indira Gandhi National Open University (IGNOU)	101.00	...	101.00	101.00	...	101.00	100.00	...	100.00
73	Assistance to Other Institutions	360.12	...	360.12	353.84	...	353.84	373.40	...	373.40
Total-Autonomous Bodies		**17438.92**	**...**	**17438.92**	**18234.89**	**...**	**18234.89**	**21718.88**	**...**	**21718.88**
Total-Other Central Sector Expenditure		**22411.86**	**...**	**22411.86**	**23207.83**	**...**	**23207.83**	**26895.82**	**...**	**26895.82**
TRANSFERS TO STATE/UTs										
Centrally Sponsored Scheme										
National Education Mission										
74	Rashtriya Uchhatar Shiksha Abhiyan (RUSA)	1300.00	...	1300.00	1300.00	...	1300.00	1300.00	...	1300.00
75	Actual Recoveries	...	...	...	...	...	...	...	...	...
Total-Centrally Sponsored Schemes		**1300.00**	**...**	**1300.00**	**1300.00**	**...**	**1300.00**	**1300.00**	**...**	**1300.00**

(₹ in Crore)

Name of the Scheme		Budget 2016-2017			Revised 2016-2017			Budget 2017-2018		
		Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
Other Grants/Loans/Transfers										
76	Improvement in Salary Scale of University and College Teachers	1237.00	...	1237.00	1440.00	...	1440.00	700.00	...	700.00
Grand Total		**28840.00**	**...**	**28840.00**	**29702.20**	**1.00**	**29703.20**	**33079.70**	**250.00**	**33329.70**

APEENDIX-VI

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs AS ON FIRST JANUARY OF THE YEAR AND NUMBER OF APPOINTMENTS MADE DURING THE PRECEDING CALENDAR YEAR 2016

MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (MINISTRY OF HUMAN RESOURCE DEVELOPMENT, DEPARTMENT OF HIGHER EDUCATION AND SE & L AND ATTACHED/SUBORDINATE OFFICES)

	Representation of SCs/STs/ OBCs (As on 01.01.2017)				Number of appointments made during the calendar year 201									
					By Direct Recruitment				By Promotion			By Deputation		
Groups	**Total number of Employees**	**SCs**	**STs**	**OBC**	**Total**	**SCs**	**STs**	**OBCs**	**Total**	**SCs**	**STs**	**Total**	**SCs**	**STs**
1	**2**	**3**	**4**	**5**	**6**	7	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**
Group A	267	44	21	19	3	1	1	1	0	0	0	0	0	0
Group B	518	98	26	56	56	8	0	3	12	3	2	0	0	0
Group C (Excluding Sweepers)	453	121	42	65	13	1	1	6	0	0	0	0	0	0
Group C (Sweepers)	8	8	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**1246**	**271**	**89**	**140**	**72**	**10**	**2**	**10**	**12**	**3**	**2**	**0**	**0**	**0**

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs AS ON FIRST JANUARY OF THE YEAR AND NUMBER OF APPOINTMENTS MADE DURING THE PRECEDING CALENDAR YEAR 2016

MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (MINISTRY OF HUMAN RESOURCE DEVELOPMENT, DEPARTMENT OF HIGHER EDUCATION AND SE & L AND ATTACHED/SUBORDINATE OFFICES)

	Representation of SCs/STs/ OBCs (As on 01.01.2017)				Number of appointments made during the calendar year 201									
					By Direct Recruitment				By Promotion			By Deputation		
Groups	Total number of Employees	SCs	STs	OBC	Total	SCs	STs	OBCs	Total	SCs	STs	Total	SCs	STs
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PB-3: Rs.5400	116	20	16	12	0	0	0	0	0	0	0	0	0	0
PB-3: Rs. 6000	8	0	0	0	0	3	1	2	0	0	0	0	0	0
PB-3: 6600	92	16	6	5	0	0	0	0	0	0	0	0	0	0Rs.
PB-3: Rs. 7600	29	5	0	0	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 8700	25	4	0	1	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 8900	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 9000	3	1	0	1	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 10000	15	1	0	0	0	0	0	0	0	0	0	0	0	0
HAG+ Above	4	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**292**	**47**	**22**	**19**	**0**	**3**	**1**	**2**	**0**	**0**	**0**	**0**	**0**	**0**

APEENDIX-VII

STATEMENT SHOWING THE NUMBER OF PERSONS WITH DISABILITIES APPOINTED DURING THE YEAR (FOR THE YEAR 2016)

MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (MINISTRY OF HUMAN RESOURCE DEVELOPMENT, DEPARTMENT OF HIGHER EDUCATION AND SE & L AND ATTACHED/SUBORDINATE OFFICES)

GROUP	DIRECT RECRUITMENT							PROMOTION						
	No. of vacancies reserved			No. if Appointments made				No. of vacancies reserved			No. of Appointments made			
	VH	HH	OH	Total	VH	HH	OH	VH	HH	OH	Total	VH	HH	OH
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Group A	NA	NA	NA	0	0	0	0	-	-	-	0	0	0	0
Group B	NA	NA	NA	0	0	0	0	-	-	-	0	0	0	0
Group C	NA	NA	NA	1	1	0	0	NA	NA	NA	0	0	0	0
TOTAL	**NA**	**NA**	**NA**	**1**	**1**	**0**	**0**	**NA**	**NA**	**NA**	**0**	**0**	**0**	**0**

Note: (i) VH stands for visually Handicapped (persons suffering from blindness or low vision)

(ii) HH stands for Hearing Handicapped (persons suffering from hearing impairment)

(iii) OH stands for Orthopedically Handicapped (Persons suffering from locomotors disability or cerebral palsy)

(iv) There is no reservation for persons with disabilities in case of promotion to Group A and B posts. However, persons with disabilities can be promoted to such posts, provided the concerned post is identified suitable for persons with disabilities

APEENDIX-VIII

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF THE PERSONS WITH DISABILITES IN SERVICES

(As on 1st January, 2017)

MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (MINISTRY OF HUMAN RESOURCE DEVELOPMENT, DEPARTMENT OF HIGHER EDUCATION AND SE & L AND ATTACHED/ SUBORDINATE OFFICES)

Group	Number of Employees				
	Total	In Identified posts	VH	HH	OH
1	**2**	**3**	**4**	**5**	**6**
Group A	267	-	0	0	0
Group B	518	-	4	1	0
Group C	461	-	1	0	9
TOTAL	**1246**	**-**	**5**	**1**	**9**

Note: (i) VH stands for visually Handicapped (persons suffering from blindness or low vision)

(ii) HH stands for Hearing Handicapped (persons suffering from hearing impairment)

(iii) OH stands for Orthopedically Handicapped (Persons suffering from locomotors disability or cerebral palsy)

ANNEXURE

Annexure

Annexure **399**

Coverage Children 2015-16.

Annexure II **400**

Coverage Institutions 2015-16.

Annexure III **401**

Physical Progress on Construction of Kitchen-cum-Stores (PRY+U.PRY).

Annexure IV **402-403**

List of Central Universities under MHRD.

Annexure V **404**

Students Intake and Funds Released in IIMs During 2016-17.

Annexure VI **405**

Students Intake and Funds Released in IISERs During 2016-17.

Annexure VII **406-415**

List of Institutions Deemed to be Universities as on 09.02.2015.

Annexure VIII **416-429**

Statewise List of Private Universities as on 31.01.2017.

Annexure IX **430**

Number of Beneficiaries under the Central Sector Scheme of Scholarship for College & University Students.

Annexure X **431-432**

Amount Released as Central Share to States/UTs under RUSA.

Annexure XI **433-434**

Statewise and Institutionwise Number of Villages Identified and Adopped under Unnat Bharat Abhiyan

Annexure XII **435**

Organisation Chart – Department of School Education & Literacy.

Annexure XIII **436**

Organisation Chart – Department of Higher Education.

ANNEXURE-I

Coverage : Children : 2015-16

		PAB Approval			Coverage			% Coverage		
S. No.	States/ UTs	Primary	Up. Pry	Total	Primary	Up. Pry	Total	Pri-mary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	2042687	1214319	3257006	1828776	972656	2801432	90%	80%	86%
2	Arunachal Pradesh	178599	74476	253075	168079	70602	238681	94%	95%	94%
3	Assam	3109093	1458177	4567270	2988481	1397971	4386452	96%	96%	96%
4	Bihar	14457156	6107050	20564206	9872954	4043553	13916506	68%	66%	68%
6	Goa	93554	66399	159953	85875	57260	143135	92%	86%	89%
7	Gujarat	3841173	2316477	6157650	2760840	1634009	4394849	72%	71%	71%
8	Haryana	1063885	730977	1794862	1013809	694068	1707877	95%	95%	95%
9	Himachal Pradesh	325016	245116	570132	300992	226339	527332	93%	92%	92%
10	Jammu & Kashmir	703599	334873	1038472	491161	233819	724980	70%	70%	70%
11	Jharkhand	3535491	1507466	5042957	2009860	819976	2829835	57%	54%	56%
12	Karnataka	3184173	1898601	5082774	2891585	1743791	4635376	91%	92%	91%
13	Kerala	1595482	1106429	2701911	1525509	969415	2494924	96%	88%	92%
14	Madhya Pradesh	5139630	3215857	8355487	3928905	2482485	6411390	76%	77%	77%
15	Maharashtra	6961016	4604231	11565247	5745364	3649060	9394423	83%	79%	81%
16	Manipur	181360	46803	228163	148221	38434	186655	82%	82%	82%
17	Meghalaya	425572	180538	606110	386285	140662	526947	91%	78%	87%
18	Mizoram	107270	46038	153308	98688	42355	141043	92%	92%	92%
19	Nagaland	164225	46102	210327	150539	36467	187006	92%	79%	89%
20	Orissa	3406068	1928266	5334334	2964924	1592911	4557835	87%	83%	85%
21	Punjab	1108336	792986	1901322	918904	658622	1577526	83%	83%	83%
22	Rajasthan	4157384	2126495	6283879	2950296	1569711	4520007	71%	74%	72%
23	Sikkim	42593	36142	78735	36435	31472	67906	86%	87%	86%
24	Tamil Nadu	3185531	2479513	5665044	2695909	2114033	4809942	85%	85%	85%
25	Telangana	1360103	790194	2150297	1238250	727837	1966087	91%	92%	91%
26	Tripura	320618	185747	506365	246342	129570	375912	77%	70%	74%
27	Uttar Pradesh	13058656	5612817	18671473	6997043	2910269	9907312	54%	52%	53%
28	Uttarakhand	473510	332066	805576	378587	268580	647167	80%	81%	80%
29	West Bengal	7721407	4818459	12539866	7380106	4646513	12026619	96%	96%	96%
30	A&N Islands	20691	14187	34878	16641	11532	28173	80%	81%	81%
31	Chandigarh	57427	43563	100990	32690	20036	52726	57%	46%	52%
32	D&N Haveli	24397	18291	42688	19389	13997	33385	79%	77%	78%
33	Daman & Diu	11117	7362	18479	8637	5766	14403	78%	78%	78%
34	Delhi	1047498	701200	1748698	684713	437095	1121808	65%	62%	64%
35	Lakshadweep	4237	3063	7300	3998	2910	6908	94%	95%	95%
36	Puducherry	35952	30694	66646	26592	21179	47771	74%	69%	72%
	Total	**85205415**	**46445914**	**131651329**	**64792238**	**35533629**	**100325867**	**76%**	**77%**	**76%**

ANNEXURE-II

Coverage : Institutions : 2015-16

		PAB Approval			Coverage			% Coverage		
S. No.	States/ UTs	Primary	Up. Pry	Total	Primary	Up. Pry	Total	Pri-mary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	36646	11058	47704	34718	10876	45594	95%	98%	96%
2	Arunachal Pradesh	2288	1065	3353	2278	1093	3371	100%	103%	101%
3	Assam	43747	13459	57206	43084	13381	56465	98%	99%	99%
4	Bihar	41226	30730	71956	40623	29991	70614	99%	98%	98%
5	Chhattisgarh	33601	14109	47710	31383	13591	44974	93%	96%	94%
6	Goa	1084	424	1508	1071	431	1502	99%	102%	100%
7	Gujarat	11102	25875	36977	11381	24908	36289	103%	96%	98%
8	Haryana	3471	11336	14807	9044	5753	14797	261%	51%	100%
9	Himachal Pradesh	10755	4582	15337	10768	4618	15386	100%	101%	100%
10	Jammu & Kashmir	13452	9714	23166	13391	9745	23136	100%	100%	100%
11	Jharkhand	26853	14268	41121	26729	14271	41000	100%	100%	100%
12	Karnataka	22145	33728	55873	21994	33314	55308	99%	99%	99%
13	Kerala	6879	5494	12373	6843	5515	12358	99%	100%	100%
14	Madhya Pradesh	85933	31104	117037	84798	30959	115757	99%	100%	99%
15	Maharashtra	47758	38543	86301	47669	38991	86660	100%	101%	100%
16	Manipur	2763	876	3639	2475	894	3369	90%	102%	93%
17	Meghalaya	8576	3513	12089	8426	3397	11823	98%	97%	98%
18	Mizoram	1480	1091	2571	1485	1096	2581	100%	100%	100%
19	Nagaland	1280	949	2229	1146	931	2077	90%	98%	93%
20	Orissa	35501	27139	62640	35285	27498	62783	99%	101%	100%
21	Punjab	13642	6712	20354	13523	6753	20276	99%	101%	100%
22	Rajasthan	37132	36067	73199	36128	35216	71344	97%	98%	97%
23	Sikkim	502	370	872	495	371	866	99%	100%	99%
24	Tamil Nadu	27092	15878	42970	27056	15991	43047	100%	101%	100%
25	Telangana	20392	8541	28933	20394	8590	28984	100%	101%	100%
26	Tripura	4482	2084	6566	4472	2084	6556	100%	100%	100%
27	Uttar Pradesh	114256	54155	168411	113942	53603	167545	100%	99%	99%
28	Uttarakhand	12768	5330	18098	12425	5261	17686	97%	99%	98%
29	West Bengal	68015	15290	83305	68007	15665	83672	100%	102%	100%
30	A&N Islands	187	151	338	187	151	338	100%	100%	100%
31	Chandigarh	11	105	116	8	111	119	73%	106%	103%
32	D&N Haveli	166	117	283	165	118	283	99%	101%	100%
33	Daman & Diu	47	43	90	56	43	99	119%	100%	110%
34	Delhi	1827	1250	3077	1800	1260	3060	99%	101%	99%
35	Lakshadweep	17	24	41	17	22	39	100%	92%	95%
36	Puducherry	246	201	447	246	201	447	100%	100%	100%
	Total	**737322**	**425375**	**1162697**	**733512**	**416693**	**1150205**	**99%**	**98%**	**99%**

ANNEXURE-III

PHYSICAL PROGRESS ON CONSTRUCTION OF KITCHEN-CUM-STORES (PRY +U.PRY)

S. No.	State/UT	No. of Kitchen-cum-stores sanctioned during 2006-07 to 2015-16	Physical Progess of Kitchen cum stores as on 31-03-2016					
			Constructed		In Progress		Not yet started	
			No .	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
1	Andhra Pradesh	44875	14868	33%	9223	21%	20784	46%
2	Arunachal Pradesh	4131	4084	99%	1	0%	46	1%
3	Assam	56795	39451	69%	12200	21%	5144	9%
4	Bihar	66550	52456	79%	1822	3%	12272	18%
5	Chhattisgarh	47266	40163	85%	5726	12%	1377	3%
6	Goa	0	0	0%	0	0%	0	0%
7	Gujarat	25077	21939	87%	2308	9%	830	3%
8	Haryana	11483	9031	79%	755	7%	1697	15%
9	Himachal pradesh	14959	14239	95%	135	1%	585	4%
10	Jammu & Kashmir	11815	7118	60%	0	0%	4697	40%
11	Jharkhand	39001	27311	70%	4153	11%	7537	19%
12	Karnataka	40477	36769	91%	1562	4%	2146	5%
13	Kerala	2450	2436	99%	14	1%	0	0%
14	Madhya Pradesh	100751	91249	91%	7110	7%	2392	2%
15	Maharashtra	71783	57344	80%	1353	2%	13086	18%
16	Manipur	3053	661	22%	2305	75%	87	3%
17	Meghalaya	9491	8932	94%	359	4%	200	2%
18	Mizoram	2506	2396	96%	0	0%	110	4%
19	Nagaland	2223	2223	100%	0	0%	0	0%
20	Odisha	69152	37022	54%	32130	46%	0	0%
21	Punjab	18969	18969	100%	0	0%	0	0%
22	Rajasthan	77298	59689	77%	703	1%	16906	22%
23	Sikkim	936	936	100%	0	0%	0	0%
24	Tamil Nadu	28470	17293	61%	11177	39%	0	0%
25	Telangana	30408	10077	33%	4983	16%	15348	50%
26	Tripura*	5304	5565	105%	0	0%	0	0%
27	Uttar Pradesh	122572	112761	92%	6	0%	9805	8%
28	Uttarakhand	15933	15183	95%	489	3%	261	2%
29	West Bengal	81314	71737	88%	9578	12%	-1	0%
30	A&N Islands	251	96	38%	45	18%	110	44%
31	Chandigarh	10	7	70%	0	0%	3	30%
32	D&N Haveli	50	32	64%		0%	18	36%
33	Daman & Diu	32	32	100%	0	0%	0	0%
34	Delhi	0		0%		0%	0	0%
35	Lakshadweep	0	0	0%		0%	0	0%
36	Puducherry	92	92	100%		0%	0	0%
	Total	1005477	782161	78%	108137	11%	115440	11%

**Tripura has constructed 261 more kitchen-cum-store than sanctioned.*

ANNEXURE-IV

List of Central Universities under MHRD

S. No.	State	Name of Central University
1	Arunachal Pradesh	Rajiv Gandhi University, Rono Hills, P.O. Doimukh, Itanagar, Arunachal Pradesh– 791 112
2	Assam	Assam University, PO: Assam University, Silchar - 788 011
3.		Tezpur University, Distt. Sonitpur, P.B.No.72, Napaam, Tezpur, Assam – 784 001
4.	Telangana	University of Hyderabad, Hyderabad, Andhra Pradesh – 500 046
5		Maulana Azad National Urdu University, Gachibowli, Hyderabad, Andhra Pradesh – 500 032
6.		English and Foreign Languages University, O.U. Campus, Hyderabad, Andhra Pradesh – 500 007
7.	Delhi	Jamia Millia Islamia, Jamia Nagar, New Delhi – 110 025
8.		University of Delhi, Delhi – 110 007
9.		Jawahar Lal Nehru University, New Mehrauli Road, New Delhi – 110 067
10.		Indira Gandhi National Open University, New Delhi
11.	Maharashtra	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Post Box No. 16, Panchtila, Umri Village, Arvi Road, Wardha, Mumbai – 442 001
12.	Mizoram	Mizoram University, Post Box No. 910, Aizwal, Mizoram – 796 009
13.	Meghalaya	North Eastern Hill University, NEHU Campus, Shillong, Meghalaya – 793 022
14.	Manipur	Manipur University, Canchipur, Imphal, Manipur – 795 003
15.	Nagaland	Nagaland University, Campus Kohima, Headquarter Lumani, Nagaland – 797 001
16.	Pondicherry	Pondicherry University, R. Venkataraman Nagar, Kalapet, Puducherry – 605 014
17.	Sikkim	Sikkim University, 6th Mile, Samdur, P.O. Tadong, Gangtok, Sikkim-737 102
18.	Tripura	Tripura University, Suryamaninagar, Tripura – 799 130 Agartala,
19.	Tamil Nadu	Central University of Tamil Nadu, Neelakudi Campus, Kangalancherry (Post), Thiruvarur – 610 101.
20.	Uttar Pradesh	Aligarh Muslim University, Aligarh, U.P.-202 002
21.		Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareily Road, Lucknow, U.P. – 226 025

S. No.	State	Name of Central University
22.		Banaras Hindu University, Varanasi, U.P. 221 005
23.		University of Allahabad, Allahabad, U.P.-211 002
24.	West Bengal	Visva Bharati, Shantiniketan, West Bengal – 731 235
25.	Uttarakhand	Hemwati Nandan Bahuguna Garhwal University,Srinagar, Garhwal – 246 174
26.	Rajasthan	Central University of Rajasthan, 8, Bandar Sindri, Distt. – Ajmer – 305 801, Rajasthan.
27.	Punjab	Central University of Punjab, Mansa Road, Bathinda-151 001
28.	Orissa	Central University of Orissa, Landiguda, Koraput, Orissa – 764 020.
29.	Madhya Pradesh	Dr. Harisingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh-470 003
30.		The Indira Gandhi National Tribal University, Makal Sadan, Amarkantak, Madhya Pradesh
31.	Kerala	Central University of Kerala, BKM Towers, Nayanmar Moola. Vidyanagar P.O., Kasaragod – 671 123
32.	Karnataka	Central University of Karnataka, Kadaganchi, Aland Road, Aland Taluk, Gulbarga (Dist.) – 585 311, Karnataka
33.	Jharkhand	Central University of Jharkhand, Ratu Lohardage Road, Brambe, Ranchi – 835 205, Jharkhand
34.	Jammu & Kashmir	Central University of Kashmir, Transit Campus, Sonwar, Near GB Pant Hospital, Srinagar – 190 005 (J & K)
35.		Central University of Jammu, Bagla (Rahya-Suchani), District Samba, Jammu – 181 143 (J & K).
36.	Himachal Pradesh	Central University of Himachal Pradesh, PO Box No.21, Dharamashala, Dist-Kangra, Himachal Pradesh –176 215
37.	Haryana	Central University of Haryana, Villages Jant–Pali, District– Mahendergarh – 123 029, Haryana
38.	Chhatisgarh	Guru Ghasidas Vishwavidyalaya, Main Campus, Koni,, Bilaspur, Chhatisgarh – 495 009
39.	Bihar	Central University of South Bihar, BIT Campus, P.O. – B.V. College, Patna – 800 014.
40.		Mahatma Gandhi Central University, Bihar
41.	Gujarat	Central University of Gujarat, Sector-29, Gandhinagar – 382 029, Gujarat.

ANNEXURE-V

Student intake and funds released in IIMs during 2016-17

Sl. No.	Name of IIMs	Number of Students		Faculty Position	Funds released (as on 31.12.2016) (Rs. in lakh)
		PGP	FPM		
1	Ahmedabad	442	23	93	0.00
2	Bangalore	407	12	87	0.00
3	Calcutta	463	18	83	0.00
4	Lucknow	462	15	72	0.00
5	Indore	654	10	80	0.00
6	Kozhikode	394	10	56	0.00
7	Shillong	178	5	21	3500.00
8	Rohtak	155	9	14	7900.00
9	Raipur	211	8	15	6242.80
10	Ranchi	186	5	15	2300.00
11	Tiruchirappalli	182	7	27	9450.00
12	Kashipur	195	7	30	8250.00
13	Udaipur	183	1	27	10195.00
14	Amritsar	106	0	*	500.00
15	Bodh Gaya	54	0	*	500.00
16	Nagpur	55	0	*	500.00
17	Sambalpur	45	0	*	500.00
18	Sirmaur	42	0	*	500.00
19	Vishakhapatnam	52	0	*	673.77
20	Jammu	54	0	*	1880.50
	Total	**4520**	**130**	**620**	**31557.47**

**The faculty from mentor institute are providing faculty/academic support to the new Institutes, till requirement of permanent faculty.*

ANNEXURE-VI

Student intake and funds in IISERs during 2016-17

S. No.	Name of the Institute	Number of Students			Faculty	Fund released (as on 31.12.2016) (Rs in crore)
		BS-MS	Int. Ph.D	Ph.D	Position	
1	IISER Pune	182	33	64	124	115.50
2	IISER Kolkata	205	63	22	98	113.97
3	IISER Mohali	223	22	129	80	57.50
4	IISER Bhopal	216	28	94	82	132.20
5	IISER TVM	192	24	45	59	194.82
6	IISER Tirupati	79	-	-	22	23.00
7	IISER Berhampur	52	-	-	8	35.00

Student intake and funds in IISc during 2016-17

S. No.	Name of the Institute	Number of Students					Faculty Positio	Fund released in Plan Grant (as on 31.12.2016) (Rs in crore)
		Bachelor of Science (Research)	Course programs (ME/M Tech/ M Des/M Mgt)	M Tech (Research)	Int. Ph.D	Ph.D		
1	IISc Bangalore	99	387	55	67	348	424	90.00

ANNEXURE-VII

List of Institutions Deemed to be Universities as on 09/02/2015

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
	ANDHRA PRADESH		
1.	Gandhi Institute of Technology and Management (GITAM), Gandhi Nagar Campus, Rushikonda, Visakhapatman – 530 045, Andhra Pradesh.	13.08.2007	Self-financing
2.	Koneru Lakshmaiah Education Foundation, Greenfields, Kunchanapalli Post, Vaddeswaram, Guntur District-522002, Andhra Pradesh.	20.02.2009	Self-financing
3.	Rashtriya Sanskrit Vidyapeeth, Tirupati-517 507, Chittoor District, Andhra Pradesh.	16.11.1987	Government of India, Ministry of HRD.
4.	Sri Sathya Sai Institute of Higher Learning, Prasanthinilayam, Anantapur-515 134, Andhra Pradesh.	10.11.1981	Self-financing
5.	Vignan's Foundation for Science, Technology and Research, Vadlamudi, Guntur District – 522213, Andhra Pradesh.	19.12.2008	Self-financing
	ARUNACHAL PRADESH		
6.	North Eastern Regional Institute of Science & Technology, Nirjuli, Itanagar-791109, Arunachal Pradesh	31.05.2005	Government of India, Ministry of HRD.
	BIHAR		
7.	Nava Nalanda Mahavihara, Nalanda – 803 111, Bihar.	13.11.2006	Government of India, Ministry of Culture.
	CHANDIGARH		
8.	Punjab Engineering College, Sector – 12, Chandigarh-160 012.	16.10.2003	Chandigarh Administration
	DELHI		
9.	Indian Agricultural Research Institute, Pusa Institute, Pusa, New Delhi-110 012.	22.08.1958	Government of India, Ministry of Agriculture, Indian Council for Agricultural Research
10.	Indian Institute of Foreign Trade, B-21, Qutub Institutional Area, New Delhi-110 016	20.05.2002	Government of India, Ministry of Commerce & Industries.

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
11.	Indian Law Institute, Bhagwandas Road, New Delhi-110 001.	29.10.2004	Government of India, Ministry of Law & Justice.
12.	Institute of Liver and Biliary Sciences (ILBS), D 1, Vasant Kunj, New Delhi – 110 070.	10.07.2009	
13.	Jamia Hamdard, Hamdard Nagar, New Delhi-110 062.	10.05.1989	Partially funded by UGC.
14.	National Museum Institute of History of Art, Conservation and Musicology, National Museum, Janpath, New Delhi-110 011.	28.04.1989	Government of India, Ministry of Culture.
15.	National University of Educational Planning & Administration, 17 – B, Sri Aurbindo Marg, New Delhi 110 016.	11.08.2006	Government of India, Ministry of HRD.
16.	Rashtriya Sanskrit Sansthana, 56, 57, Institutional Area, Janakpuri, New Delhi-110 058.	07.05.2002	Government of India, Ministry of HRD.
17.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapith, Qutub Institutional Area, New Delhi-110 016.	16.11.1987	Government of India, Ministry of HRD.
18.	TERI School of Advanced Studies, Darbari Seth Block, Habitat Place, Lodhi Road, New Delhi-110 003.	05.10.1999	Self-financing
	GUJRAT		
19.	Gujarat Vidyapith, PO Navjivan, Ashram Road, Ahmedabad-380 014, Gujarat.	16.07.1963	Fully funded by UGC.
20.	Sumandeep Vidyapeeth, Village - Piparia, Taluka Vaghodia, District - Vadodara, Gujarat.	17.01.2007	Self-financing
	HARYANA		
21.	Lingaya's University, Nachauli, Old Faridabad – Jasana Road, Faridabad – 121 002, Haryana.	05.01.2009	Self-financing
22.	Maharishi Markandeshwar University, Mullana, Ambala , Haryana.	12.06.2007	Self-financing
23.	Manav Rachna International University, Faridabad, Haryana	21.10.2008	Self-financing
24.	National Brain Research Centre, S.C.O, 5, 6, 7, Sector 15 (2), NH 8, Gurgaon, Haryana-122 050.	20.05.2002	Government of India, Department of Bio-technology.

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
25.	National Dairy Research Institute, Karnal-132 001, Haryana .	28.03.1989	Government of India, Ministry of Agriculture, Indian Council for Agricultural Research
26.	National Institute of Food Technology, Entrepreneurship & Management (NIFTEM), Plot No 97, Sector 56, HSIIDC Industrial Estate, Kundli, Dt. Sonepat, Haryana.	08.05.2012	Government of India, Ministry of Food Processing & Industries.
	JAMMU & KASHMIR		
27.	Central Institute of Buddhist Studies, Choglamsar, Leh (Ladakh), Jammu & Kashmir	15.01.2016	Government of India, Ministry of Culture
	JHARKHAND		
28.	Birla Institute of Technology, Mesra, Ranchi-835 215, Jharkhand.	28.08.1986	Self-financing
	KARNATAKA		
29.	B.L.D.E. University, Bijapur, Karnataka	29.02.2008	Self-financing
30.	Christ University, Hosur Road, Bangalore – 560 029, Karnataka.	22.07.2008	Self-financing
31.	Indian Institute of Science, Bangalore-560 012, Karnataka.	12.05.1958	Government of India, Ministry of HRD.
32.	International Institute of Information Technology, 26/c, Opp. Infosys (Gate - 1), Electronic City, Hosur Road, Bangalore – 560 100, Karnataka.	28.02.2005	
33.	Jagadguru Sri Shivarathreeswara University, Jagadguru Dr. Sri Shivarathri Rajendra Circle, Ramanuja Road, Mysore – 570 004, Karnataka.	28.05.2008	Self-financing
34.	Jawaharlal Nehru Centre for Advanced Scientific Research, Jakkur Campus, Jakkur, Bangalore-560 064, Karnataka.	17.08.2002	Government of India, Department of Science and Technology
35.	Jain University, 91/2, Dr. A.N. Krishna Rao Road, V.V. Puram, Bangalore, Karnataka.	19.12.2008	Self-financing
36.	K.L.E. Academy of Higher Education and Research, J.N.Medical College Campus, Belgaum (Karnataka)	13.04.2006	Self-financing

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
37.	Manipal Academy of Higher Education, Madhav Nagar, Udupi, , Manipal-576 104, Karnataka .	01.06.1993	Self-financing
38.	NITTE University, Mangalore 575 003, Karnataka	04.06.2008	Self-financing
39.	Sri Devraj Urs Academy of Higher Education and Research, B. H. Road, Tamaka, Kolar – 563 101, Karnataka.	25.05.2007	Self-financing
40.	Sri Siddhartha Academy of Higher Education, Tumkur District – 572 102, Karnataka.	30.05.2008	Self-financing
41.	Swami Vivekananda Yoga Anusandhana Samsthana, No. 9, Appajappa Agrahara, Chamarajpet, Bangalore-560 018, Karnataka.	08.05.2002	Self-financing
42.	Yenepoya University, Mangalore, Karnataka	27.02.2008	Self-financing
	KERALA		
43.	Kerala Kalamandalam, Vallathol Nagar, Cheruthuruthy - 679 531, via Thrissur, Kerala	14.03.2006	State Government of Kerala
44.	Indian Institute of Space Science and Technology, Thiruvananthapuram, Kerala.	03.07.2008	Government of India, Department of Space
45.	Chinmaya Vishwavidyapeeth, Ernakulum, Kerala	16.01.2017	Self-financing
	MADHYA PRADESH		
46.	Lakshmibai National Institute of Physical Education, Shakti Nagar, Gwalior-474 002, M.P.	21.09.1995	Government of India, Ministry of Youth Affairs and Sports
	MAHARASHTRA		
47.	Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Shastri Marg, Pune-411 030, Maharashtra.	26.04.1996	Self-financing
48.	Central Institute of Fisheries Education, Fisheries University Road, 7 Bungalows, Andheri West, Mumbai-400 061, Maharashtra.	27.03.1989	Government of India, Ministry of Agriculture.
49.	D.Y. Patil Educational Society, Line Bazar, Kasaba, Bavada, Kolhapur – 416 006, (Maharashtra)	31.05.2005	Self-financing

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
50.	Datta Meghe Institute of Medical Sciences, Atrey Layout, Pratap Nagar, Nagpur-440 022 (Maharashtra).	24.05.2005	Self-financing
51.	Deccan College Postgraduate & Research Institute, Pune-411 006, Maharashtra.	05.03.1990	State Government of Maharashtra
52.	Dr. D.Y. Patil Vidyapeeth, Sant Tukaram Nagar, Pimpri, Pune-411 018, Maharashtra.	11.01.2003	Self-financing
53.	Gokhale Institute of Politics & Economics, BMC College Road, Deccan Gymkhana, Pune-411 004, Maharashtra.	07.05.1993	Partially funded by UGC.
54.	Homi Bhabha National Institute, Regd. Office: Knowledge Management Group, Bhabha Atomic Research Centre, Central Complex, Mumbai-400 085, Maharashtra.	03.06.2005	Government of India, India Department of Atomic Energy.
55.	Indira Gandhi Institute of Development Research, General Vaidya Marg, Santosh Nagar, Goregaon East, Mumbai-400 065, Maharashtra.	05.12.1995	Reserve Bank of India
56.	Institute of Armament Technology (Defence Institute of Advanced Technology), Girinagar, Pune-411 025, Maharashtra.	10.09.1999	Government of India, Ministry of Defence
57.	International Institute for Population Sciences, Govandi Station Road, Deonar, Mumbai-400 088, Maharashtra.	31.07.1985	Government of India, Ministry of Health and Family Welfare
58.	Institute of Chemical Technology, Nathalal Parekh Marg, Matunga, Mumbai, Maharashtra – 400 019.	12.09.2008	State Government of Maharashtra
59.	Krishna Institute of Medical Sciences, Malka Pur, Karad, Distt. Satara – 415 (M.S).	24.05.2005	Self-financing
60.	MGM Institute of Health Sciences, MGM Campus, Sector – 18, Kamothe, Navi Mumbai– 410 209(M.S.)	30-08-2006	Self-financing
61.	Narsee Monjee Institute of Management Studies, VL Mehta Road, Vile Parle West, Mumbai-400 056, Maharashtra	13.01.2003	Self-financing

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
62.	Padmashree Dr. D.Y. Patl Vidyapeeth, Vidya Nagar, Sector 7, Nerul, Navi Mumbai – 400 706, Maharashtra.	20.06.2002	Self-financing
63.	Pravara Institute of Medical Sciences, P.O.-Loni BK-413 736, District Ahmednagar, Maharashtra.	29.09.2003	Self-financing
64.	SYMBIOSIS International University, Senapati Bapat Road, Pune-411 004, Maharashtra.	06.05.2002	Self-financing
65.	Tata Institute of Fundamental Research, Homi Bhabha Road, Mumbai – 400 005, Maharashtra.	07.05.2002	Government of India, Department of Atomic Energy.
66.	Tata Institute of Social Sciences, VN Purav Marg, Deonar, Mumbai-400 088, Maharashtra.	29.04.1964	Fully funded by UGC.
67.	Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhawan, Gultekedi, Pune-411 037, Maharashtra.	28.04.1987	Self-financing
	ORISSA		
68.	Kalinga Insitute of Industrial Technology, AT/PO KIIT Patia, Khurda, Bhubaneshwar-751 024, Orissa.	26.06.2002	Self-financing
69.	Shiksha 'O' Anusandhan, J – 15, Khandagiri, Bhubaneswar, Orissa – 751 030	17.07.2007	Self-financing
	PUNJAB		
70.	Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, District Sangrur 148 106, Punjab	10.04.2007	Government of India, Ministry of HRD.
71.	Thapar Institute of Engineering & Technology, Thapar Technology Campus, Bhadson Road, Patiala-147 004, Punjab.	30.12.1985	Self-financing
	PONDICHERRY		
72.	Sri Balaji Vidyapeeth, Mahatma Gandhi Medical College Campus, Pondy-Cuddalore Main Road, Pillaiyarkuppam, Pondicherry – 607 402.	04.08.2008	Self-financing
	RAJASTHAN		
73.	Banasthali Vidyapith, Banasthali-304 022, Rajasthan.	25.10.1983	Partially Funded by UGC.

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
74.	Birla Institute of Technology & Science, Pilani-333 031, Rajasthan.	27.06.1964	Self-financing
75.	Institute of Advanced Studies in Education, Gandhi Vidya Mandir, Sardarshahr - 331 401, Distt. Churu, Rajasthan.	25.06.2002	Self-financing
76.	I.I.S. University, Gurukul Marg, Mansarovar, Jaipur, Rajasthan.	02.02.2009	Self-financing
77.	Jain Vishva Bharati Institute, Box No. 6, Ladnun, Nagaur -341 306, Rajasthan.	20.03.1991	Self-financing
78.	Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur – 331 401, Rajasthan.	12.01.1987	Self-financing
79.	LNM Institute of Information Technology, Gram - Rupa ki Nagal, Post – Sumel, Via Kanota, Dist. – Jaipur – 303 012 (Rajasthan).	03.02.2006	Self-financing
80.	Mody Institute of Education and Research, Laxmangarh, District Sikar – 332 311, (Rajasthan).	20.02.2004	Self-financing
	TAMILNADU		
81.	Academy of Maritime Education and Training, 5107, H2, 2nd Avenue, 1st Floor, Anna Nagar, Chennai – 600 0 40.	21.08.2007	Self-financing
82.	Amrita Vishwa Vidyapeetham, Ettimadai Post, Coimbatore-641 105, Tamilnadu.	13.01.2003	Self-financing
83.	Avinashilingam Institute for Home Science & Higher Education for Women, Bharathi Park Road, Coimbatore-641 043,Tamilnadu.	08.06.1988	Self-financing
84.	Bharath Institute of Higher Education & Research, 173, Agharam Road, Selaiyur, Chennai-600 073, Tamilnadu.	04.07.2002	Self-financing
85.	B.S. Abdur Rahman Institute of Science & Technology, Vandalur, Chennai, Tamil Nadu.	16.12.2008	Self-financing
86.	Chennai Mathematical Institute, Plot H1, SIPCOT IT Park, Padur Post, Siruseri- 603 103, Chennai (Tamilnadu)	15.12.2006	Self-financing

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
87.	Chettinad Academy of Research and Education (CARE), Padur, Kelambakkam, Kancheepuram District, Tamil Nadu.	04.08.2008	Self-financing
88.	Gandhigram Rural Institute, Gandhigram, Dindigul -624 302, Tamilnadu.	03.08.1976	Government of India, Ministry of HRD.
89.	Hindustan Institute of Technology and Science (HITS), Padur, Old Mahabalipuram Road, Kelamballam, Kancheepuram District. (Tamilnadu).	05.05.2008	Self-financing
90.	Kalasalingam Academy of Research and Higher Education, Anand Nagar, Krishnankoil, Virudhunagar – 626 190 , via Srivilliputhrur, Tamilnadu.	20.10.2006	Self-financing
91.	Karunya Institute of Technology and Sciences, Karunya Nagar, Coimbatore-641 114 (Tamil Nadu).	23.06.2004	Self-financing
92.	Karpagam Academy of Higher Education, Pollachi Main Road, Coimbatore, Tamilnadu.	25.08.2008	Self-financing
93.	M.G.R. Educational and Research Institute, Periyar EVR Salai (NH 4 Highway), Maduravoyal, Chennai-600 095, Tamilnadu.	21.01.2003	Self-financing
94.	Meenakshi Academy of Higher Education and Research, No. 12, Vembuli Amman Koil Street, West K.K. Nagar, Chennai-600 078, Tamilnadu.	31.03.2004	Self-financing
95.	Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Dt. Kanyakumari, Tamil Nadu – 629 175.	08.12.2008	Self-financing
96.	Periyar Maniammai Institute of Science & Technology (PMIST), Priyar Nagar, Vallam, Thanjavur -613 403, Tamil Nadu	17.08.2007	Self-financing
97.	Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Yagappa Chavadi, Thanjavur – 614 904, Tamilnadu	04.01.2008	Self-financing
98.	S.R.M Institute of Science and Technology, 2, Veerasamy Street, West Mambalam, Chennai-600 033, Tamilnadu.	02.08.2002	Self-financing

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
99.	Sathyabama Institute of Science and Technology, Jappiaar Nagar, Old Mamallpuram Road, Chennai – 600119,(T.N).	16.07.2001	Self-financing
100.	Saveetha Institute of Medical and Technical Sciences, Post Box No. 6 No. 162, Poonamalle High Road, Velappanchavadi, Chennai-600 077 (Tamil Nadu).	18.03.2005	Self-financing
101.	Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Tirumalai Samudram, Thanjavur – 613 402, Tamilnadu.	26.04.2001	Self-financing
102.	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya, Sri Jayendra Saraswathi Street, Enathur, Kancheepuram-631 561, Tamilnadu.	26.05.1993	Partially funded by UGC.
103.	Sri Ramachandra Medical College and Research Institute, 1, Ramachandra Nagar, Chennai-600 116.	29.09.1994	Self-financing
104.	St. Peter's Institute of Higher Education and Research, Avadi, Chennai - 600054, Tamilnadu.	26.05.2008	Self-financing
105.	Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Pallavaram, Chennai, Tamilnadu	04.06.2008	Self-financing
106.	Vellore Institute of Technology, Vellore – 632 014 (Tamilnadu).	19.06.2001	Self-financing
107.	Vinayaka Mission's Research Foundation, Sankari Mani Road, NH 47, Ariyanoor, Salem-636 308, Tamilnadu.	01.03.2001	Partially funded by UGC.
108.	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai, Tamilnadu.	15.10.2008	Self-financing
	TELANGANA		
109.	International Institute of Information Technology, Survey No. 25, Gachibowli, Ranga Reddy District, Hyderabad-500 032, Andhra Pradesh	21.08.2001	Public-Private Partnership
110.	ICFAI Foundation for Higher Education, Plot No. 52, 2nd Floor, Nagarjuna Hills, Punjagutta, Hyderabad – 500 982, Andhra Pradesh	16.12.2008	Self-financing

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control, funding
	UTTAR PRADESH		
111.	Sam Higginbottom Institute of Agriculture, Technology & Sciences, P.O. Agricultural Institute, Allahabad – 211 007, U.P.	15.03.2000	Self-financing
112.	Bhatkhande Music Institute,1 Kaiser Bagh, Lucknow, Uttar Pradesh.	24.10.2000	State Government of Uttar Pradesh
113.	Central Institute of Higher Tibetan Studies, Sarnath, Varanasi-221 007, Uttar Pradesh.	05.04.1988	Government of India, Ministry of Culture.
114.	Dayalbagh Educational Institute, Dayalbagh, Agra-282 005, Uttar Pradesh.	16.05.1981	Fully funded by UGC.
115.	Indian Veterinary Research Institute, Izatnagar-243 122, Uttar Pradesh.	16.11.1983	Government of India, Ministry of Agriculture
116.	Jaypee Institute of Information Technology, A-10, Sector-62, Noida-201 307 (U.P).	01.11.2004	Self-financing
117.	Nehru Gram Bharati Vishwavidyalaya, Kotwa – Jamunipur, Dubwali Distt., Allahabad, Uttar Pradesh	27.06.2008	Self- financing
118.	Shobit Institute of Engineering & Technology, Dulhera Marg, Roorkee Road, Meerut–250 010 (U.P.)	08.11.2006	Self-financing
119.	Santosh University, 1, Santosh Nagar, Ghaziabad, Uttar Pradesh – 201 009.	13.06.2007	Self-financing
	UTTRAKHAND		
120.	Forest Research Institute, P.O. New Forest, Dehradun-248 006, Uttrakhand.	28.11.1991	Ministry of Environment & Forest (GOI)
121.	Gurukul Kangri Vishwavidyalaya, Haridwar-249 404, Uttrakhand.	19.06.1962	Fully funded by UGC
122.	Graphic Era University, 566/6 Bell Road, Clement Town, Dehradun, Uttrakhand.	14.08.2008	Self-financing
	WEST BENGAL		
123.	Ramakrishna Mission Vivekananda Educational and Research Institute, P.O. Belur Math, Distt Howrah – 711 202, West Bengal	05.01.2005	Partially funded by UGC.

ANNEXURE-VIII

UNIVERSITY GRANTS COMMISSION
State-wise List of Private Universities as on 31.01.2017

S.No	Name of Private University	Date of Notificatio
	ARUNACHAL PRADESH	
1.	Apex Professional University, Pasighat, District East Siang , Arunachal Pradesh - 791102.	10.05.2013
2.	Arunachal University of Stud ies , NH-52, Namsai, Distt - Namsai - 792103, Arunachal Pradesh.	26.05 .2012
3.	Arunodaya University, E-Sector, Nirjuli, Itanagar, Distt. Papum Pare, Arunachal Pradesh-791 109	21.10.2014
4.	Himalayan University, 401 , Takar Complex, Naharl agun, Itanagar, Distt - Papumpare - 791110, Arunachal Pradesh.	03.05 .2013
5.	North East Frontier Technical University, Sibu-Puyi, Aalo (PO), West Siang (Distt .), Arunachal Pradesh - 791001.	03.09.2014
6.	The Indira Gandhi Technological & Medical Sciences University, Ziro , Arunachal Pradesh.	26.05.2012
7.	Venkateshwara Open University, Itanagar, Arunachal Pradesh.	20.06.2012
	ASSAM	
8.	Assam Don Bosco University, Azara, Guwahati	12.02.2009
9.	Assam Down Town University, Sankar Madhab Path , Gandhi Nagar, Panikhaiti, Guwahati - 781 036 .	29.04.2010
10.	Mahapurusha Srimanta Sankaradeva Viswavidyalaya , Srimanta Sankaradeva Sangha Complex, Haladhar Bhuyan Path, Kalongpar, Nagaon-782001, Assam.	14.08.2013
11.	The Assam Kaziranga University, Jorhat, Assam.	11.04.2012
12.	The Assam Royal Global University, Betkuchi, Opp. Tirupati Balaji Temple, NH-3 7, Guwahati - 781035, Assam.	23.08.2013
	CHHATTISGARH	
13.	Amity University, Village-Manth , Tehsil-Tilda , Distt-Raipur, Chhattisgarh.	21 .08.2014
14.	Dr. C.V. Raman University, Kargi Road , Kota , Bilaspur.	03.11 .2006
15.	ICFAI University, NH-6 , Raipur-Bhilai Road , Gram-Chorha, RI Circle , Ahiwara, Dhamdha, Dist. - Durg , Chhattisgarh.	24.03.2011
16.	ISBM University, Village - Nawapara (Kosmi) Block , tehsil - Chhura, Dist - Gariyaband - 493996, Chhattisgarh .	09.09 .2016
17.	ITM University, PH No. 137, Uparwara, Naya Raipur, D1. Raipur - 493661, Chhattisgarh.	03.02.2012

S.No	Name of Private University	Date of Notification
18.	Kalinga University, Raipur, Chhattisgarh.	24.03.2011
19.	Maharishi University of Management and Technology , Post: Mangla, Bilaspur - 495 001	18.04.200
20.	MATS University, Arang Kharora Highway, Gram Panchayat: Gullu, Village : Gullu , Tehsil : Arang, District: Raipur.	03.11.2006
21.	O.P. Jindal University, Knowledge Park, Gharghoda Road, Punj ipathra, Raigarh-496001, Chhattisgarh	21.08 .2014
	GUJARAT	
22.	Ahmadabad University, AES Bungalow # 2, Navrangpura, Ahmedabad - 380009.	07-07-2009
23.	Anant National University, Sanskardham Campus, Bhopal-Ghuma-Sanand Road, Ahmedabad, Gujarat - 382115. (Private University)	09.05.2016
24.	AURO University of Hospitality and Management, Surat, Guiarat.	12.10.2011
25.	Calorx Teacher's University, Ahmadabad.	07.07.2009
26.	Centre for Environmental Planning and Technology University, University Road , Narvrangpura Ahemdabad-380 009 (Gujarat)	12.04 .2005
27.	Charotar University of Science & Technology, Changa - 388 0 421 , Distt - Anand.	4.11.2009
28.	C.U . Shah University, Surendranagar-Ahmedabad State Highway, Near Kothariya Village, Wadhwan City - 363030, Dt. Surendranaqar, Guiarat.	22.04.2013
29.	Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Post Box No.4, Gandhinagar-382007 .	06.03.2003
30.	Ganpat University, Ganpat Vidyanagar, Mehsana, Goazaria Highway, District Mehsana - 382 711 23.	03.2005
31.	G.L.S. University, Gujarat Law Society Campus, Opp . Law Garden, Ellisbridge, Ahmedabad-380006, Gujarat.	15.04.2015
32.	GSFC University, Vigyan Bhavan, PO Fertilizernagar - 391750, ' Dist. Vadodara, Gujarat.	19.12.2014
33.	Indus University, Indus Campus, Rancharda, Via- Thaltej, Ahmedabad - 382115, Gujarat.	02.05 .2012
34.	Indian Institute of Public Health-Gandhinagar, Sardar Patel Institute of Economics and Social Research Campus, Drive-in-Road , Thaltej, Ahmedabad - 380054, Gujarat.	02.05.2015
35.	Inst itute of Advanced Research, Institutional Area , Koba, Gandhinagar - 382007, Gujarat.	12.10.2011

S.No	Name of Private University	Date of Notification
36.	ITM-Vocational University, Plot 6512, Ajwa Nimeta Road, Ravaal Taluka, Waghodia, Vadodara, Gujarat.	08 .05.2014
37.	Kadi Sarva Vishwavidyalaya, Sarva Vidyalaya Campus, Sector 15/23, Gandhinagar.	16.05 .2007
38.	Lakulish Yoga University, "Lotus View" Opp . Nirma University, S.G. Highway, Chharodi, Ahmedabad-382481 , Gujarat.	16.04.2013
39.	Marwadi University, Rajkot-Morbi Highway, Rajkot - 360003, Gujarat.	09.05.2016
40 .	Navrachana University, Vasna-Bhayli Road, Vadodara - 391410, Gujarat	07.07.2009
41.	Nirma University, Sarkhej, Gandhinagar Highway, Village-Chharodi, Ahmedabad.	12.3.2003
42.	Pandit Deendayal Petroleum University, At Raisan, Dist. Gandhinagar - 382 009.	04.04.2007
43.	Parul University , PO Limda, Tal - Waghodia, Dist. Vadodara-391760, Gujarat.	21.04.2015
44.	Plastindia International University, Dungra, GIDC, VAPI, Dist. Valsad - 396195, Gujarat.	09.05 .2016
45.	R.K. University, Rajkot-Bhavnagar Highway, Kasturbadham, Rajkot, Gujarat.	14.10.2011
46.	Rai University, Ahmedabad , Gujarat.	10.04.2012
47.	Sankalchand Patel University , Sankalchand Patel Vidyadham , 'Visanagar-384315, Gujarat.	09.05 ,2016
48.	Team Lease Skills University, Tarsali-Vadodara Road, Tarsali Bypass, Vadodara - 390009, Gujarat.	22,04.2013
49.	UKA Tarsadia University , Maliba Campus, Gopal vidyanagar, Baroli-Mahuva Road, Dist. Surat, Gujarat	14.10.2011
	HARYANA	
50.	AI-Falah University, Faridabad , Haryana.	02.05.2014
51.	Amity University, Amity Education Valley, Panchgaon , Manesar, Distt. - Gurgaon-122 413, Haryana .	26.04.2010
52.	Ansal University, Gurgaon, Haryana .	10,02.2012
53.	Apeejay Stya University, Palwal Road, Sohna, Gurgaon - 122103, Haryana.	02.11.2010
54.	Ashoka University, Plot No.2, Rajiv Gandhi Education City, Kundli, NCR, Sonepat, Haryana. (Private University)	02.05.2014
55.	'Baba Mast Nath University, Rohtak , Haryana.	10.02.2012
56.	BML Munjal University , 67'11 KM Stone, NH-8, Sidhrawali , Dist.	02.05.2014

S.No	Name of Private University	Date of Notification
	Gurgaon - 123 413, Haryana.	
57.	G.D. Goenka University, G.D. Goenka Education City, Gurgaon sohna Road, Gurgaon , Haryana - 122 103.	03.05.2013
58.	Jagan Nath University , State Highway 22, Bahadurgarh-Jhajjar Road,Jhajjar - 124 507, Haryana.	03.05.2013
59.	K.R. Mangalam University, Sohna Road, Gurgaon, Haryana - 122 103.	03.05.2013
60.	Manav Rachna University , Sector - 43, Delhi-Surajkund Road, Faridabad , Haryana.	06.08.2014
61.	M.V.N. University , Palwal, Haryana .	10.02.2012
62.	Maharashi Markandeshwar University, Sadopur , Distt. Ambala, Haryana	29.10.2010
63.	NIILM University, 9 KM Milestone, NH-65, Kaithal - 136 027, Haryana.	27.09.2011
64.	O.P. Jindal Global University, Sonipat.	10.11.2006
65.	PDM University, Post Box No. 15, Sector - 3A, Sarai Aurangabad , Bahadurgarh-124507, Haryana.	14.01.2016
66.	Shree Guru Gobind Singh Tricentenary University, Farukh Nagar Road, Budhera, Distt. Gurgaon, Haryana.	03.05.2013
67.	SRM University, Plot No. 39, Rajiv Gandhi Education City, Delhi-NCR, Sonepat-Kundli Urban Complex, Haryana - 131029.	03.05.2013
68.	The Northcap University, HUDA Sector 23 A, Gurgoan-122107 , Haryana.	21.10.2009
	HIMACHAL PRADESH	
69.	Abhilashi University, Chailchowk (Chachiot), Distt. Mandi, Himachal Pradesh.	23.01.2015
70.	A.P.G. (Alakh Prakash Goyal) University, Shimla, Himachal Pradesh.	07.06.2012
71.	Arni University, Kathgarh, Tehsillndora, Distt. Kangra (H.P)	03.11.2009
72 .	Baddi University of Emerging Sciences & Technology , Makhnumaira, BADDI, District - Solan,	15.10.2009
73.	Bahra University, VPO - Waknaghat, Tehsil - Kandaghat, Distt. - Solan, Himachal Pradesh	21.01.2011
74.	Career Point University, Hamlrpur, Himachal Pradesh.	03.05.2012
75.	Chitkara University, HIMUDA Education Hub, Kalluihanda(Barotiwala), Distt.-Solan -174103.	21.01.2009
76.	Eternal University, Baru Sahib Himachal.	22.10.2009
77 .	I.E.C. (India Education Centre) University, Baddi, Solan, Himachal Pradesh.	11.05.2012

S.No	Name of Private University	Date of Notification
78.	ICFAI University, HIMUDA Education Hub, Kalujhinda, PO Mandhala , Via Barotiwala, Baddi, Solan Distt., Himachal Pradesh - 174 103.	20.10.2011
79.	Indus International University, V.P.O. Bathu, Tehsil Haroli, Distt. - Una, Himachal Pradesh -174301 .	01.02.2010
80.	Jaypee University of Information Technology , Distt-Solan-173 215.	22.05.2002
81.	Maharishi Markandeshwar University, Kumarhatti, Sultanpur Road Solan - 173 229, Himachal Pradesh.	19.09.2010
82.	Maharaja Agrasen University, Atal Shiksha Kunj, Distt - Solan - 174 103, Himachal Pradesh.	15.01.2013
83.	Manav Bharti University, Solan, H.P.	22.09.2009
84.	Shoolini University of Biotechnology and Management Sciences . Solan.	15.10.2009
85.	Sri Sai University. Palampur, Himachal Pradesh.	27.01.2011
	JHARKHAND	
86.	Amity University, Ranchi City Campus, Niwaranpur, Main Road, Ranchi, Jharkhand.	13.05.2016
87.	AISECT University, Matwari Chowk, Infront of Gandhi Maidan. Hazaribaqh, Jharkhand.	13.05.2016
88.	Jharkhand Rai University, Kamre, Ratu Road , Ranchi-835222, Jharkhand .	02.02.2012
89.	Pragyan International University, Bariatu Road, Booty More , PO - RMCH , Ranchi - 834009, Jharkhand.	16.05.2016
90.	Sai Nath University, Ranchi, Jharkhand.	27.04.2012
91.	The Institute of Chartered Financial Analysts of India University, Grand Emerald Build ing, Between Road NO.1 & 2, Ashok Naqar, Ranchi - 834 202 , Jharkhand.	17.06.2008
92.	Usha Martin University, 12 Mile , Ranchi Khunti Road , NH-75 , Ranchi - 835221, Jharkhand.	20 .01.2014
	KARNATAKA	
93.	Alliance University , Bangalore (Karnataka)	16.09.2010
94.	Azim Premji University, 134, Doddakanne/i, Next to Wipro Corporate Office , Sarjapur Road , Bangalore, Karnataka.	13.10.2010
95 .	CMR University, 2, 3rd 'C' 6th Main Road , 2na Block, BRBR Lavout, Kalvan Nagar, Banga lore - 560 043 , Karnataka.	16.05.20 13
96 .	Dayanand Sagar University, Shavige Malleshwara Hills , Kumaraswamy Layout, Bangalore-560078, Karnataka.	16.05.2014

S.No	Name of Private University	Date of Notification
97.	Institute of Trans-Disciplinary Health Sciences and Technology, 74/2, Jarakabande Kaval, Yelahanka, Via Attur Post , Bangalore- 560064, Karnataka.	26.06 .2013
98.	KLE Technological University, BV Bhoomaraddi College Campus, Vidyanagar, Hubballi - 580031 , Karnataka.	04.04.2015
99.	M.S. Ramaiah University of Applied Sciences, Administrative 'Block, New BEL Road , MSRIT Post, Bangalore - 560 054, Karnataka.	09.07.2013
100.	PES University, 100 Feet Ring Road , BSK '" Stage, Bangalore - 560 085 (Karnataka) -	16.05.2013
101.	Presidency University (Karnataka), Dibbu r & Igalpur Village, Hesaraqhatta Hobli , Banqalore (Karnataka).	16.05.20 13
102.	Reva University, Kattigenhalli , Yelhanka, Bangalore - 560 064.	16.05.2013
103.	Rai Technology University, Doddaballapur Nelmangala Road , SH-74 , Off Highway 207 , Doddaballapur Taluk, Bangalore-561204 (Karnataka)	17.09.2014
104.	Srinivas University, Srinivas Group of Colleges Campus, Srinivas Nagar, Mukka, Surathkal, Mangalore-574146.	20.02.2015
	MEGHALYA	
105.	CMJ University , Shillonq (Meohalava)	20.07.2009
106.	Mahatma Gandhi University, P.O. Araimile , Matchakolgre, Tura, West Garo Hills Meuhalava,	04.01 .201 1
107.	Martin Luther Christian University, Dongktieh , Nongrah, Block-1, Shillonq - 793006, Meqhalava .	13.07.2005
108 .	Techno Global University, Shillong Polytechnic Campus, Mawlai, Shillong - 793 022	02.12.2008
109.	The Institute of Chartered Financial Analysts of India University, 4th Floor , Near Sundari Hotel, Circular Raod, Tura Bazar, Tura - 794 001.	04.11.2009
110.	University of Science & Technology, Handers Building, Adjacent to Ramakrishna Mission Dispensary, Laitumkhrah Main Road , Lumawrie, Shillong, Meghalya-793003	02.12.2008
111.	University of Technology & Management, Shillong, Meqhalava	27.05.2011
112.	William Carey University, Zoram Villa , Bomfylde Road, Shillong - 793 001, Meqhalaya.	13.07.2005
	MIZORAM	
113.	The Institute of Chartered Financial Analysts of India University, Salem Vena , Chaltlanq , Aizawal- 798 012, Mizoram.	21.03.2006

S.No	Name of Private University	Date of Notification
	MADHYA PRADESH	
114.	A.K.S. Universitv, Satna, Madhva Pradesh .	31.12.2011
115.	AISECT Univers ity, Bhopal-Chiklod Road, Near Bangrasia Chouraha, Bhooal, Madhy'a Pradesh	30.12.2010
116.	Amity University, Maharajpura Dang, Gwalior, Madhya Pradesh.	30.12.2010
117.	Dr. A.P.J. Abdul Kalam University, Indore-Devas Bypass Road , Village - Arandia, Post - Jhalaria, Madhya Pradesh -452016.	04.01 .2016
118.	G.H. Raisoni University, Village - Saikheda, Dhoda Borgaon, Tah - Saunsar, Dist - Chhindwara, Madhya Pradesh.	27.08 .2016
119.	ITM University, ITM Campus, Opp. Sithouli Rly. Station, NH -75, Jhansi Road, Gwalior-474 001, Madhya Pradesh.	04.05.2011
120.	Jagran Lakecity University, Gram Panchayat Mugaliya Chhap, Tehsil Huzur, Bhopal- 462 044, Madhya Pradesh.	24.04.2013
121.	Jaypee University of Engineering & Technology, AB Road, Raqhoqarh, Distt. Guna - 473226 (M.P.)	13.08.2010
122.	LNCT University, JK Town , Sarvadharam C Sector, Kolar Road , Bhooal- 462042, Madhya Pradesh.	08.01.2015
123.	Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Jabalpur- 482001	29 .11 .1995
124.	Malwanchal University, Index City, NH - 59 A, Nemawar Road, Near Khudel, District -lndore-452016, Madhy'a Pradesh.	04.01.2016
125.	Mandsaur University, Rewas Dewda Road , SH-31, Mandsaur- 458001 , Madhya Pradesh.	19.08.2015
126.	Medi-Caps University, AB. Road, Pigdamber, Rau, Indore- 453331, Madhya Pradesh.	22 .07 .2015
127.	Oriental University, Opp. Rewati Range Gate No.1, Sanwer Road, PO Box No. 311, Vijay Nagar Post Office, Indore - 452010 , Madhya Pradesh.	04.05.2011
128.	People's University, Bhanpur, Bhopal - 462 037.	04.05.2011
129.	P.K. University, Village - Thanara, Tehsil - Karera, NH - 27, Shivpuri, Madhya Pradesh-473551.	19.08.2015
130.	RKDF University, By-Pass Road, Near RGPC Campus, Bhopal , Madhya Pradesh.	19.07.2011
131.	Sarvepalli Radhakrishnan University, NH-12, Hoshangabad Road , Jatkhedi Bhopal Madhya Pradesh.	08.01 .2015
132.	Shri Vaishnav Vidyapeeth Vishwavidyalaya, Sanwer Road, Indore- 453111, Madhya Pradesh.	08.01 .2015

S.No	Name of Private University	Date of Notification
133.	Sri Satya Sai University of Technology & Medical Sciences, Bhopal-Indore Road , Opposite Pachama Oil Fed Plant, Pachama, Sehore - 466001, Madhya Pradesh.	12.02 .2014
134.	Swami Vivekananda University , Sagar, Madhya Pradesh.	31.12 .2011
135.	Syrnblosis University of Applied Sciences, Bada Bangadda, Super Corridor Indore - 452001 Madhya Pradesh.	27 .08.2016
136.	Techno Global University, Lateri Road , Sironj (Near Gosala), Dist - Vidisha, Madhya Pradesh - 464 228 .	09.01.2013
	MAHARASHTRA	
137.	Ajeenkya D.Y. Patil University, Charholi Badruk, Via Loheoaon Pune-412105, Maharashtra.	25.02 .2015
138.	Amity University, Mumbai - Pune Expressway, Bhatan, Post - Somathne, Panvel, Mumbai, Maharashtra - 410206.	25.07 .2014
139.	Flame University, GAT No. 1270, Village Lavale, Taluka Mulshi, Pune-411 042 , Maharashtra.	13.02.2015
140	MIT Art Design & Technology University, Rajbaug, Next to Hadapsar, Loni Kalbhor, Pune - 412201 , Maharashtra.	13.10.2015
141.	Sandip University, Trimbak Road, Mahiravani, Nashik, Maharashtra.	09.10.2015
142.	Spicer Adventist University, Aundh Road , Gandshkhind Post Pune-411004, Maharashtra.	25 .07.2014
	MANIPUR	
143.	Sangai International University, Churachandpur, Manipur.	05.05.2015
	NAGALAND	
144.	The Global Open University, Wokha - 797111 , Naqaland.	18.09.2006
145.	The Institute of Chartered Financial Analysts of India University, Behind Super Market Complex, Near CGM , BSNL-office, Dimapur - 797 112, Naqaland .	04.11.2009
	ODISHA	
146.	Birla Global University, IDCO Plot No.2, Institutional Area , Village - Gothapatna, PS - Chandaka, Bhubaneswar -751029, Odisha.	17.02.2016
147.	Centurion University of Technology and Management, Village Alluri Nagar, Via-Uppalada, Paralakhemundi - 761 211 , Gaiapatl Orissa	27.08.2010
148 .	Sri Sri University , Bhubaneswar Orissa.	26.12.2009
149.	Xavier University , Xavier Square, Bhubaneswar Odisha.	13.05.2013

S.No	Name of Private University	Date of Notification
	PUNJAB	
150.	Adesh University , NH-7 , Bamala road , Bathinda, Punjab.	10.07.2012
151.	Akal University, Talwandi Sabo - 151302, District Bathinda, Puniab,	04.06 .2015
152.	Chandiqarh Univ ersity , Gharuan, Mohali - 140413 Punjab.	10.07.2012
153.	Chitkara University, Chandigarh-Patiala National Highway (NH-64), Village Jhansla, Tehsil Rajpura,Distt - Patiala, Paniab - 140 401 .	07.12.2010
154.	C.T University, Ferozeour Road, Ludhiana - 142024. Puniab .	23.12.2016
155.	DAV. University, Jalandhar-Pathankot National Highway-44, Village-Sarmastpur, Jalandhar, Punjab .	18.02.2013
156.	Desh Bhagat University, Amloh Road, Mandi Gobindgarh, Punjab.	18.02.2013
157.	GNA University, Village-Sri Hargobindgrh, Phagwara, Distt Kapurthala-144401 , Puniab .	21.08.2014
158.	Guru Kashi University, Talwandi Sabo, Dt. Bhatinda, Puniab.	26.12.2011
159.	Lovely Professional University, Jalandhar - Ludhiyana, G.T. Road, Nar Chehru Railway Bridge , Phagwara, District -Kapurthala, Punjab - 144 002	26.12.2005
160.	Rayat Bahra University, VPO - Sahauran, Tehsil - Kharar, Distt . - Mohali , Punjab - 140105.	13.08.2014
161.	RIMT University, Opposite Floating Restaurant, Sirhind Side, Mandi GobindQarh-147301, Puniab .	08.12.2015
162.	Sant Baba Bhag Singh University, Village-Khiala, PO-Padhiana, Dist-Jalandhar-144030, Punjab.	12.02.2015
163.	Sri Guru Granth Sahib World University, Sri Lalgidhar Niwas, Fatehqarh Sahib -140 406, Puniab.	15.05.2008
	RAJASTHAN	
164.	Amity University, Rajasthan NH-11C, Kant Kalwar, Jaipur- 30 002.	29.03.2008
165.	Bhagwant University, Post Box No. 87, Sikar Road, Ajmer-305 001.	16.04.2008
166.	Bhupal Nobles University, Maharana Pratap Station Road, Sevashram Circle, Udaipur - 313001 , Rajasthan.	05.10.2015
167.	Career Point University, Kota, Rajasthan.	02.05.2012
168.	Dr. K.N. Modi University, Plot-1, RIICO Industrial Area Ph-II , Newai , Distt . Tonk , Rajasthan - 304021.	22.04.2010
169.	Geetanjali University, Udaipur. Raiasthan.	25.01.2011
170.	Homoeopathy University, Saipura, Sanganer, Jaipur - 302 029, Raiasthan	03.04.2010

S.No	Name of Private University	Date of Notification
171.	ICFAI University, Khasra No. 505/1, Village-Jamdoli , Agra Road, Jaipur - 302031 , Rajasthan .	23.08.2011
172.	IIHMR University, 1, Prabhu Dayal Marg, Near Sanganer Airport, Jaipur -302 029, Rajasthan .	26.02.2014
173.	J.E.C.R.C. University, Jaipur, Raiasthan.	02.05.2012
174.	J.K. Lakshmipat University, Laliya Ka Vas, PO Mahapura, Ajmer Road, Jaip-ur - 302 026, Raiasthan.	15.09.2011
175.	Jagannath University, Vill.-Rampura, Teshil - Chaksu, Jaipur.	16.04.2008
176.	Jaiour National University. Jaqatoura, Jaiour,	21.10..2007
177.	Jayoti Vidyapeeth Women 's University, Vedant Gyan Valley Village, Jharna Mahala, Jabner, Link Road NH-8, Jaipur,	21.04.2008
178.	Jodhpur National University, Narnadi Jhanwar Road, Jodhpur-342 001	11.08.2008
179.	Madhav University, Madhav University, "Madhav Hills", Opp. Banas Bridge Toll, NH-14, Village-Wada/Bhujela, Panchayat Samiti - Bharja, Tehsil- Pindwara, Abu Road , District-Sirohi, Raiasthan - 307026.	04.03.2014
180.	Maharaj Vinavak Global Univ ersity , Jaipur, Rajasthan.	21.03.2012
181.	Maharishi Arvind University, Mundiaramsar, Near Bindayaka Industrial Area Jaipur-302012 , Raiasthan.	05.10.2015
182.	Mahatma Gandhi University of Medical Sciences & Technology, .RIICO Institutional Area , Sitapur, Tonk Road , Jaipur - 302022.	15.09.2011
183.	Mahatma Jyoti Rao Phoole University, SP-2 &3, Kant Kalwar, RIICO Industrial Area, Tala Mod NH-I Achrol, Jalou r	03.02.2009
184.	Manipal University, Vatika Infotech City , Near GVK Toll Plaza, Jaipur ajmer Experss Way, Post - Thikaria, Jaipur - 302 026, Rajasthan.	15.09.2011
185.	Maulana Azad University, Village-Buzawad. Tehsil - Luni , Jodhpur - 342802 Raiasthan .	16.09.2013
186.	Mewar University, Chl ttorqarh , Rajasthan	22.09.2008
187.	NIIT Univ ersity , Neemrana, Rajasthan.	03.04.2010
188.	NIMS University, Shobha Nagar, Jaipur - 303 001.	29.03.2008
189.	OPJS University, Rawatsar. Kunjila, Tehsil-Rajgarh, Distt. - Churu, Rajasthan.	16.09.2013
190.	Pacific Academic of Higher Education & Research University, (PAHER) Pacific Hills , Airport Road , Pratap Nagar Extension ,Udaipur - 313003.	29.04.2010
191.	Pacific Medical University, Bhilo Ka Bedla, Bye Pass, " National Highway 27. Udaipur, Rajasthan.	04.03.2014

S.No	Name of Private University	Date of Notification
192.	Poornima University, Ramchandrapura, Sitapura Extension, Jaipur, Raiasthan .	16.05.2012
193.	Pratap University, Sunderpura (Chandwaji), Amer, Delhi-Mumbai Highway, Jaipur, Rajas than.	15.09.2011
194.	Raffles University, Japanese Zone, National Highway 8, Neemrana-201 705 , Rajas than.	27.03.2011
195.	R.N .B. Global University, RNB Global City , Ganganagar Road, Bikaner-334601, Raja sthan.	27 .04.2015
196 .	Sanqam University , Bhilwara, Raiasthan .	02.05 .2012
197.	Shri Jagdish Prasad Jhabarmal Tibrewala University, Chudela, District - Jhunjhunu.	03.02.2009
198.	Shridhar University, Pilani Chirawa Road , Pilani Rajasthan - 333 031	03.04.2010
199.	Singhania University, Pacheribari , Jhuniunu, Rajasthan .	29.03.2008
200.	Sir Padmapat Singhania University, Bhatewar, Udaipur - 313 601 .	29.03.2008
201 .	Sunrise University, Bagad Rajput, Tech. Ramgarh, Alwar, Rajasthan	22.09.2011
202 .	Suresh Gyan Vihar University, Mahal Jagatpura, Jaipur, Rajasthan.	21.04.2008
203 .	Tantia University, Hanumangarh Road, Sri Ganganagar - 335 002, Raiasthan.	16.09.2013
204 .	University of Engineerinq & Manaqernent , Jaipur, Rajasthan .	21.03.2012
205 .	Vivekananda Global University, Sector-36, NRI Road, Sisyawas, Jaqatpu ra, Jaipur - 303012, Rajasthan .	02.05.2012
	SIKKIM	
206 .	Eastern Institute for integrated Learning in Management University, Jorethang, Sikkim.	24.03.2006
207.	Shri Ramasamy Memorial University, 5th Mile , Tadong, Ranipool PO, Ganqtok, Sikkim - 737 102.	16.01 .2014
208.	Sikkim- ManiQal University Ganatok-737 101	11.10 .1995
209.	The Inst itute of Chartered Financial Analysts of India University, (ICFAI) Ranka Road , Lower Sichey, Ganqtok, Sikkim - 737101 .	04.10.2004
210.	Vinayaka Missions Sikkim University, Plot No. 438, N-312 Sang Phatak Road , Middle Tadong, PO Daragaorn, Tadong, East., Sikkim - 237 102.	30.07.2008
	TRIPURA	
211 .	Institute of Chartered Financial Analysts of India Agartala, Trioura - 799 001.	31.03 .2004
	UTTAR PRADESH	
212 .	Amity Universitv . Sector-125, Noida - 201303 (U.P.)	24.03.2005

S.No	Name of Private University	Date of Notification
213.	Babu Banarasi Das University, 55, Babu Banarasi Das Nagar, Lucknow, Uttar Pradesh.	12.10.2010
214.	Bennett University, Plot No. 8-11 , Tech Zone II, Greater Noida-201301 , Uttar Pradesh.	16.09.2016
215 .	Era University, Sarfarazganj, Hardoi road , Lucknow-226003, Uttar Pradesh.	16.09.2016
216.	G.LA University, Mathura (Uttar Pradesh)	01.09.2010
217 .	Galgotias University, 1, Knowledge Park , Phase-II Greater Noida - 201 306 , Uttar Pradesh.	07.04.2011
218 .	IIMT University, 0 Pocket, Ganga Nagar, Mawana Road, Meerut - 250001 , Uttar Pradesh.	16.09.2016
219 .	IFTM University. Lodhipur Rajput, Delhi Road , Moradabad - 244 102, Uttar Pradesh.	12.10.2010
220 .	Integral University, Kursi Road. Lucknow-226 026 (U.P)	26.02.2004
221 .	Invertis University, Invertis Village, Bareilly-Lucknow National Hichwaway-24, Bareilly-243 123 (U.P ,)	01.09.2010
222 .	Jagadguru Rambhadracharya Handicapped University, Chitrakoot Dham-21 0 204.	06.10.2001
223 .	Jaypee University, Aligarh Road , Anoopshahar, Dist. Bulandshahar - 203 390, Uttar Pradesh.	04.03.2014
224 .	J.S. University, Shikohabad, Firozabad, Uttar Pradesh.	24.06 .2015
225 .	Mangalayatan University, Aligarh , UP.	30.10.2006
226 .	Maharishi University of Information Technology, Maharishi Bal Vidya Mandir & University Campus, Sitapur Road, Post-Diburia, Lucknow - 226 020 , Uttar Pradesh.	24.09.2013
227.	Mohammad Ali Jauhar Universitv, Rampur, UP.	19.06.2006
228 .	Monad University, Kasmabad, PO-Pilkhua, Dt. Hapur, Uttar Pradesh.	12.10 .2010
229 .	Noida International University Plot No.1 , Sector-17A, Yamuna Expressway, Gautam Budh Nagar. (U.P)	12.10.2010
230.	Rama University, Rama City, G.T. Road , Mandhana, Kanpur-209217, Uttar Pradesh.	10.01.2014
23 1.	Sanskriti University, 24 KM Stone, Mathura-Delhi Highway, Chhata, Mathura, Uttar Pradesh.	16.09.2016
232 .	Sharda University, Gautam Budh Nagar, Uttar Pradesh	24.03.2009
233.	Shiv Nadar University, Dadri, Gautham Budh Nagar , Uttar Pradesh	06.04 .2011

S.No	Name of Private University	Date of Notification
234.	Shobhit University, Adarsh Institutional Area, Babu Vijendra Marg, Gangoh Distt . - Saharan pur - 247 341, (Uttar Pradesh)	05.07.2012
235.	Shri Ramswaroop Memorial University, Hadauri, Deva-Lucknow Road, Dt. Barabanki, Uttar Pradesh .	04.07.2012
236.	Shri Venkateshwara University, NH-24, Rajabpur, Gajraula , J.P. Nagar, Uttar Pradesh .	12.10.2010
237.	Swam i Vivekanand Subharti University, Delhi-Haridwar Byepass Road , Meerut, U.P.	05.09.2008
238.	Teerthanker Mahaveer University, Delhi Road , Moradabad.	05.09 .2008
239.	The Glocal University, Ali Akbarpur, Mizapur Pole, Tehsil - Behat, Saharanpur - 247001, Uttar Pradesh.	05.07.2012
	UTTRAKHAND	
240.	Dev Sanskrit Vishwavidyalaya, Gayatrikunj , Shantikunj, Hardwar-249 411.	22.01 .2002
241.	DIT University, Mussoorie Diversion Road , Dehradun - 248 009, Uttarakhand.	15.02.2013
242.	Graphic Era Parvatiya Vishwavidyalaya, 600, Bell Road , Clement Town, Dehradun - 248 002, Uttarakhand.	28.04.2011
243 .	Himgiri Zee University, Sheeshambada, PO-Sherpur, Via-Sahaspur Dehradun-248197, Uttarakhand	11.07.2003
244.	IMS Unison University, Makkawala Greens, Mussoorie Diversion Road, Dehradun - 248009, Uttarakhand.	15.02.2013
245.	Institute of Chartered Financial Analysts of India (ICFAI), C- 1/103, Indira Nagar, Dehradun-248 006 (Uttarakhand).	10.07 .2003
246.	Motherhood University, Village - Karondi, Post - Bhagwanpur, Roorkee, Distt . Hardwar, Uttarakhand.	19.01.2015
247.	Swmi Rama Himalayan University, Swami Ram Nagar, Jolly Grant, PO - Doiwala, Dehradun, Uttarakhand.	12.03.2013
248.	University of Patanjali, Patanjali Yogpeeth, Haridwar.	05.04 .2006
249.	University of Petroleum and Energy Studies, Building No.7, Street No. 1, Vasant Vihar Enclave, Dehradun-284 006 (Uttarakhand) .	10.07.2003
250.	Uttaranchal University, Arcadia Grant, PO Chandanwari, Premnagar, Dehradun - 248 007, Uttarakhand	15.02.2013
	WEST BENGAL	
251.	Adamas University, Barasat, Barrackpore Road, Barberia , PO Jagannathpur, PS Barasat, Kolkata - 700126 West Benqal.	11.04.2014

S.No	Name of Private University	Date of Notification
252.	Amity University, Rajarhat, New Town, Dist. North 24 Parganas, West Bengal.	21.01.2015
253.	Brainware University, 398, Ramkrishnapur Road, Barasat, Kolkata - 700 124, North 24 Pgs., West Bengal.	24.02.2016
254.	JIS University, Agarpara, District North 24 Parganas, West Bengal.	03.02.2015
255.	Seacom Skills University, Village - Kendradanga, PO - Sattore , PS - Panrui , Dist. - Birbhum-731236, West Bengal.	11 .04.2014
256.	Techno India University, EM - 4, Sector-V, Salt Lake, Kolkata - 700 091, West Bengal.	16.08.2012
257.	The Neotia University, Jhinga, Sarisa, D.H. Road, 24 Parganas (S), West Bengal-743368.	03.02.2015
258.	University of Engineering and Management, University Area , Plot No. III-B/5, Main Arterial Road (East-West), New Town, Action Area-III , Kolkata-700156, West Benoal,	03.02.2015

ANNEXURE-IX

	NUMBER OF BENEFICIARIES UNDER THE CENTRAL SECTOR SCHEME OF SCHOLARSHIP FOR COLLEGE & UNIVERSITY STUDENTS	
Sr. No.	**State / Board**	**2016-17 (Fresh+ Renewals)**
1	CBSE	9344
2	CISCE	8
3	Andhra Pradesh	5920
4	Assam	341
5	Bihar	140
6	Chhattisgarh	1370
7	Goa	152
8	Gujarat	2764
9	Haryana	3574
10	Himachal Pradesh	2163
11	J&K	354
12	Jharkhand	15
13	Karnataka	16309
14	Kerala	1935
15	Maharashtra	7166
16	Madhya Pradesh	7530
17	Manipur	54
18	Meghalaya	0
19	Mizoram	0
20	Nagaland	57
21	Odisha	1973
22	Punjab	5623
23	Rajasthan	3042
24	Tamil Nadu	4933
25	Telangana	5862
26	Tripura	274
27	Uttar Pradesh	955
28	Uttarakhand	250
29	West Bengal	3749
30	Puducherry	366
	Total Beneficiaries: -	**86223**

Amount Released as Central share to States/UTs under RUSA

S. No	Component (Unit Cost)	Physical Target (2012-17) (units)	Financial Target (2012-17) (Rs. Crores)	Approved Physical Units (as on March, 2017) (units)	Total amount approved (central & state share) (Rs. Crores)	Central Share Approved (In Rs. Crore)	Central Share released till date (In Rs. Crore)
1	Creation of Universities by way of upgradation of existing autonomous colleges (55 cr)	45	2475	8	385	253	93.3125
2	Creation of Universities by conversion of colleges in a cluster (55 cr)	35	1925	8	440	330	115.05
3	Infrastructure grants to Universities (20 cr)	150	3000	117	2279.53	1149.015	654.10
4	New Model Colleges (General) (12 cr)	60	720	72	859.69	548.12	301.72
5	Upgradation of existing degree colleges to model colleges (4 cr)	54	216	54	216.36	151.924	49.1023
6	New Colleges (Professional & Technical) (26 cr)	40	1040	29	702	525.2	107.025
7	Infrastructure grants to colleges (2 cr)	3500	7000	1250	2417.25	1630.868	755.42
8	Research, innovation and quality improvement (State as Unit) (120 cr)	10	1200	3	37.2734	23.04606	11.523
9	Equity initiatives (State as Unit) (5 cr)	20	100	18	77.45	59.05	21.58
10	Faculty Recruitment Support (Posts) (0.58 cr)	5000	2900	253	13.67	10.998	0.6525

S. No	Component (Unit Cost)	Physical Target (2012-17) (units)	Financial Target (2012-17) (Rs. Crores)	Approved Physical Units (as on March, 2017) (units)	Total amount approved (central & state share) (Rs. Crores)	Central Share Approved (In Rs. Crore)	Central Share released till date (In Rs. Crore)
11	Faculty improvements (10 cr)	20	200	8	41.49	28.041	7.2692254
12	Vocationalization of Higher Education (State as Unit) (15 cr)	20	300	7	83.55	62.259	24.1249
13	Institutional reforms and restructuring (20 cr)	20	400	35	-	-	108.499
14	Capacity building & preparation of data collection and planning (10 cr)	20	200				
15	Leadership Development of Educational Administrators	Centrally Administered	100	100	9.2		9.26.94
16	MMER (including RRC expenditure, NQRI,etc.)	20	200	-	-	-	15
	Total		**21976**	**1962**	**7663.50**		**2272**

ANNEXURE-XI

STATE-WISE AND INSTITUTION-WISE NUMBER OF VILLAGES IDENTIFIED AND ADOPTED UNDER UNNAT BHARAT ABHIYAN

Sl. No	State	Institution	No. of Villages identified
1.	Arunachal Pradesh	National Institute of Technology, PapumPare, Arunachal Pradesh	5
2.	Assam	Indian Institute of Technology,Guwahati	10
	Assam	National Institute of Technology, Silchar	3
3.	Bihar	Indian Institute of Technology, Patna	2
4.	Chhattisgarh	Indian Institute of Technology, Delhi	5
5.	Goa	National Institute of Technology, Goa	3
6.	Gujarat	Indian Institute of Technology, Gandhinagar	2
7.	Haryana	Indian Institute of Technology, Delhi	1
8.	Himachal Pradesh	National Institute of Technology, Hamirpur	6
	Himachal Pradesh	Central University of Himachal Pradesh, Kangra	7
	Himachal Pradesh	Indian Institute of Technology, Mandi	1
9.	Jammu& Kashmir	National Institute of Technology, Srinagar	5
10.	Jharkhand	Indian Institute of Technology, Delhi	5
11.	Karnataka	Indian Institute of Management, Bangalore	14
12.	Kerala	Indian Institute of Science Education and Research,Thiruvananthapuram	1
13.	Madhya Pradesh	Indian Institute of Technology,Bhopal	1
14.	Maharashtra	Indian Institute of Technology, Delhi	4
15.	Manipur	National Institute of Technology, Imphal	5
16.	Meghalaya	National Institute of Technology, Shillong	5
17.	Mizoram	National Institute of Technology, Aizawl	1
18.	Odisha	Indian Institute of Technology, Bhubaneswar	1

Sl. No	State	Institution	No. of Villages identified
19.	Punjab	Indian Institute of Technology, Ropar	1
20.	Rajasthan	Indian Institute of Technology, Jodhpur	2
	Rajasthan	Malviya National Institute of Technology, Jaipur	5
	Rajasthan	Central University of Rajasthan, Ajmer	9
21.	Tamil Nadu	Indian Institute of Technology Madras, chennai	2
22.	Telangana	Indian Institute of Technology, Hyderabad	4
	Telangana	National Institute of Technology, Warangal	18
23.	Uttar Pradesh	Indian Institute of Technology, Delhi	16
	Uttar Pradesh	Indian Institute of Technology (BHU), Varanasi	9
	Uttar Pradesh	Indian Institute of Technology, Kanpur	11
	Uttar Pradesh	Motilal Nehru National Institute of Technology, Allahabad	3
	Uttar Pradesh	Feroze Gandhi Institute of Engineering & Technology, Raibareli	6
24.	Uttarakhand	Indian Institute of Technology,Roorkee	5
25.	West Bengal	Indian Institute of Technology, Kharagpur	13
	West Bengal	National Institute of Technology, Durgapur	10
	Total		**201**

ORGANISATION CHART

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(Shri Prakash Javadekar)

Minister of State for HRD (Shri Upendra Kushwaha)

Department of School Education & Literacy

Anil Swarup, IAS(UP:81),
Secretary (SE&L)

Ms. Rina Ray,
IAS(UT:84)
AS (SE)

RTE Act, Rastriya Madhyamik Shiksha Abhiyan (RMSA), Mahila Samakhya Scheme, Scheme for Providing Quality Education in Madrasas etc., and **Teacher Education, National Council for Teacher Education (NCTE) .**

Shri Ajay Tirkey, IAS
(MP:1987),
JS[(AE)& DG(NLMA), (EE.I)
and Coord]

AE Bureau: Adult Education & Literacy, Saakshar Bharat Mission, Directorate of Adult Education (DAE).

EE.I Bureau : Mid-Day Meal Scheme, National Foundation for Teacher Welfare (NFTW), National Awards to Teachers (NAT), Bal Bhawan etc. **Coordination work of D/o SE&L.**

Ms. Anita Karwal,
IAS (GJ:1988)

Sarva Shiksha Abhiyan (SSA),

Shri Sanjay Kumar,
IAS(NL:92), JS(SE-II)

National Means Cum-Merit Scholarship Scheme, Union Territories, Kendriya Vidyalay Sangathan (KVS), Navodaya Vidhyalaya Samiti (NVS), Central Board of Secondary Education (CBSE), National Council for Education Research and - Training (NCERT). Adolescent Education. NIOS

Shri Maneesh Garg,
IAS(HP:96), JS(SE-I)

Rastriya Madhyamik Shiksha(Abhiyan RMSA), Model Schools, Girls Hostel Scheme, Inclusive Education for Disabled at Secondary Stage (IEDSS), Policy & Planning (Secondary Edn.).

Shri N.K. Sahu,
IES:1985
Advisor (SE&L)

Annual and Five Year Plan, SC/ST, Statistics, Economic Analysis, Individual Plan Scheme, Appointment of Language Teachers, Indo-Mangolian School, Co-ordination work of SE&L including RFD.

Ms. R. Savithri
ISS:1986
DDG (Stats)

Statistics, Preparation of documents "Analysis of Budgeted expenditure on Education ", Supply of data to UNESCO Institute of Statistics (UIS) and other International Agencies.

ANNEXURE-XIII

ORGANISATION CHART

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(Shri Prakash Javadekar)

Minister of State for HRD (Dr. Mahendra Nath Pandey)

Department of Higher Education

Shri Kewal Kumar Sharma,
IAS (AGMUT:83), Secretary (HE)

Shri R. Subrahmanyam, IAS (AP:85), **AS(TE)**

TechnicalEducation IITs/ Technical Coordination (including Ed.CIL, ISM Dhanbad), SWAYAM, MOOCS, overall policy issues inTechnical Education , TEL, NITs , SPAs.

Shri Sukhbir Singh Sandhu, IAS (UK:88), **JS (CU&L) & CVO**

Central Universities & Languages, Vigilance, Public Grievances

Shri Rakesh Ranjan, IAS (MT:92) **JS (ICC/P)**

ICC, National Education Policy matters, CABE matters, IIITs.

Ms. Ishita Roy, IAS(KL:91) **JS (HE)**

Higher Education, UGC , Scholarships.

Shri Praveen Kumar, IAS(TN:87), **JS(Admn.)**

Admn., IIMs, IISERs, IISc , Deemed Universities, Research Councils GIAN, DBT co-ordination, Development of Online Fund Flow Mechanism, and Padma Awards.

Shri Madhu Ranjan Kumar, IRSS(1984), **JS(DL&BP)**

BOATs, NITIE, SLIET, NERIST, CIT, GKCIET, Community Colleges, NITTTRs Sub-Mission on Polytechnics and PWD Schemes through Polytechnics, Distance Edu. Including IGNOU, Book Promotion /Naitonal Book Trust Minortiy Cell, NCMEI, Administrative Reforms Praparation of Annual Report, Review of Citizen Charter, e-Office. Implementation.

Ms. Darshana Momaya Dabral, IP & TA & FS(1990), **JS & FA**

Finance & Accounts

Shri B. N. Tiwari, ISS(83) **DDG (Statistics, P&M)**

Statistics, CMIS, Budget, Planning & Monitoring

Shri V.L.S.V.V. Subba Rao Economic Adviser

NER, Unnat Bharat Abhiyaan, Media Cell, CDN, Parliament and SC/ST Cell, PWD

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