



सत्यमेव जयते

Government of India

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

सबको शिक्षा अच्छी शिक्षा

Accessibility
Quality
Accountability
Equity
Affordability

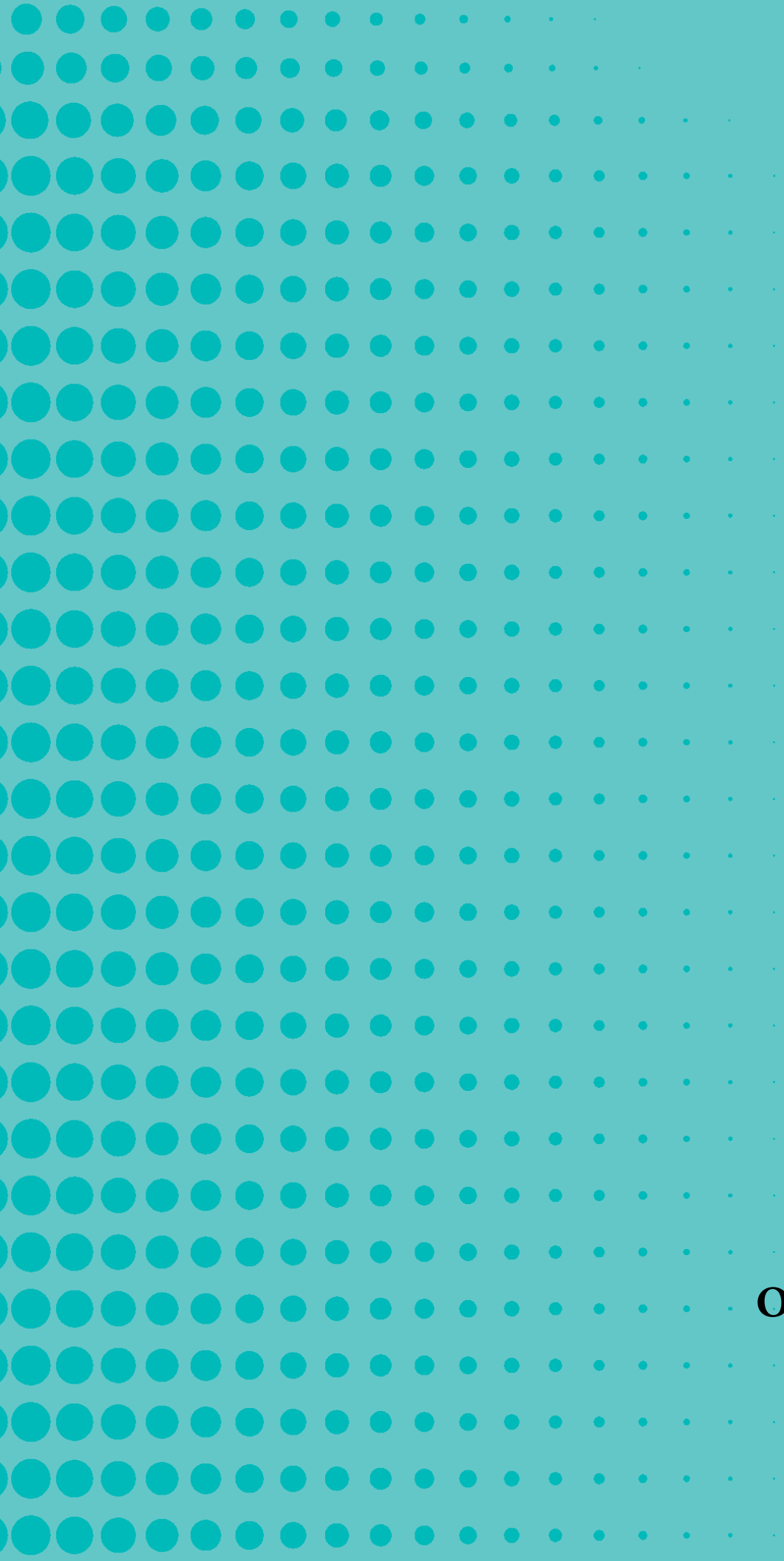
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Annual Report 2017-18

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



OVERVIEW



Overview

Good quality education is the foundation of new discoveries, new knowledge, innovation and entrepreneurship that trigger growth and prosperity of the individual as well as that of a nation. For this, we need to make our curriculum

and pedagogy relevant to the needs of our society and economy and nurture qualities of problem solving and creative thinking, learning-by-doing, greater engagement with the live- context, and confident self-expression from a young age.

OBJECTIVES OF MHRD

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

NEW EDUCATION POLICY (NEP)

1. The Government is in the process of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.
2. Consultation process was three pronged as follows: (i) Online consultations (ii)

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

- Panchayats, 6600 Blocks, 6000 Urban Local Bodies, 676 districts and 36 States/ Union Territories was carried out between May to October, 2015.
3. A number of in-person consultations were held by the Government with stakeholder Ministries in the Government of India (GoI) and also with the State Governments on NEP. A High Level meeting was taken by Minister for Human Resource Development on 14.02.2015 to discuss the consultative process for formulation of New Education Policy and invite suggestions of other Ministries and Departments. A meeting was held by the Minister of Human Resource Development on 21st March, 2015 with Education Ministers, Secretaries and other senior officials of the State Governments in which the consultation process, including the process of uploading the recommendations on MyGov, was explained in detail and suggestions of States on the process as well as the themes were also invited.
 4. The Government also conducted thematic consultations through University Grants Commission, All India Council for Technical Education, National Council for Teacher Education and several centrally funded universities and institutions, autonomous bodies, attached offices having domain expertise on the individual themes by inviting all relevant stakeholders including experts, academics, industry representatives, civil society etc. in July-October, 2015. Further, the Ministry held thematic consultations in which experts having domain expertise were invited for deliberations.
 5. The consultation process was one of the agenda points in the meeting of Central Advisory Board on Education (CABE) held on 19th August 2015. Views of all States and members of CABE were invited on the consultation process and the themes. Six Zonal Meetings were held by the Minister of Human Resource Development in Eastern, Central, North-Eastern, Western, Southern and Northern Zones covering all States and UTs in September-October 2015 which was attended by Education Ministers and officials of the respective States/UTs. New Education Policy was also discussed in the 64th CABE meeting held in October, 2016.
 6. The Ministry had constituted a 5-Members Committee for Evolution of the New Education Policy on 31st October, 2015 under the Chairmanship of Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India, with the National University of Education Planning and Administration (NUEPA) serving as its secretariat. The Committee submitted its report on the 27th May, 2016. After perusal of the report of the Committee and the recommendations from various consultations as well as other views and comments received, MHRD has formulated 'Some Inputs for the Draft National Education Policy, 2016'. Both these documents are treated as inputs for policy. The Minister for HRD has written to all the Members of Parliament and the Ministry has also written to the relevant Government of India Ministries and the State Governments inviting comments/views/suggestions on the Draft National Education Policy (NEP) by 31st October, 2016. Thereafter, an 'Education Dialogue' was also organized on 10th November, 2016 with the Hon'ble MPs to discuss the suggestions and to elicit their views.
 7. The Government has, on 24th June 2017, recently constituted a 10-member Committee

for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan

Dr. K. Kasturirangan. The Committee is in the process of drafting this policy for which seven meetings have been held.



PART – I

**Department
of
School Education & Literacy**

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ELEMENTARY EDUCATION



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

Sarva Shiksha Abhiyan (SSA)/Right of Children to Free and Compulsory Education (RTE) Act, 2009

Sarva Shiksha Abhiyan (SSA)/Right of Children to Free and Compulsory Education (RTE) Act, 2009:

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 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 2,04,683 primary schools and 1,59,681 upper primary schools have been sanctioned including 274 sanctioned in 2017-18.
- (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 year 2017-18, a total of Rs. 561.30 crore (56130.90 lakh) has

been provided for Special Training to 9.26 lakh (9,26,937) 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 942 residential institutions with a capacity of around 1,01,805 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 2017-18, SSA has made a provision of Rs. 83.93 crore for transport and escort facility to 2.79 lakh children.

Transport and Escort Facility to Access School

To Ensure access to school on universal basis is high priority under SSA and every possible solution is explored for it. Transport and Escort is one of the intervention provided to children in remote habitation with sparse population or in urban areas where availability of land is a problem and so opening of new school is not viable. Provision of transport and escort facilities helps the children of the school less habitation to access neighborhood school.



Transport and Escort facility is provided to facilitate schooling access for children in the context of RTE Act 2009. This ensures that all children even in remote habitations, difficult hilly terrains, dangerous forest areas lacking motorable roads and public transport facilities have easy access to school. Planning for the Transportation/ Escort facility is done every year with the help of school management committee (SMC) and

project staff. The exercise includes identification of access less habitations, children in need of the facility, motivation of parents and identifications of mode of transportation and identification of volunteers etc.

These facilities covers the children belonging to hilly, scattered, desert and forest area, tribal areas as well as the children of slum areas, deprived groups in million plus cities who could not reach to school due to the distance, traffic problem and other man made barriers etc.



- (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 2017-18, SSA made a financial provision

of Rs. 2844.05 crore for providing free uniforms to 7, 27, 53,580 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

Wairakpam Princy Devi, KGBV Moirang, Bishnupur District, Manipur

Wairakpam Princy Devi was 12 (Twelve) when she was enrolled in KGBV, Moirang and is the eldest child of Wairakpam Hemsonsingh and Wairakpam Sheela Devi, of Tronglaobi Makha Leikai, a village in Bishnupur District. Her parents are agricultural workers and in the off season, they support their family by resorting to odd jobs. With the meagre income, Princy's parents were not in the position to send her to school.



Princy a child with a dream to become an IPS officer, was not in a position to persuade her parents to send her to school, knowing her parents' income. Her dream was realized when she got admitted to the Kasturba Gandhi Balika Vidyalaya, Thamnapokpi Moirang, which was established under the Sarva Shiksha Abhiyan under the MHRD, Government of India. The KGBV, Thamnapokpi Moirang, which is situated amidst the scenic Loktak Lake and the Thangjing mountain range, populated mostly by schedule Tribes and the minorities, is an ideal educational setting grooming young and high spirited children specially belonging to deprived and backward classes.

She was enrolled in KGBV at class 6 (six) in the year 2014, a weak, both physically and mentally; a shy, timid and introvert child. Gradually, her dreams began getting into shape through continuous efforts of the KGBV fraternity, the district and the state level officers associated with implementation of Sarva Siksha Abhiyan in the state.

The KGBV fraternity also encouraged Princy and her friends to pursue several extra-curricular activities in their leisure time. The kitchen garden initiatives led by Princy is a success story which is now replicated in other KGBVs and Residential Schools. The contribution and the effort of the KGBV is evident with the rise of the quiet and shy girl, Wairakpam Princy Devi, when she topped the 8th Standard of KGBV Thamnapokpi Moirang just after three years in the KGBV whereas she was a below average student when she get into the KGBV system. When she graduated the class 8 from KGBV Thamnapokpi Moirang, she emerged as a sound, bold and a confident girl ready to take head on secondary stage of education.

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.

- (ii) **Kasturba Gandhi Balika Vidyalaya (KGBV):** KGBVs are the residential upper primary schools for girls from SC, ST, OBC, Muslim communities and BPL girls. KGBVs are set up in the educational backward blocks where schools are at great distances and are a challenge to the security of girls. KGBVs

reach out to the 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. 3703 KGBVs have been sanctioned by Government of India till date. Out of it, 3603 KGBVs are reported to be functional (i.e. 99.75%) in the States and 3,67,850 girls are enrolled in them. The buildings of 3430 KGBVs have been constructed and construction of 140 KGBVs is in progress.



Newly constructed KGBV building in Chenga (West Bengal)



SONITPUR DHEKIAJULI KGBV (New) (Assam)

- (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.

- (v) **Under Swachh Vidyalaya**, 4,17,796 (2.26 lakh boys and 1.91 lakh girls toilets) toilet blocks were 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 were provided access to gender segregated toilet facilities.

SWACHHTA PAKHWADA: 1st to 15th September, 2017

I. ACTIVITIES TAKEN UP

Swachhta Pakhwada for the Ministry of Human Resource Development was launched by the Hon'ble Minister for Human Resource Development.

- **8.03 lakh** schools across the country participated on very first day of the Swachhta Pakhwada.
- **8.31 crore** children took the sanitation pledge in the country .
- Green School drive was taken up in 6.81 lakh schools across the country by way of painting dustbins. Dustbins with blue green colour have been used for recycled/unrecyclable waste respectively in view of making children learning about classification of wastes. Planting of trees around school premises surroundings toilets to utilize waste water for gardening were taken up.

- Painting competition on “The Clean India of my dreams” was held for I to V class students all across the country. Essay competition was held on “What will I do for cleanliness” for VI to VIII class students across the country. Essay, Quizes competition for students on cleanliness and hygiene practices in schools kits, Poem-making were also held and debates on swachhta was also organised.
- **7.75 lakh** Schools took up activities to remove all kinds of waste material like broken furniture, unusable equipment etc. Students across the country learned the proper way of cutting and keeping nails clean on nail cleanliness day.
- Hand wash day activity had been taken up by **7.96 lakh** schools along with local representative to propagate the theme of pakhwada among citizen in nearly area.
- Audio visual programme were taken up in schools to motivate students/employees and other for maintain cleanliness. Toilet Awareness Day activity were taken up in the schools to teach hygienic manner of using toilets.
- Community awareness day, Swachhta School Exhibition day, Swachh water day, water harvesting day and letter writing day were celebrated from 10th Sept.2017 to 15th Sept.2017



- vii) **Swachh Vidyalaya Puraskar, 2016:** During June 2016, DoSEL launched the Swachh Vidyalaya Puraskar to recognize, inspire and celebrate excellence in sanitation & hygiene practice in Government Schools in the areas of water, sanitation, hand washing with soap, operations and maintenance, behaviour change and capacity

building. A total of 2,68,402 schools applied online through web portal/ Mobile App for the Puraskar. The schools were selected at the district, state and national level. 643 schools were evaluated at the national level and National awards were given to 172 schools on 1st September 2017 including elementary and secondary schools in both urban and rural areas.



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 reached 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 .

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 outlay of Rs. 15232.17 crore, which is 19% of the total allocations under SSA, has been approved for 88 Muslim dominated Special Focus Districts for 2017-18. For the 109 ST focused districts, Rs 10836.03crore (13% of the total outlay under SSA) have been provided in 2017-18. An outlay of Rs. 10945.15 crore has been made for the 61 SC focused districts (13% of the total allocation under SSA).

Multilingual Education (MLE) for Tribal Children of Odisha

Though Odiya is the official State language, there are 22 officially recognized tribal languages in Odisha. The overall literacy rate of Odisha has increased from 49 per cent in 1991 to 73 per cent in 2011. The literacy rate among tribal population has also demonstrated the increasing trend over the years, yet the gap between tribal literacy and that of entire population continues to be significantly high.



Recognizing the important role played by the language used in classrooms in influencing the quality and equity issues, the RTE Act, 2009 has rightly emphasized the use of mother tongue (MT) as medium of instruction as far as practicable under Section 29.

Broad Objectives of MLE is to ensure equity and quality education to tribal children, to improve tribal students' reading, writing skills and learning through use of mother tongue in early grades, to introduce state and national language at early stages to mainstream the tribal children in state-wide education system and to develop respect among tribal children for their language and culture.

Strategy was devised to facilitate transition from 100% tribal language in class-I to 100% Oriya by class-V over a period of five years. Schools with more than 90% students from a particular tribal language have been selected for implementation of MT based MLE. MLE programme is operational in 1485 schools in 21 tribal languages in 17 tribal dominated districts namely, Angul, Bargarh, Balasore, Dhenkanal, Ganjam, Gajapati, Kandhamal, Kalahandi, Koraput, Keonjhar, Malkangiri, Mayurbhanj, Nawarangpur, Nuapada, Rayagada, Sambalpur and Sundargarh.

There has been an increase in the attendance and retention of tribal students since MLE approach was introduced in schools. The use of mother tongue as medium of instruction in the classroom has also led to children being more engaged in the teaching and learning process.

(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 CWSN 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.

25.97 lakh children with special needs have been identified under SSA through surveys. 22.86 lakh children with special needs (88.02% of those identified) are enrolled in schools.

ACHIEVEMENTS IN IE

Tamil Nadu SSA undertook the development of a Screening Tool for Children with Specific Learning Disability (SLD) in schools.

Haryana SSA has formulated a Joint Action Plan where the schemes of Inclusive Education for SSA and RMSA are being jointly implemented for all children with special needs.

Rajasthan SSA provided screen reader software-NVDA in Indian voices along with other technical support for accessing the internet for children with visual impairments.

Further 64926 children with special needs are being covered through School Readiness Programme and 1.34 lakh children with special needs are being provided home-based education. In all 95.69% of the identified children with special needs have been covered through various strategies.

To strengthen resource support:

- 3.02 lakh CWSN requiring assistive devices have been provided with aids and appliances.



- 2.82 lakh CWSN have been provided transport support.
- 2.85 lakh CWSN have been provided with escort support.
- 3.33 lakh CWSN are given therapeutical support and 12195 CWSN have been provided surgeries.
- 61.83% schools have been provided with barrier free access and 23.08% schools with CWSN friendly toilet where CWSN enrolment > 0.
- 18,934 resource persons are providing support on inclusive education to regular teachers.
- 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. 4.06 lakh teachers have been trained on this exemplar material.
- The total allocation for interventions for CWSN under SSA for 2017-18 is Rs. 545.06 crore.

Mebakordor was born on 31st January 2006 with normal delivery. She is the fourth child of Mr. David Brahman a labourer and Mrs. Baiarlin Kharkongor a housewife. Meba has seven siblings 4 girls and 3 boys. She lost her vision at the age of 6yrs when she suffered from brain T.B and she became totally blind. At that time she was dependent on her family and friends for everything, especially when she had to move around. She was over protected by her family who took care of her daily chores.



Mebakordor has been going to a regular school from the age of 8 yrs. She had been learning print until the age of 9 yrs after which her teacher realised she would require braille to stay at par with her classmates. In her school there is a Block Resource Person on IE who used to visit her school once in a week. She taught her to walk from the gate to her classroom independently, only needing a verbal prompt every once in a while.

Mebakordor learnt all her Braille letters and numbers within a year and is now learning punctuation signs. Her eldest sister observes the sessions every week so she can teach her at home. Meba has done well this year and according to her class teacher she is well ahead of the class and she gets double promotion.

Population Education

Population Education Programme aims at developing awareness and positive attitude towards population and development issues leading to responsible behaviour among students and teachers and indirectly among parents and the community at large. It also focuses to impart authentic knowledge to learners about adolescent health concerns, inculcate positive attitude and developing appropriate life skills for responsible behaviour. It is being implemented in 33 States/UTs and 5 RIES of NCERT. Every year Annual Project Progress Review Meeting for planning activities are organized. For 2016, this meeting was held from 4-5 March, 2016 in which 60 participants from all agencies attended the meeting. All the agencies planned activities related to material development, advocacy, training, curricular activities and research and evaluation focused on population education and adolescence education. A material titled 'Development of

Adolescence Education curriculum and Resource Materials for Upper Primary Stage' has been prepared. AEP Training and Resource Materials has been prepared in Hindi for secondary and higher secondary stages. Before printing the material was also tried out with teachers of KVS and NVS.

A website titled aeparc.org with various resources (both print and audio-video) on issues related to holistic adolescent health and wellbeing was set up at NCERT. This website, as a facilitation platform, is used to provide support to various stakeholders including students to seek answer of their queries and questions. The Adolescence Resource Center (ARC) also serves as a knowledge bank on adolescence issues.

Interactive workshop focused on issues related to population education and adolescence related concerns namely population and sustainable development, population growth and distribution, health and family, gender equality and equity,

adolescence education, urbanisation and migration was organised by NCERT at Delhi from September 5-9 September, 2016. 48 participants from States/UTs/RIEs implementing population education were oriented in this workshop. These workshops provided opportunities of acquiring needed skills for organizing experiential learning activities in school, monitoring and evaluation, better and effective implementation of the NPEP.

Since 2009, national role play and folkdance competitions are being organized for class-IX students of government schools of States/UTs. In Role Play Competition four major themes having seven citations were included (Healthy relationships among adolescents, Charms and challenges of adolescence, HIV/AIDS: stigmatization and cause and consequences of drug abuse). Under this competition, students of govt. schools from 451 districts participated.

Folk dances are popular medium to express joy and fantasies. However, these have equal potential to develop life skills, apart from developing basic skills such as, agility, balance, coordination, strength, and endurance among the participants. In 2016 States/UTs from 354 districts participated in folkdance competition. The themes covered under this competition were (i) equal opportunity for boys and girls: removal of female feticide, (ii) respect and care for elders, (iii) protection of environment, (iv) drug abuse and (v) charms and challenges of adolescents.

National Youth Festival (NYF) as part of the Adolescence Education Programme was also organized from 5-8 December, 2016 with an objective of providing a platform where learners/students and teacher/escorts of three schooling systems: National Institute of Open Schooling, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti to share ideas and enhance their life skills through comics.

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 2017-18, provision was made for providing text books to 8.22 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 outcomes** from Class I-VIII are developed and are to be displayed on the notice board of all schools. These Learning Outcomes were codified by amending the Central Right of Children to Free and Compulsory Education (RTE) Rules, 2010 (Rule 23(2) (c)) on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes for

PRERNA – An initiative of improving quality in Himachal Pradesh

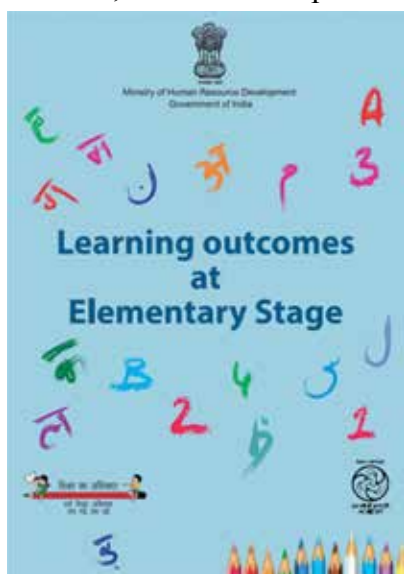
PRERNA stands for Result Enhancement, Resource Nurturing and Assessment. Improving learning levels of students by imparting reading, writing and numeracy skills.



Objective of the programme is improvement in learning levels through identification of gaps in learning and addressing these gaps and bringing a change in teaching methodology of teachers.

- PRERNA was initiated in 150 government primary schools in 2015-16 in District Hamirpur on pilot basis.
- Around 8000 students were covered under this initiative in 6 blocks of the District.
- The program was implemented by DIET Hamirpur in collaboration with District Administration and Pratham.
- Teaching at the Right Level (TaRL) approach was used to improve learning levels of children.
- Keeping in view the success of this initiative, it has been decided to scale the programme to the entire State.

all elementary classes and link the defined Learning Outcomes with Continuous Comprehensive Evaluation (CCE). Subsequently, 21 States and UTs, including Jammu and Kashmir, have incorporated



the Learning Outcomes in their State Rules, while the remaining States have initiated the process, it is expected that this will be completed by the end of this year.

- (b) **National Achievement Survey (NAS):** As compared to only 4.43 lakh students who were earlier tested across Classes 3, 5 and 8, this time around 22 lakh students from around 1,10,000 schools across 700 districts of India (including rural and urban) were assessed in the year 2017-18 (November 13, 2017) making it one of the largest sample surveys of student learning achievement. This survey is an improvement over the previous cycles of

NAS as it will be completed in the one full academic year. It will reflect the scores of the students and will be able to suggest academic intervention in the same academic year. District wise Result will be generated within 20 days of test conduction. NAS Reporting will show if the students' learning levels are as per the learning outcomes of a particular grade. It will also look for association of school, teacher and students' background variables with students' achievements while analyzing the data.

- (c) **Amendment to the Section 23(2) of the RTE Act -The RTE Act, 2009** was amended in 2017 to ensure that all teachers acquire the minimum qualifications prescribed under the Act by 31st March, 2019. This would ensure an improvement in the overall quality of teachers and teaching processes, and consequently learning outcomes of children. Further, it reinforces the Government's emphasis on improvement of quality of elementary education. A unique feature of this initiative is that the study material for the course prepared by NIOS in self instructional mode, will be uploaded on the SWAYAM platform in four quadrants i.e. (1) Audio/Video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-

assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts.

- (d) All teachers shall be given instructions Online through the SWAYAM portal and SWAYAM PRABHA channel with separate arrangements for physical contact programme. 13,78,979 admissions have been confirmed on the NIOS D.El.Ed. programme for training of in-service untrained elementary teachers.
- (e) Emphasis is being laid on **effective implementation of Continuous and Comprehensive Evaluation (CCE)** of students in all government and aided schools.
- (f) Grade-wise weak students have been identified for **remedial classes**, to ensure that all students acquire grade-appropriate learning levels.
- (g) 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.
- (h) Guidelines for **rationalizing and positive consolidation of small schools**, especially with zero or very low enrolment, in States have been prepared by the Department. This would help the States in effectively

running their schools with viable strength of both students and teachers.

- (i) All school going children in the age group of 5 to 18 years in the country are being covered under Aadhaar. 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 Aadhaar 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. Against total of 15,22,925 schools (as per UDISE 2015-16), 14,45,504 (94.05%) have been mapped as on 1st December, 2017.
- (k) A State-wise training calendar for **head master training** has been prepared by NUEPA to ensure capacity building of all headmasters and head teachers.
- (l) 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. Many States have developed websites and mobile applications for the same.

- (m) Guidelines have been 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.
 - (n) 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.**
- (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. 932.04 Crores has been approved for Padhe Bharat Badhe Bharat for 2017-18.

- (b) 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,

Rashtriya Avishkar Lab

Unit of Science and Educational Development (Alumnus of IIT Kanpur) Innovation Mission is establishing Rastriya Aviskar Lab (RALs) in States /UTs across India with the help of Corporate Social Responsibility funds. The first lab was established in Auraiya District, Uttar Pradesh with the help of GAIL–PATA.

The primary aim of RAL is to support National Innovation Programme (Rastriya Avishkar Abhiyan) and act as a linkage among school students, teachers, IITs, Research labs, Industries, corporate and Higher Educational Institutions (HEI), is to inculcate a spirit of inquiry, creativity and love for science and mathematics in school children. The objective of this RAL is to foster curiosity, creativity and imagination in young minds; and inculcate skills such as design mindset, computational thinking, adaptive learning, physical computing etc.

Unique and it's kind of first Lab in India will Provide linkage among Industries' R& D departments problems in form of projects to school teachers and school students for research based solution with the help IITs & HEIs professors, Research lab Scientists.



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 outlay for Rashtriya Aviskhar Abhiyan in 2017-18 was Rs. 177.00 crores.

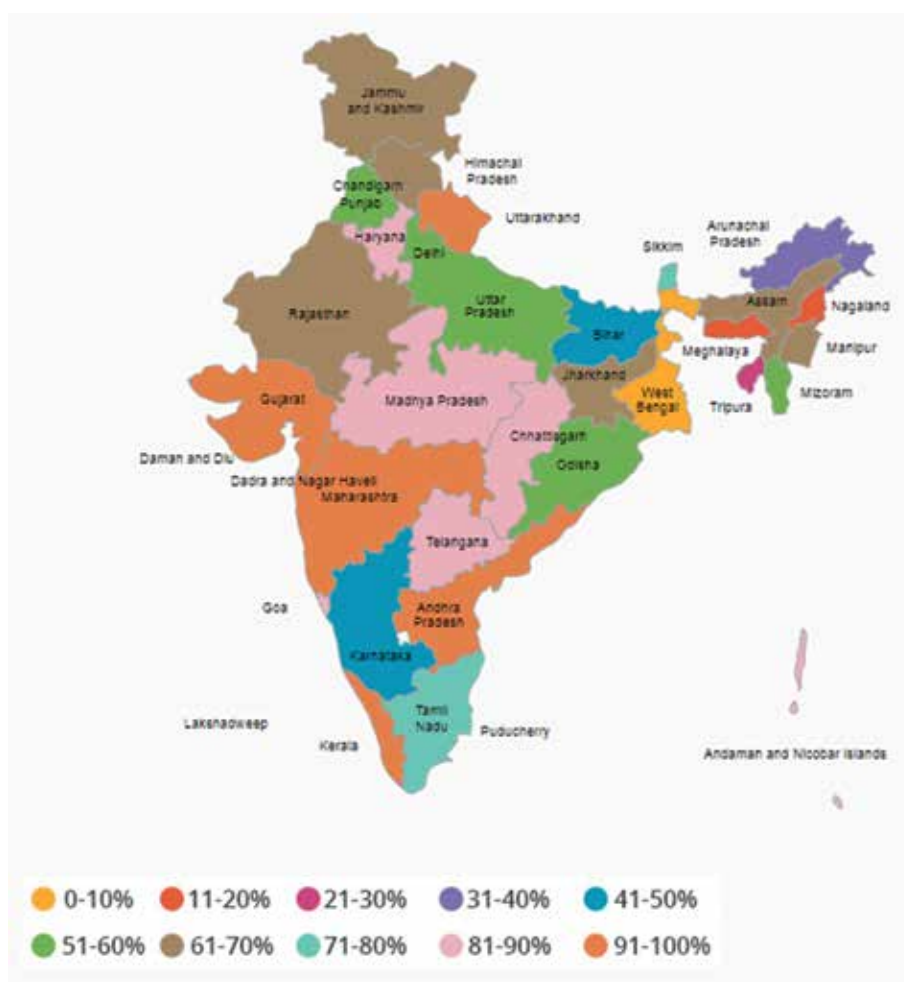
- (c) Vidyanjali, another sub-programme under SSA, has been launched to enhance community and private sector involvement in Government run elementary schools across the country under the overall aegis of the SSA. The aim of the programme is to strengthen implementation of co-scholastic activities in 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.

- (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, case studies, newspaper articles etc. on elementary education, State /UT wise. This is available 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 can 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 141 Reports which are 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, NitiAayog etc., to see the status of implementation of the SSA and the elementary education in all States and UTs.

In order to monitor progress of States and UTs a grading exercise has also been developed based on their performance under the Sarva Shiksha Abhiyan and certain other targets covered under elementary education. The percentage of their achievement against accepted targets has been taken to prepare grading and current grading is done as on 1st October 2017 based on 10 identified components. This grading exercise will enable each State/UT to see their progress and will help them to work in a competitive manner to improve further. This will be made available in the public domain soon.

V. Teacher Training

- (i) **Availability of Teachers:** To meet the shortage of teachers in elementary schools, 19.33 lakh additional teacher posts have been supported under SSA up to 2017-18. Out of this, 15.16 lakh posts have been filled up by the States/UTs. Apart from these 2.34 lakh part-time instructors have also been supported 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. Apart from this induction training for 30 days is given to freshly trained recruits. In 2017-18, 33.45 lakh (at BRC Level), 34.58 lakh (at CRC Level) teachers have been approved by MHRD for in-service training, and 0.27 lakh teachers for induction training. 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 2017-18, 4,840 RPs and 1,01,900 Head teachers will receive school leadership training based on NUEPA School Leadership Framework.

VI. Academic Support System

- (i) **Academic Support Structures:** 7,165 Block Resource Centers (BRCs) and 75,142 Cluster Resource Centers (CRCs) have been set up till March, 2017 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 Grants:** 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 2017-18, about 13.49 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 2017-18, about 908 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 aim 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 fourth 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	Not available
Language	63.12	↑ 67.84	257	
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	Not available
Language	53.86	↑ 56.50	247	
Science	41.30	↑ 42.72	251	
S. Science	46.19	↑ 47.90	247	

(↑ *Increasing trend*)

VII. Research Studies under SSA

- (i) **Study on Involvement of Teachers in Non-Teaching Activities and its Effect on Education:** In order to ensure teachers availability and to find out the actual time the teacher engages in teaching activities, a study was commissioned to NUEPA. The study was conducted in four states with different geographical locations representing four regions of the country - East, West, North and South. The sample comprised of total 872 teachers of 200 schools from 8 districts (4 states) and 153 HMs, 8 DEOs and 47 BEOs. The data were collected with the help of questionnaires, semi structured interview schedules and case studies 'on life of school' from

four states (Gujarat, Karnataka, Odisha and Uttarakhand). The draft report so submitted points out that the teachers spend 42.6 percent of the time on non-teaching core activities, 31.8 percent on non-teaching school related activities.

- (ii) **A Study on standardization of concepts, definitions, and methodologies used in collation of data and calculation of indicators in school education:** Different agencies adopt different approaches, definitions, methodologies of data collection and calculation of same indicator. A study has been commissioned to NUEPA to help in bringing the issues of compatibility, consistency and standardization in

methodologies and definitions used in data collection and calculation of indicators to the fore. The report is expected soon.

VIII. Infrastructure

Civil Infrastructure comprising of school buildings, additional class rooms, separate boys and girls toilets, water supply including other services like sewerage, electricity etc. are taken up on priority to strengthen Whole School Development plan. States are free to evolve building designs based on local site conditions, availability of construction materials, local practices etc. The cost estimates based on the prevailing State Schedule of Rates notified by the State Governments are generally considered as per SSA Framework.

A series of workshops have been conducted to encourage States to adopt a Whole School Development approach for 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. This could include provision of adequate learning elements, like display or chalk boards, storage shelves that are accessible to all children; designing



Sri Sankardev Lower Primary School Assam



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 latest National Building Code to ensure that children receive education in a safe and secure environment. Barrier free access, fire safety norms and other safety guidelines issued from time to time are being incorporated in school building design.

The progress in construction of school buildings till March 2018 is as follows:

Activities	Work Completed	Work in Progress	Total Sanctions
School Buildings	294431	7552	312187
Additional Class Rooms	1803460	39800	1887596
Drinking Water Facilities	235483	827	241999
Toilets (All)	1003987	19146	1053887

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. SSA supports the creation of school infrastructure as per the norms and standards specified in the RTE Act, both through direct programme funding and also in convergence with other relevant schemes of the Central and State Governments.

As per RTE-SSA norms participation of the local community in all civil work activities is being encouraged to instill a sense of ownership in them. The community has a pro-active role in the selection of the site, choice of design and maintenance of the school facility etc. There are

a number of examples across the country where the community has contributed significantly in terms of money, materials and shramdan etc. for the improvement of their village school.

RTE-SSA norms also support repair of old school buildings, provision of school buildings in respect of building less, dilapidated schools and retrofitting of school buildings to incorporate various safety provisions including improving natural light and ventilation etc. Third Party Evaluation of civil works is being conducted regularly as per RTE-SSA norms. An extensive supervision and monitoring system has been put in place to ensure quality and timely completion of construction works.



School Infrastructure as a Learning Aid

IX. School Management Committees & Community Participation: SSA has always acknowledged the importance of 'community ownership' pertaining to effective functioning 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 37,16,322 SMC members were given training in the year 2016-17 and a total of 62,87,899 SMC members are to be given training in the year 2017-18.

Female members play an equally important role as far as work related to improving enrollment, 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



Capacity building and training of SMC in Uttarakhand

‘Zero dropout panchayats’ by March 2019

Jharkhand Education Project Council (JEPC) is ensuring all essential basic amenities at Government schools across the State to implement the concept of ‘Zero Dropout Panchayats’ at every block.

The concept is to sensitise all Gram Panchayat ‘Mukhiyas’ to curb dropout rate. All gram panchayat heads will ensure that children falling in the age group of six to 14 years in their respective panchayats are admitted in nearby schools. This will inculcate besides awareness, the behavioral change among the citizens..

The team of education officers ‘Shikshakdoots’ will monitor and prepare a detailed report of panchayats under the supervision of DCs before declaring any panchayat ‘Zero Dropout Panchayat’.

Due to such activities, 1000 panchayats have been declared as zero dropout panchayats till December, 2017.

X. 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, 24.22 lakh and 29.25 lakh were admitted in private schools under section 12(1)(c) during the year 2014-15, 2015-16 and 2016-17 respectively. PAB has approved Rs. 250.65 crore 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, Rs. 492.69 crore for 11.14 lakh children in 2016-17 and Rs. 509.75 crore for 14.54 lakh children in 2017-18.



CENTRALLY SPONSORED SCHEME ON TEACHER EDUCATION (CSSTE)

Centrally Sponsored Scheme on Teacher Education (CSSTE)

Centrally Sponsored Scheme on Teacher Education (CSSTE):

A. Strengthening Teacher Education

The Centrally Sponsored Scheme on Teacher Education was initiated in 1987 pursuant to the formulation of the National Policy of Education, 1986. The scheme has been revised for the 12th Five 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 has been revised to 60:40 between the Centre and the States/UTs with legislature (90:10 for the 8 North-Eastern and 3 Himalayan States i.e. Jammu & Kashmir, Uttarakhand & Himachal Pradesh) and 100% for UTs without legislature. The Scheme aims to provide infrastructural and institutional support to Government Teacher Education Institutions (TEIs). Government TEIs under CSSTE includes: State Councils of Educational Research and Training (SCERTs); District Institutes of Education and Training (DIETs); Colleges of Teacher Education (CTEs); Institutes of Advanced Studies in Education (IASEs); and Block Institutes of Teacher Education (BITEs).

For 2017-18, the Budget Estimate (BE) for CSS-Teacher Education is Rs. 480.00 crore, out of which Rs.478.38 crore has been spent till 31.03.2018.

B. Quality in Teacher Education

- 1) **Teacher Education Institutions:** The Government of India has approved establishment of 82 District Institutes of Education and Training (DIETs/DRCs), 19 Colleges of Teacher Education (CTEs), and 7 Institutes of Advanced Studies in Education (IASEs) around the country in year 2012-13 to 2017-18. 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 81 Block Institutes of Teacher Education (BITEs) have been sanctioned till 2017-18 to train teacher educators for SC/ST and Minority communities in different parts of the country.
- 2) **Creation of Separate Cadre:** As on 31st March, 2017, 17 States/UTs have established a separate cadre for teacher educators namely, Andhra Pradesh, Bihar, Chhattisgarh Gujarat, Jharkhand, Kerala, Madhya Pradesh, Maharashtra, Nagaland, Odisha, Sikkim, Tamil Nadu, Telangana, Uttar

Pradesh, Uttarakhand, Delhi and Chandigarh. The rest of the 16-States/UTs are either under process or yet to create separate cadre for teacher educators.

3) 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 achieve 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.

4) Re-organizing Restructuring of SCERT and Cadre Restructuring for Teacher Educators:

As on 31st March, 2017, 12 States have organizationally restructured the SCERT namely, Assam, Bihar, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Nagaland, Odisha, Sikkim and Tamil Nadu. The remaining 21-States/UTs are either under process or yet to Restructure of their SCERTs/SIEs.

5) Joint Review Missions for Teacher Education:

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 2017-18 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.

- 6) **Prashikshak, Teacher Education Portal:** The Department of School Education & Literacy (SE&L), MHRD had launched Prashikshak, Teacher Education Portal on 30.06.2016. It is an important e-governance initiative for improving the quality of Govt. Teacher Education Institutions. The objective of Prashikshak is to help DIETs to make informed decisions about their institutes, compare the performance of their institute against other DIETs in the state/country as well as help aspiring teachers to make informed decisions about which institute to join. The major stakeholders and users of the portal are: Teacher Educators; DIET principals and faculty; Policy makers at District, State Government and National Level; Student Teachers; In-service trainer teachers; and the

General public. This portal contains a database (F.Y. 2015-16) of all functional DIETs in the country with all relevant information about the institutes including performance indicators.

- 7) **Workshops under the Teacher Education Scheme:** One National and 5 Regional Workshops on Teacher Education were conducted for the Directors of SCERTs/SIEs and Principal DIETs in 2017-18. The 1st Regional workshop was conducted on restructuring of District Institutes of Education and Training (DIETs) and it was held on 17, July, 2017 in New Delhi. The National Workshop was conducted for discussions and deliberations with stakeholders for the evaluation of the Centrally Sponsored Scheme on Teacher Education (CSSTE) with the completion of the 12th Five Year Plan and it was held on 25th August, 2017, in New Delhi. In addition,



(Regional workshop was conducted on restructuring of District Institutes of Education and Training (DIETs) and it was held on 17, July, 2017 at IHC, New Delhi, Organized by Ministry of HRD)



(Regional workshop was conducted to review the Action taken by States/UTs on Implementation of the recommendations of the Guideline on Strengthening of DIETs (MHRD, 2017) and Concept Paper on Strengthening of SCERTs it was held on 12th December, 2017 at New Delhi, organized by Ministry of HRD)

four Regional workshops were conducted to review the Action taken by States/UTs on Implementation of the recommendations of the Guideline on Strengthening of DIETs (MHRD, 2017) and Concept Paper on Strengthening of SCERTs on 12th December, 2017 at New Delhi, and on 23rd & 24th December, 2017 in Goa. The objectives of these workshops were to consolidate inputs from different stakeholders for evaluation of the CSSTE Scheme; Restructuring of DIETs and SCERT/SIE; Implementation of Public Finance Monitoring System and Review of Action taken by States/UTs for Implementation Strengthening of DIETs/SCERTs.

- 8) **Third Party Evaluation of CSSTE by Tata Institute of Social Sciences (2017):** A third party evaluation study of the CSSTE was conducted

by Tata Institute of Social Sciences with the completion of the 12th Five Year Plan in 2017. The study covered 90 institutions across 11 states (Assam, Bihar, Chhattisgarh, Himachal Pradesh, Karnataka, Maharashtra, Mizoram, Madhya Pradesh, Rajasthan, Telangana and Uttar Pradesh) and 2 union territories (Delhi & Puducherry). The findings and main recommendations of the study has been shared with all states and UTs in the regional workshops on Teacher Education conducted under CSSTE.

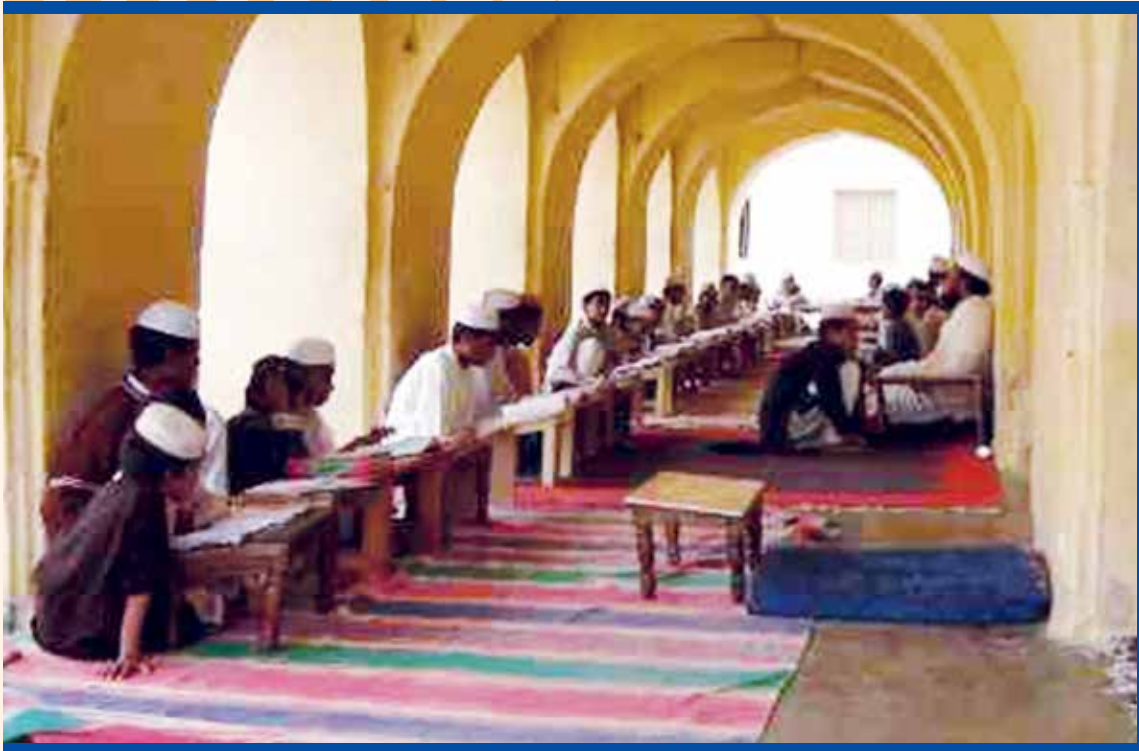
- 9) **New Activities/Initiatives under CSSTE Scheme 2017-18**
- **Guideline on Strengthening of District Institutes of Education and Training (DIETs), 2017:** As per the NPE (1986), DIETs were envisaged for In-service as well as pre-

service education. However, over the years, the focus had gradually shifted to pre-service education. Moreover, currently, there is no nodal agency with expertise in in-service training and thus to address this challenge, the Ministry of Human Resource Development has recently developed a Guideline on strengthening of DIETs. Accordingly, States have been encouraged to do a district wise analysis before considering a reconceptualization of DIETs as per the models proposed in the MHRD Guideline on DIETs. This will also allow flexibility of getting more expertise into in-service teacher training.

- **Strengthening of State Council of Educational Research and Training (SCERT):** Given the expansion of school education in last decade due to RTE 2009 and increasing demands for inclusive education in all the schools, appraisal of SCERTs was felt important to strengthen SCERTs analyzing its strengths and weaknesses and to address the gaps within the institution and its

linkages with other institutions. MHRD has developed a comprehensive concept paper on 'Strengthening of SCERTs' which has been shared with all States and UTs (on 6.10.2017). It focuses on restructuring of SCERT, convergence and linkages between different support structures and SCERT as a nodal agency for in-service teacher training.

- **DIKSHA (Digital Infrastructure for Knowledge Sharing):** DIKSHA was launched on 5th September, 2017 by the Hon'ble Vice President of India, Shri. Venkaiah Naidu. DIKSHA envisages to accelerate and amplify solutions, experiments and innovations that are underway, and being attempted in the areas of teacher training and professional development. States and TEIs have the autonomy and choice to repurpose and extend DIKSHA to suit their own needs and purposes. DIKSHA is for the benefit of Teachers in School, Teacher Educators and Student Teachers in Teacher Education Institutes (TEIs).



**SCHEME FOR PROVIDING EDUCATION TO MADARSAS/
MINORITIES (SPEMM) & SCHEME OF INFRASTRUCTURE
DEVELOPMENT IN MINORITY INSTITUTIONS (IDMI)**

Scheme for Providing Education to Madarasas/Minorities (SPEMM) & Scheme of Infrastructure Development in Minority Institutions (IDMI)

Scheme for Providing Education to Madarasas/Minorities (SPEMM)

Department of School Education and Literacy is implementing an Umbrella **Scheme for Providing Education to Madarasas/Minorities (SPEMM)** which comprises of 2 schemes namely **Scheme for Providing Quality Education in Madarasas (SPQEM)** and **Infrastructure Development in Minority Institutions (IDMI)**. The scheme is being implemented at National level. Both the schemes are voluntary in nature. 16 States i.e. Bihar, Chhattisgarh, Haryana, Jharkhand, Karnataka, Kerala, Manipur, Madhya Pradesh, Maharashtra, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal, Sikkim, Mizoram, have availed benefits under the scheme from 2014-15 onwards.

Scheme for Providing Quality Education in Madarasas (SPQEM):

1. SPQEM seeks to bring about qualitative improvement in Madarasas 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 Madarasas 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 Madarasas.
- iv. Provision of Science/mathematics kits in primary/upper primary level Madarasas.
- v. Strengthening of libraries/book banks and providing teaching learning materials at all levels of Madarasas.
- vi. The unique feature of this modified scheme is that it encourages linkage of Madarasas with National Institute for Open Schooling (NIOS) as accredited centres for providing formal education, which will enable children studying in such Madarasas 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 madarasas.
 - 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.
2. SPQEM and IDMI were two separate schemes at beginning of twelfth five year plan the two schemes were later brought under the umbrella Scheme for Providing Education to Madrasas/Minorities (SPEMM) in 2014-15, when funds for both schemes were provided under a single head. During the year 2016-17, Budget provision of Rs. 120 crore was made for the SPEMM, which includes SPQEM and IDMI. An amount of 106.94 crore was released benefitting 8706 Madarasas and 20969 Teachers during 2016-17 under SPQEM Scheme. During 2017-18 Budget Provision of Rs. 120 crore has been made for SPEMM consisting both SPQEM and IDMI. Out of this Rs. 77.5954899 crore has been sanctioned benefitting 6204 Madrasas and 15909 Teachers under SPQEM as on 31.3.2018.

Scheme of Infrastructure Development in Minority Institutions (IDMI)

1. 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.
2. SPQEM and IDMI were two separate schemes at beginning of twelfth five year plan the two schemes were later brought under the umbrella Scheme for Providing Education to Madrasas/Minorities (SPEMM) in 2014-15, when funds for both

schemes were provided under a single head. During the year 2016-17, Budget provision of Rs. 120 crore was made for the SPEMM, which includes SPQEM and IDMI. An amount of 2.25 Crore was released benefitting 39 institutions during 2016-17 under IDMI Scheme. During 2017-18

Budget Provision of Rs. 120 crore has been made for SPEMM consisting both SPQEM and IDMI. An amount of Rs. 30.296415 crore has been released as on 31.03.2018 benefitting 156 institutions under IDMI Scheme.

SECONDARY EDUCATION



**RASHTRIYA MADHYAMIK SHIKSHA
ABHIYAN (RMSA)**

Secondary Education

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

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 within a reasonable distance of any habitation, with an aim to ensure GER of 90% 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:

The sharing pattern between Central and State Government is 60:40 with effect from 01.04.2015 for all States and UTs with legislature, excluding 8 North Eastern and 3 Himalayan States for which it is 90:10. For UTs without legislature, 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.

Progress of implementation (2016-17): A total Budgetary Allocation of Rs. 3700 crores had been made for Integrated RMSA scheme. Out of total allocation, an expenditure of Rs. 3699.31 crore has been incurred.

Under RMSA, total 12682 schools have been approved against which 12015 schools have been made functional. Besides, under strengthening of existing secondary schools, 50713 additional classrooms have been sanctioned out of which 35800 have been completed, 26260 science labs have been sanctioned out of which 18588 have been completed, 19076 computer rooms have been sanctioned out of which 13197 have been completed, 25597 library rooms have been sanctioned out of which 18438 have been

completed and 30092 Art/craft room have been sanctioned out of which 20533 have been completed.

Under the girls hostel component of RMSA, 2549 girls hostels have been approved out of which 1308 are functional. Under ICT in school component, 88757 schools have been approved and 59330 are functional. Under vocational education component 8227 schools have been approved and 6129 are functional.

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.

All States and UTs have been advised to implement Shaala-Siddhi programme for all government schools. Shaala-Siddhi has been implemented so far by 32 States/UTs covering nearly 4,44,509 schools.

(ii) **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. 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 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.

Against the total of 15,22,925 schools (as per UDISE 2015-16), 14,32,961 (94.09%) schools have been mapped on GIS portal.

(iii) **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 was 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. Indepth 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 Cards have also been forwarded to the respective States/UTs for further analysis and action.

The second cycle of NAS will be conducted on 5th Feb 2018 across all districts of the country in which nearly 20 lakh students are expected to participate.

- (iv) **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 2017 which was held at Bhopal, Madhya Pradesh from 3-6th January, 2018, with the theme of Ek Bharat Shreshtha Bharat. Nearly 1500 Students from 34 States/UTs, KVS and NVS participated in the event.

- (v) **Focus on Science and Maths: Rashtriya Avishkar Abhiyan launched on 9th July 2015:** Under Rashtriya Avishkar Abhiyan, training of Science and Maths teacher, Math and Science Kit, excursion trip to science centers 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. An outlay of Rs. 177 crore has been earmarked for RAA in 2017-18.

- (vi) **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 2016 was given to 24 teachers.

- (vii) **Data base of Students and Teachers:-**

As on 17.01.2018, data of 21,74,35,349 students in the age group of 5 to 18 years has been captured and data of 7,98,43,471 children has been seeded with Aadhaar.

Data of 31,20,354 teachers was captured 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.

- (viii) **E-pathshala:** E-pathshala has been developed by NCERT (National Council for Educational Research and Training) for showcasing and disseminating all educational e-resources including textbooks, audio, video, periodicals and a variety of other print and non-print materials. So far, 3,027 audios and videos, 650 e-books (e-pubs) and 504 flip books have been made available on the portal and mobile app.

- (ix) **Remedial teaching:** Under the quality component of the RMSA, there is a provision for Remedial Teaching for the weak students of the class IX students (upto 20% of class IX enrolment) to ensure the students are brought at par. During

2016-17, remedial teaching was given to 8,43,584 students. During current financial year i.e., 2017-18, remedial teaching has been approved for about 15 lakh students of class IX in the country.

- (x) **In-service training:** Under the RMSA scheme, various type of teacher training including in-service teacher training to Headmasters/Principle, Training of Master Trainers, Training of Key Resource Persons, induction training of Teachers, training of Headmaster's/Principal's professional development/ Management and Leadership training of Headmasters & State Resource Groups (SRGs) through NUEPA, have also been supported to improve the teaching skills of teachers. 312461 number of teachers were provided in-service training during 2016-17.
- (xi) **Self-defense training for girls:** With a view to empower girls and build their life skills to handle situations of threat or assault, conduct of self- defense training courses for girls at the secondary stage has been funded under RMSA across the States and UTs. Total 1,76,737 schools have been approved for self-defense training under RMSA in different years so far. 63,400 schools have been approved with an outlay of Rs. 5880.81 lakhs in the year 2017-18.

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. 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) in 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 and UTs (with legislature) 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 (without legislature) 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 .

At the central level, a project approval Board (PAB) considers the proposals received from the State Governments and also for monitoring and evaluation. The Board has experts in the field of inclusive education as members.

PAB considers the proposals received from the State/UTs for approval. Approval has so far been given for providing assistance to State/UTs for appointment/continuation of 3245 special educators.

The Project Monitoring System(PMS) of RMSA has also evolved a real-time online mechanism to capture the progress of Aadhaar enrollment process of CWSN students. This mechanism is also used to monitor the disbursement of in-kind and cash DBT benefits to CWSN students.

A total number of 225690 Children With Special Needs (CWSN) (Girls 106155 & Boys 119535) has been covered under the scheme during the year 2017-18. As per PMS, central assistance of Rs. 86.56 lakh under Non recurring and Rs. 7896.00 lakh for recurring as on 20.03.2018 has been released to State/UTs under RMSA for the IEDSS component. The detailed guidelines of the scheme are available on the website of Ministry: www.mhrd.gov.in/iedss .

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 2549 Girls Hostels(GH) approved so far, construction of 1353 Hostels was completedY. Construction of 585 Hostels is in progress with construction still to commence in 611 Hostels. 1311 Girls Hostel have been made functional, as on 19/03/2018. The Ministry approved 68 new Girls Hostels in 2017-18 (15 in Andhra Pradesh, 40 in Bihar, 3 in Jharkhand, 5 in Telangana and 5 in West Bengal).

Vocationalisation of Secondary and Higher Secondary Education” - a Component of centrally sponsored Scheme of RMSA.

Introduction

The Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education was revised on 12 February, 2014 with a view to align it with the National Skills Qualification Framework (NSQF). The scheme has been subsumed under Integrated Rashtriya Madhyamik Shiksha Abhiyan since 2013-14.

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

Till date 8227 government schools in 33 States/ UTs have been approved under the scheme with coverage capacity of 16,45,400 students covering 17 Sectors i.e. Agriculture, Apparel, Automobile, Beauty & Wellness, Banking/Financial Services & Insurance, Construction, Electronics &

Electricals, Health Care, IT & ITes, Logistics, Media & Entertainment, Physical Education & Sports, Retail, Security, Telecom, Travel & Tourism, Multi Skill have been approved so far. The scheme has been implemented in 6481 schools in the country so far and the current reported enrolment is 5,00,825 students.

Activities

- During the Financial Year 2017-18, 1053 schools have been approved for implementation of component of Vocational Education across 18 States/UTs.
- An MoU has been signed by the National Institute of Open Schooling, an autonomous organisation of Ministry of Human Resource Development with Directorate General of Training, Ministry of Skill Development and Entrepreneurship for providing academic equivalence to the ITI pass outs. The MoU provides a mechanism for grant of Secondary and Senior Secondary Certificate to ITI students/pass outs who have pursued two years of ITI course after Class VIIIth and Class Xth respectively. For certification, the learners would require to opt for one language course from the group of language courses offered by NIOS and one academic subject from the group of subjects offered by NIOS.
- A framework to identify and offer financial support to village level skilled and semi-skilled persons to apprentice students in vocational courses in rural schools was issued by MHRD.
- Guidelines for enlisting quality contractual vocational trainers in schools were also issued by MHRD.
- The curriculum for Vocational Education has been restructured, now, two job roles may be covered in the span of four years. First job role may be completed in classes

9-10 and the other in classes 11-12, depending upon the competency required and number of instructional hours.

- More than 100 job roles have been identified to be taken up by the school system under vocational education in the coming years.
- Employability module consisting of -Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Entrepreneur Skills and Green Skills has been developed by Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE) and uploaded the same on the website of NCERT.
- A National Consultation meeting with States and other stakeholders was organised on 12th January, 2018 at PSSCIVE Bhopal to sensitize the States about the various monitoring mechanism for the component of Vocationalisation of Secondary and Higher Secondary Education developed at National Level and to share the revised implementation module along with job roles and its progression.

Some photographs of labs for imparting hands-on training to vocational students:-



Role play – Beauty & Wellness



Role play – Security



Role play – Retail



Role play - Healthcare



Role play - Automobile

SECONDARY EDUCATION



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

National Programme of Mid-Day Meal in Schools

National Programme of Mid-Day Meal in Schools:

1. Background

With a view to enhance enrolment, attendance and retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme ‘National Programme of Nutritional Support to Primary Education (NP-NSPE)’ was launched on the 15th August 1995. In 2008-09, the scheme was extended to cover children of upper primary classes and the Scheme was 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 & maqtabas 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 & maqtabas 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 2016-17, 9.78 crore children studying in classes I-VIII in 11.40 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 (except 7% in the year 2016-17). No increase in the cooking cost for the year 2017-18. The cooking cost is shared between the Centre and the NER States and Himalayan States on 90:10 basis, 100% for UTs without legislature and with other States & UTs with legislature on 60:40 basis. The cooking cost norms during the

previous years, current year and sharing pattern between the Centre

and the States are as under:

Table 1:

Year	Stage	Total Cost Per meal	Center-State Sharing			
			Non-NER States (75:25)		NER States (90:10)	
2013-14	Primary	₹3.34	₹2.51	₹0.83	₹3.01	₹0.33
	U. Primary	₹5.00	₹3.75	₹1.25	₹4.5	₹0.50
2014-15	Primary	₹3.59	₹2.69	₹0.90	₹3.23	₹0.36
	U. Primary	₹5.38	₹4.04	₹1.34	₹4.84	₹0.54
Revised Funding pattern		UTs (100%)	(Non NER) 60:40		NER & 3 Himalayan States (90:10)	
2015-16	Primary	₹3.86	₹2.32	₹1.54	₹3.47	₹0.39
	U. Primary	₹5.78	₹3.47	₹2.31	₹5.20	₹0.58
2016-17	Primary	₹4.13	₹2.48	₹1.65	₹3.72	₹0.41
	U. Primary	₹6.18	₹3.71	₹2.47	₹5.56	₹0.62

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 26.63 lakh cook-cum-helpers under the

scheme. The States/UTs have engaged 25.38 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 8009.02 crore has been released to the States/UTs for construction of 10,05,477 kitchen-cum-stores since 2006-07. Out of this 8,17,400 (81%) kitchen-cum-stores have been constructed and 79,915 (8%) 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 foodgrains 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 online monitoring of the Scheme. The portal captures information on important parameters like category wise enrollment, teacher (looking after MDM) details, cook-cum-helpers details with social composition, availability of Infrastructural facilities like Kitchen-cum-stores & Kitchen devices, mode of cooking, drinking water, toilet facilities etc. on annual basis. The States/UTs are also feeding monthly data into the portal, which helps in monitoring the critical components/ indicators of the MDMS such as no. of meals served, utilization of food grain & cooking cost, honorarium paid to cook-cum-helpers, school inspection details etc. 98% of annual data entry and 96% of monthly data entry has been completed for 2016-17.
- vi) Automated Monitoring System (AMS): This department has put in place an automated system of data collection for real time monitoring of MDMS. Such data (on number of meals served on that particular day and reasons if meals not served) is being captured from schools with no cost to school Head Master/Teacher.
- Under the automated monitoring system, States/UTs have set up a suitable system of data collection (i.e. Interactive Voice Response System (IVRS)/SMS/Mobile Application/Web Application) from schools on a daily basis and using it for purpose of monitoring and timely

follow up action. States/UTs are pushing data on specific fields in a predefined format on a real time basis to the Central Server maintained by NIC. A central portal for analysis and display of data at the Central level. Based on the data collected, various drill down reports are made available for real time monitoring of the scheme at National/State/District/Block level. Daily email alerts are sent to States/UTs regarding number of schools which have reported data on that particular date and schools where meals have not been served.

All the States & UTs have started pushing daily data into central server for about 3.8 lakh (33%) 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:
- Quantity of food grains received, date of receipt.
 - Quantity of food grains utilized
 - Other ingredients purchased, utilized
 - Number of children given mid-day meal.
 - Daily Menu
 - 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:**
- 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) **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.
- 10th Joint Review Mission visited States of Madhya Pradesh (district Dewas and Sheopur) during 3-9 October, 2017, Telangana (District Karimnagar and Warangal) during

27 November – 4 December, 2017 and Arunachal Pradesh (District Papumpare and Lower Subansiri) during 14-21 December, 2017.

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 13 states viz. Bihar, Maharashtra, Odisha, Karnataka, Punjab, Uttar Pradesh, Telangana, Nagaland, Andhra Pradesh, West Bengal, Rajasthan, Uttrakhand and Tamil Nadu have completed the conduct of social audit. It is still in progress in States namely Madhya Pradesh.

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

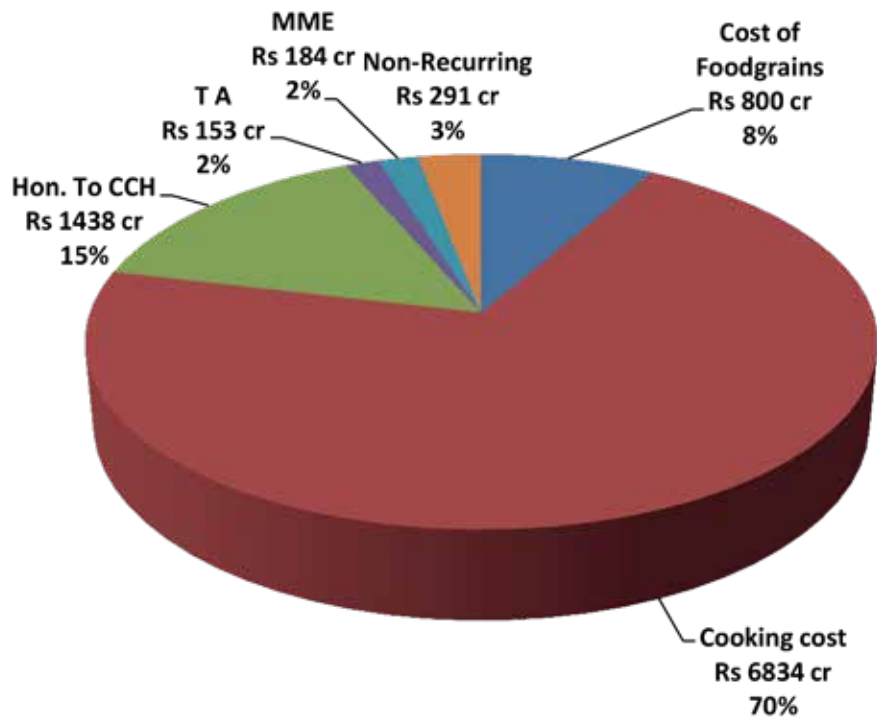
The Budget Estimate for 2016-17 was ₹9700.00 crore against which ₹9483.40 crore has been released. The BE for 2017-18 is ₹10000.00 crore.

The year-wise achievements of physical and financial targets of the scheme during the last five years are given below:-

Table 2: Coverage and expenditure trends

Components	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Children covered (in crore)	10.54	10.68	10.80	10.22	10.03	9.78
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	9483.40

13. Component-wise Budget allocation for the F.Y. 2016-17:



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

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

15. Improvements in the scheme

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

- 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.

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

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

- i). Every child within the age group of six to fourteen years, studying in classes I to VIII who enrolls in Government, Government aided, local bodies schools and madrasas and maqtabas supported under 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.

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

S. N.	Best Practices	Name of the State/UTs
1	Eggs, banana, any other fruit	Andhra Pradesh, Telangana, West Bengal, Odisha, fruit, Puducherry, Tamil Nadu, Jharkhand, Lakshadweep, Rajasthan, A & N Islands, Daman & Diu
2.	Milk	Puducherry, Uttar Pradesh, Gujarat, Kerala, Karnataka, Madhya Pradesh
3	Dining halls	Tripura, West Bengal, Uttar Pradesh
4	Additional share Honorarium CCH & Cooking cost	Bihar, Uttarakhand, Puducherry, Lakshadweep, Haryana, Tamil Nadu, Karnataka, Chandigarh, Punjab, Kerala, Chattisgarh, West Bengal, Jharkhand, Gujarat, Madhya Pradesh, Goa, Karnataka, Mizoram, Kerala, Odhisha, Uttarakhand, Dadra & Nagal Haveli, Daman & Diu
5	Kitchen Garden	Assam, Kerala, West Bengal, Tripura, Sikkim, Arunachal Pradesh, Nagaland, Lakshadweep
6	Additional food grains	Gujarat, Kerala
7	Tablet Based Monitoring	Bihar
9	MDM to class IX & X	Andhra Pradesh, Karnataka, Tamil Nadu, Telangana
10	Fabricated Kitchen	Maharashtra
11	Eating Utensils	Bihar, Gujarat, West Bengal, Uttar Pradesh, Madhya Pradesh



**NATIONAL MEANS-CUM-MERIT SCHOLARSHIP
SCHEME & NATIONAL SCHEME OF INCENTIVE
TO GIRLS FOR SECONDARY EDUCATION**

National Means-cum-Merit Scholarship Scheme & National Scheme of Incentive to Girls for Secondary Education

National Means-cum-Merit Scholarship Scheme:

The Central Sector Scheme '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. The scholarship amount is enhanced from Rs.6000/- to 12000/- with effect from 2017-18 & onwards. 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 per year following DBT mode.

During 2017-18 (up to 10th November, 2017), 340801 scholarships have been sanctioned in

accordance with the proposals received from the States/UTs involving an expenditure of Rs. 205.25 crore.

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 enrollment 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 a State Government, Government-aided and local body schools. Union bank and Indian Bank are the implementing agency for the scheme.

During 2017-18 (up to 10th November, 2017), an amount of Rs. 70.00 crore have been sanctioned covering 230919 girl students.

IMPLEMENTATION OF DIRECT BENEFIT TRANSFER (DBT) SYSTEM

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

Merit Scholarship Scheme (NMMSS) and National Scheme of Incentive to Girls for Secondary Education (NSIGSE) are covered under DBT.

2. 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 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.



NATIONAL AWARD TO TEACHERS

National Award to Teachers

National Award to Teachers:

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.



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

On 5th September 2017 (Teacher's day), 294 teachers from all over the country including **92 lady teachers, 11 Sanskrit teachers, and 17 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 Vice-President of India in a glittering ceremony. The Hon'ble President of India also interacted with the awardee teachers at the Rashtrapati Bhawan.

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.



Adult Education

Executive Summary

At the time of Independence, 86% of India's population was illiterate and as such the main focus of Adult Education has been on its very bottom tier i.e. imparting of 'Basic literacy'. For accomplishment of this objective, a series of programmes has 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 was 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 sanctioned in 404 districts in 26 States and 1 Union Territory covering about

1.64 lakh Gram Panchayats. During 2017-18 the programme has been continued in these 404 districts. By end of December, 2017, 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 & 10.74 crore learners have been identified. Teaching learning process has commenced in 65.47 lakh Literacy Centres. About 48.90 lakh Volunteer Teachers have been trained by Master Trainers & 2.65 lakh Master Trainers have also been trained by Resource Persons. In addition, about 13.76 thousand Resource Persons have also been trained so far. 2.75 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 9.88 crore learners have been enrolled under basic literacy up to December, 2017. Out of 9.63 crore learners who appeared in the assessment tests, 7.27 crore (5.12 crore female and 2.15 crore male) have successfully passed the assessment tests conducted by the National Institute of Open Schooling (NIOS) between August, 2010 to August, 2017. Community wise 1.75 crore SCs, 99.77 lakh STs, 70.74 lakh Minorities and 3.81 crore learners belonging to other communities have been certified as literate. Till February, 2018 an amount of Rs. 140.38 crore was released as Central Share to State Literacy Mission Authorities (SLMAs) for the

implementation of Saakshar Bharat Programme during 2017-18.

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, 2017. The Saakshar Bharat Awards were distributed on that occasion. Course material and booklet of guidelines of equivalency programme have been prepared. Capacity building activities were undertaken and assessments of learners through NIOS have 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,

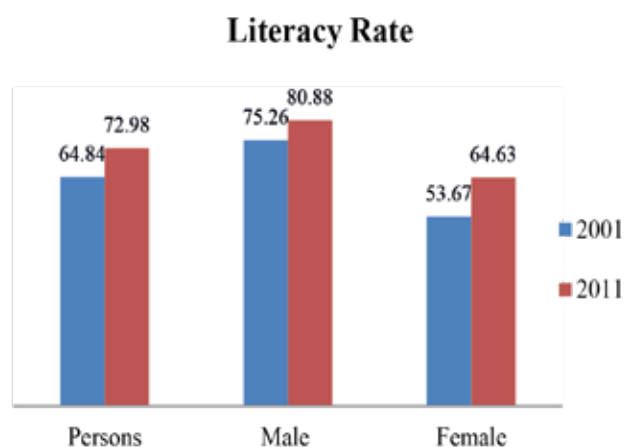
achieving universal adult literacy is a fundamental goal of Adult and Continuing Education. In fact, beginning with basic literacy programmes, activities in this sector view education in a lifelong learning perspective.

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 School 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) / Technical Support Group (TSG) has been set up to render technical and managerial support to the Mission in the field of general management, pedagogy, mass mobilization, monitoring & 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 communities have been mobilized. During the 12th Five Year Plan, the programme was 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 and beyond up to March, 2018. (From 2012 - March, 2018).

Objectives

The Mission has four broad objectives:-

- i) to impart functional literacy and numeracy to non-literate and non-numerate adults;
- ii) to enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system;
- iii) to impart non and neo-literates relevant skill development programmes to improve their earning and living conditions;
- iv) to promote a learning society by providing opportunities to neo-literate adults for continuing education.

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 February, 2018 the programme has covered 404 districts in 26 States and 1 Union Territory.

Progress during 2017-18:

Setting up of Adult Education Centers

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 48.90 lakh Volunteer Teachers have been trained by Master Trainers and 2.64 lakh Master Trainers have also been trained by Resource Persons so far. In addition, about 13.76 thousand Resource Persons have also been trained so far. 2.75 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 6.44 crore 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 65.47 lakh literacy learning centers are functioning in different states of the country. Around 9.88 crore learners have been enrolled under basic literacy up to December, 2017. 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 9.63 crore learners have appeared in the biannual assessment tests conducted by NIOS. So far about 7.27 crore learners (including 5.12 crore female) who have successfully passed the assessment tests conducted under the Programme upto August, 2017 have been certified as literate. Out of 7.27 crore learners certified literate, 1.75

crore belonged to Scheduled Castes (24.07%), 99.77 lakh to Scheduled Tribes (13.72%) and 70.74 lakh to Minorities (9.73%).

Utilization of Funds

During the financial year 2017-18, an amount of Rs.320.00 crore was budgeted for Saakshar Bharat Programme as central share against which, an amount of Rs.140.38 crore was released to SLMAs for implementation of Saakshar Bharat Programme up to February, 2018.

DIRECTORATE OF ADULT EDUCATION

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

learner assessment; oversees the work of the State Resource Centres and Jan Shikshan Sansthan in the field of adult education and skill development.

The major activities of DAE include development of teaching learning materials and their publication; production of audio-video spots on functional literacy and mounting them on prime slots on Doordarshan and All India Radio; publicity of International Literacy Day Celebrations and undertaking publicity and promotional work through electronic and print media to support adult education programmes; research & evaluation; capacity building and training; and monitoring of learners' assessment test. It delineates the guidelines and quality benchmarks for development of learning materials for non-literates and neo-literates and provides technical guidance and support to State Resource Centres in preparation of teaching-learning materials. The main activities carried out by DAE during 2017-18 are given below:

Celebration of International Literacy Day, 2017

International Literacy Day-2017 was celebrated by the National Literacy Mission Authority, Ministry of Human Resource Development, Government of India on 8th September, 2017 at Vigyan Bhawan, New Delhi. Shri M. Venkaiah Naidu, Hon'ble Vice President of India was the Chief Guest on the occasion. The function was

presided over by Shri Prakash Javadekar, Union Minister of Human Resource Development, Government of India. The welcome address was delivered by Shri Upendra Kushwaha, Minister of State, Ministry of Human Resource Development. Dr. Satypal Singh, Minister of State, Ministry of Human Resource Development also addressed the gathering on the occasion. Shri Anil Swarup, Secretary (Department of School Education & Literacy), Ms. Rina Ray, Special Secretary (Department of School Education & Literacy) and Shri Shigeru Aoyagi, Director, UNESCO, New Delhi graced the occasion. The message of Ms. Irina Bokova, Director General of UNESCO, was received by all the guests on this occasion. The function was attended by over 1000 persons including representatives of UN organizations; officials of central and state governments and members of Panchayati Raj Institutions; representatives of print and electronic media; literacy functionaries and volunteers; and about 300 neo literates from different states and winners of Saakshar Bharat Awards - 2017.

Saakshar Bharat Awards

In order to motivate the literacy functionaries for best performance in the field of adult education and skill development, Hon'ble Vice President of India, Shri M. Venkaiah Naidu conferred 11 Saakshar Bharat Awards to State, Districts, Blocks, Gram Panchayats, State Resource Centre (SRC) and Jan Shikshan Sansthan (JSS) level



functionaries. Following are the details of awardees:

Category of Award	Awardees
SLMA (State)	Bhopal, Madhya Pradesh
Zila Lok Shiksha Samitis (Districts)	i. Jashpur District of Chhattisgarh ii. Dantewada District of Chhattisgarh iii. Tikamgarh District of Madhya Pradesh
Gram Panchayat Lok Shiksha Samitis (GPLSSs)	i. Vellampalli Gram Panchayat, Parakala Block, Warangal Rural Dist., Telangana ii. Karmaha Gram Panchayat, Surguja, Chhattisgarh iii. DumariKalan Gram Panchayat, Majorganj Block, Sitamarhi Dist., iv. Temri Gram Panchayat, Dharsiva Block, Raipur Dist., Chhattisgarh v. Gadamallaiah Guda Gram Panchayat, Yacharam Block, Ranga Reddy Dist. Telangana
Resource Support Organisations	i. State Resource Centre, Indore, Madhya Pradesh ii. Jan Shikshan Sansthan, Mahbubnagar, Telangana

Material Development and Publication

Directorate of Adult Education develops various literacy-related materials on different social, economic, environment and health issues for awareness of masses and imparts the content of these materials through capacity building workshops. Following are the recent publications of Directorate of Adult Education :

- ◆ *Health & Education Issues in SRC publications 2010-2016:* An effort has been made to make literacy functionaries aware about health in terms of sanitation, personal hygiene, child immunization, cleanliness etc. This book is a compilation of works done by SRCs on Health and Education. It documents SRCs' contributions in making the implementation of Saakshar Bharat Programme successful across the country.
- ◆ *A Background Note For the Quality Assurance Committee to Ensure High Standard of All the materials for Basic*

Education, Equivalency and Continuing Education: This book is written by Dr.Laxmidhar Mishra, former DG(NLMA) & former Union Labour Secretary, who is a well known figure in the field of education. This work is seminal contribution in ensuring high standards for teaching learning materials developed for imparting Basic Education, Equivalency and Continuing Education. This book provides comprehensive facts and instructions, references, ways of imparting language and numeracy skills, etc. while preparing materials for the learners. It consists of detailed information on the overall richness and relevance of the content in the materials and would be useful in balancing core values of national concern with local context. It will provide valuable suggestions to basic educationists to share their experiences and micro observations to enrich all literacy related materials.

New Initiatives of DAE

- ◆ **Digitization of Audio-Video Programmes:** The Media Lab of DAE has 421 video programmes and 1748 episodes in different languages (206 programmes and 1104 episodes in Hindi language, 215 programmes and 644 episodes in different languages). Besides, there are 272 video spots in different languages including 166 in Hindi. The Media Lab also has 39 audio programmes (22 in Hindi) and 373 episodes (293 in Hindi), besides 103 audio spots (26 in Hindi). With the aim to preserve and disseminate these Audio/Video programmes of DAE, which are being produced for several years by the Media Lab of DAE, a mega initiative of Digitization/Conversion of all audio/video material has been taken up in collaboration with CIET of NCERT. Steps have already been initiated to convert these video and audio programmes/spots from DVC-Pro/Beta formats to digital formats for preservation and technological compatibility. More than two hundred programmes of the Directorate have been converted into digital formats so far. Since the number of audio/video material produced is large and the task is voluminous, it will be an ongoing activity. This process of digitization was conceived in order to make the audio-video materials usable in the latest emerging media technology and also to preserve them for future use.
- ◆ **Uploading of Primers on 'e-pathshala' Portal:** Directorate of Adult Education uploaded 16 Primers developed by SRCs and National model basic literacy primer (Naya Savera) developed by DAE on the Portal 'e-pathshala' of NCERT.

Research and Evaluation

- ◆ A three day workshop was organised for

Directors of selected SRCs and officers of NLMA, DAE and consultants of TSG-NLMA for the formulation of the questionnaires and research tools for the evaluation study of Saakshar Bharat Programme and Scheme of support to Voluntary Agencies from 22-24 June, 2017 at DAE. In the said meeting, 7 tools were developed for appraisal of Saakshar Bharat Programme, while 13 tools were developed for appraisal of Scheme of Support to Voluntary Agencies (SRCs & JSSs). The questionnaires and research tools were also translated into 11 regional languages and submitted to A.E. Bureau.

- ◆ An Orientation Workshop was organised to brief the agencies identified for Evaluation of Saakshar Bharat Programme and Scheme of Support to Voluntary Agencies in India Habitat Centre, New Delhi on 11th July, 2017. The Workshop was chaired by the JS (AE) & DG (NLMA) and attended by the officers of AE Bureau and DAE. The DAE had earlier completed formulation of 20 Research Tools and questionnaires in 11 Regional languages and handed over the volumes to the AE Bureau for their delivery to the selected evaluation agencies for facilitating them in the appraisal work.
- ◆ A series of workshops were conducted for Preparation of Compendium of Executive Summaries of 62 Research Studies conducted by the State Resource Centres in the year 2014-15. Among the 62 Studies some were conceived by respective SRCs themselves and got approved in their Annual Action Plan and some were assigned to them under Special Assignment by NLMA. The Research Studies were categorized into 10 literacy related themes, viz. Volunteerism, Environment Building, Impact of Interpersonal Media Campaign, Teaching

Learning Material, Functioning/Impact/Effectiveness of Adult Education, Centre/Model/Adult Education Centre, Learners Assessment/NIOS Test, Implementation of Saakshar Bharat Programme (Need Assessment & High or Low performing districts), Training of Functionaries, Participation of Panchayati Raj Institutions (PRIs), Skill Development Programmes, SC/ST/Minority/Special Groups. The last workshop was organized from 6th to 10th November 2017. The draft compendium is ready for publication.

National Workshop / Conference

- ◆ A two day joint Meeting with the Directors of SLMAs and SRCs was held on 25th & 26th May 2017 at Vigyan Bhawan Annexe New Delhi under the chairmanship of JS(AE) & DG(NLMA) to review the progress made towards implementation of Saakshar Bharat Programme and also to discuss the current issues faced by the SLMAs in the implementation of the programme. The annual action Plan 2017-18 of SRCs was also discussed.
- ◆ A National Workshop on Research Methodology and Redesigning Saakshar Bharat Programme was organized by the Directorate of Adult Education under the aegis of National Literacy Mission Authority, Ministry of Human Resource Development, in collaboration with State

Resource Centre (Pune) and Goa University (Goa) at Goa on 24-25 July, 2017.

The major recommendations of the National Workshop covered the issues relating to nomenclature of the Saakshar Bharat (SB) programme; management structure; approaches for operational strategies; coverage of Scheme; curriculum and conceptual framework; continuing education programme and adult education centres; convergence; finance; teaching learning materials; training; learner assessment & certification; infrastructure; mobilization; awareness; publicity; sensitization; problems encountered during implementation; opportunities for redesigning SB programme; roadmap and general suggestions.

Learner Assessment Test (LAT)

Video conferencing with the Directors of SLMAs and SRCs was organised on 31st July, 2017 to review the progress made on the preparation for the Learners Assessment Test scheduled on 20th August, 2017. DVDs containing audio and video spots were sent to all SRCs and SLMAs for mobilizing learners for the ensuing Learners Assessment Test through field functionaries. The 15th phase of Learner Assessment Test was conducted through SLMAs. Director and Additional Director of DAE were deputed as observers to Beed in Maharashtra and Satna in Madhya Pradesh, respectively, to oversee the examination centres.



SUBORDINATE ORGANISATIONS



KENDRIYA VIDYALAYA SANGATHAN (KVS)

Subordinate Organisations

Kendriya Vidyalaya Sangathan (KVS)

Kendriya Vidyalaya Sangathan (KVS):

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

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

Over the years, the number of Kendriya Vidyalayas steadily increased to **1183 as on 31.10.2017** including three KVs abroad (Kathmandu, Moscow, Tehran).

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 1183 KVs, sector-wise is as under **(as on 31.10.2017)**

Sl. No.	Sector	No. of KVs
1	Defence	351
2	Civil	691
3	Institutes of Higher Learning	33
4	Projects	108
	Total	1183

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 1257099 students (Boys 695740 and Girls 561359) are studying in Kendriya Vidyalayas (as on 31.10.2017) including enrolment of SC students 254090 (20.21%), ST students 73205 (5.82%), OBC students 221280 (17.6%) and differently-abled students 3768 (0.3%).

Empowering the Girl Child Education

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

Education of SCs/STs

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

Educational Development of Persons with disabilities

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.

Major Initiatives

- i) **Online admission process:** From the session 2017-18, admission in all the classes is online. 648941 registrations were done for 1,05,040 seats of class one, the result of which were prepared by a cloud based software for all the schools and parents were informed through e-mail and school website. This ensured transparency in the process and brought a lot of convenience to parents as also school administration. Tons of paper and lakhs of man hours saved.
- ii) **Online Transfer of employees:** The entire process of transfer was online in 2016-17 and 7108 transfers were effected as per the options of the employees and administrative requirements of the Sangathan.
- iii) **e-Office:** We are now moving towards paperless office with the introduction of e-office in a phased manner starting from KVS Hqrs ensuring speedy disposal and accountability in the system.
- iv) **Academic Loss Compensation Programme (ALCP):** A unique school level programme to compensate for loss of studies of students in academic subjects due to movement outside school for participation in various activities/competitions/Cultural Events at Regional & National Level- like Sports/Scout & Guide/Exhibitions. The continuity of their studies is not broken due to ALCP as focus is given on their studies through special classes at the venue of event and extra classes at their home school

on return. It is expected to instill confidence in those parents whose wards attempt their luck in Sports and other co-curricular activities.

- v) **Swachhtam Vidyalaya & Harit Vidyalaya:** Awards have been instituted from academic session 2016-17 to emphasize upon clean and green environment in Kendriya Vidyalayas. Three Kendriya Vidyalayas each are awarded annually at Regional Level with running trophies and cash awards. KV FRI Dehradun has been awarded 'Cleanest School Award' in 2016 by Hon'ble Prime Minister.
- vi) **Awakened Citizen Programme:** The Awakened Citizen Programme, in collaboration with Ramkrishna Mission, is a three year graded value education programme for students in middle school and high school. Initiated in 400 schools of the KVS in the year 2016-17, it will be implemented in all the 1140 Kendriya Vidyalayas from the session 2017-18. The programme has been created with a vision of having a nation full of Awakened Citizens and leading to the national regeneration of India. The programme is based on the powerful message of infinite potential in every individual which can be manifested as excellence in every walk of life. The aim of the programme is to empower students in a real and tangible way, enable them to stand on their own feet and help them develop as enlightened citizens. The emphasis is on helping them integrate values in their lives and bringing about a transformation from within rather than giving the students a set of do's and don'ts.
- vii) **Swasth Bachche-Swasth Bharat:** OVER 12 LAKH STUDENTS IN PERSUIT OF OLYMPISM- A project to enhance fitness of mind, body and heart initiated in Patna

Region will be implemented in all KVs from session 2017-18. The project of Physical Health and Fitness Profile, measuring Physical Fitness Components and general Motor Ability of over 39,000 students was piloted in Patna and Chandigarh Region. The Programme also emphasizes on Balanced Diet, Daily Routine and Yoga.

- viii) **Green Building Initiative:** An initiative for maximising the conservation and optimum utilisation of resources and enhancing the efficiency of the systems and operations. Design of under construction KV buildings includes minimum disruption of natural ecosystem, reduced hard pavement, enhanced natural sunlight in classrooms etc. and provision of rainwater harvesting system. Adoption of energy efficient fittings and fixtures (LED & BEE 5 star marked appliances) in KVs and adoption of low flow water fixtures for water conservation. We are providing barrier free environment in all new Kendriya Vidyalaya buildings which are under construction and to be constructed in future.
- ix) **KVS National Integration Camp-Ek Bharat Shreshth Bharat:** This Activity of KVS is very unique in many ways. The 25 regions of KVS cover 25 Indian States altogether in terms of their cultural heritage- Dance, Music, and Socio-Economic progress. It gives our students an opportunity to know about the culture, tradition, art and architecture of not only the other states of India but of the various countries of the world. Students participate in English & Hindi Debate, Quiz, Project Display and Presentation, Skit, Solo Song, Group Dance, Group Song, Sanskrit Shloka Recitation, English Elocution, Hindi Kavya Path, Sanskrit Quiz and On-the-Spot Painting Competitions. This year 1200

students with 125 escort teachers came together to be a part of this mega event held at Indira Gandhi National Centre for the Arts in New Delhi. The unique feature of this event is that the students of one part of the nation exhibit the cultural diversity of another part of the country. The major aim of National Integration Camp - cum - Social Science Exhibition is to develop a spirit of National Integration and create a sense of Indianness and Universal Brotherhood.

- x) **‘Tarunotsava’:** It is a celebration of being on the cusp of youth, to give a taste of higher standards of learning blended with an element of responsibility and joy, being launched in all Kendriya Vidyalayas from the academic session 2017-18 for students who appeared in class X Exams in 2016-17. It is felt that these students stay disconnected from studies and school for more than two months prior to their admission in class XI. There was no institutional mechanism in place to keep them connected with studies and school meaningfully. Under the scheme, the students, with the consent of parents, will get exposure to a variety of activities in school under four major areas.
1. Activities to improve Language skills (both in English and Hindi)
 2. Counselling & Career guidance services
 3. Development of Skills/ Hobbies
 4. Exposure to foundation subjects for class XI

The activities will be conducted during four block periods of 80 minutes duration each.

- xi) **JIGYASA:** An MoU is signed for a collaborative effort between KVS & CSIR in establishing a scheme of connecting 37 existing Central Science Labs with KVs with the aim to trigger curiosity and

spirit of research among students. The scheme would benefit about 355 Kendriya Vidyalayas and 1 lakh students. The programme includes visits and sessions of Scientists of the laboratories to schools, students’ visits to labs, students’ residential activities, apprenticeship programs of students in the labs, training of Science teachers of schools by the lab faculty, etc. The scheme flagged off from the session 2017-18. This prestigious programme is expected to have a long lasting effect on the budding students in triggering the interest among them for pursuing research in pure sciences.

- xii) **Back to Basics:** An initiative to ensure attainment of expected learning outcomes mentioned in the NCERT document in classes I to VIII in all subjects, Back to Basics aims to ensure mandate of the RTE Act and fill the gaps in learning. The material in the form of activities and exercises in addition to and supporting the NCERT text books has been prepared by teachers of the Sangathan and training of master trainers has been completed. The project has been implemented from the session 2017-18. We aim to ensure class /age appropriate learning capability of our students with special emphasis on basic numeracy and reading competencies through this project.

- xiii) **Vidyalaya Plan & Assessment Tool:** It’s a comprehensive Vidyalaya Plan where Principal plan the activities for the whole year based on available resources. Assessment Tool is an holistic tool which measures the progress of school based on its Vidyalaya Plan and its implementation. The school will be graded on 1000 points with objectivity and facilitate a continuous development. This project has been implemented from the session 2017-18.

Academic Performance

Central Board of Secondary Education is given in the Table below :-

The performance of KVs during the last 5 years in Class X and Class XII examinations conducted by

Class X	2013	2014	2015	2016	2017
KVS	99.90	99.59	99.39	98.92	99.74
Total (CBSE)	99.49	98.87	97.32	96.21	90.95
Class XII					
KVS	94.82	97.39	94.75	95.46	95.86
Total (CBSE)	82.10	82.66	82.00	83.05	82.02

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 31/10/2017 ICT infrastructure in Kendriya Vidyalayas is as follows:

S. No.	Item	Number
1.	Total no. of functional KVs	1183
2.	Total no. of computers available in KVs	68,398
3.	Total no. of students in KVs	12,57,099
4.	Student-Computer ratio	18:1
5.	No. of KVs with computer labs	1128 (95%)
6.	No. of KVs having Internet Connectivity	1137 (96%)
7.	No. of KVs having Broad Band Connectivity	1114 (94%)
8.	No. of KVs having their own Websites	1157 (98.76%)

Computer and ICT related Initiatives

Setting up of e-Classrooms in Kendriya Vidyalayas:

- Initially, Kendriya Vidyalaya Sangathan had implemented the e-Classroom scheme in 50 Kendriya Vidyalayas @ 10 e-Classroom in each Kendriya Vidyalaya i.e. 500 e-Classrooms.
- Further, it has been extended in 75 more Kendriya Vidyalayas @10 e-Classrooms in each Vidyalaya i.e. 750 e-Classrooms.
- 3000 more e-Classrooms were established during the FY 2015-16 Each e-Classroom is equipped with Interactive Board, Multimedia Projectors and Desktop Computers.
- 3000 e-Classrooms in FY 2016-17 were established and equipped with Apple i-Pad, Streaming Devices & Multimedia Projector.
- 2461 e-Classrooms were established by Kendriya Vidyalayas/Regional Offices at their own level.
- 2300 e-Classrooms are in pipeline and will be established in the FY 2017-18.
- A Total No. of 9711 e-Classrooms are available in KVs till date.
- All the Kendriya Vidyalayas (Except newly opened schools) are having audio-visual devices like tape recorders, television etc.

Tablets for Students:

Pilot project of distribution of 5000 Touch Tablets pre-loaded with e-content for 5000 students of Class VIII across the country in 25 Kendriya Vidyalayas (one in each Region) is under process.

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 and 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. MHRD has allocated two awards to KVS.

Achievements in Sports/Co-curricular Activities

- ♦ KVS has been awarded '**Rashtriya Khel Protsahan Puruskar-2017**' by Ministry of Youth Affairs and Sports in the category of 'Identification and Nurturing of Budding / Young Talent' in the field of sports.
- ♦ The performance of KV Pitampura Students at Rajpath during **Republic Day Parade-2017** won first prize in its category.
- ♦ 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 KVS won 81 Medals 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 at National level.
- ♦ Youth Parliament competition is organised

in Kendriya Vidyalayas in collaboration with the Ministry of Parliamentary Affairs every year.

- ◆ 549 students (314 scouts & 235 guides) of KVs who qualified for Rashtrapati Scouts/ Guides Award 2016.
- ◆ Commissioner KVS, Santosh Kumar Mall, IAS, State Chief Commissioner of KVS State BS&G has been conferred the highest Award of BS&G India i.e. '**Silver Elephant Award**' by Hon'ble President of India at Rashtrapati Bhawan.
- ◆ 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.

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 2016-17 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	131	4992
2	No. of Workshop (ZIETs)	128	4193
3	No. of Workshop (At Regional Level)	237	12410
	TOTAL	496	21595

Guidance and Counseling

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

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 enrollment as on 31.10.2017
1.	Lansdowne (Boys)	Dehradun	100	38
2.	Jawahar Nagar (Boys)	Patna	96	43
3.	Jhajjar (Boys)	Gurgaon	50	Nil
4.	No. I Gwalior (Boys)	Bhopal	150	Nil
5.	ASC Center Bangalore (Girls)	Bangalore	60	19
6.	Pachmarhi (Boys)	Bhopal	50	41
7.	Ghaziabad (Boys)	Agra	80	Nil
8.	No. I Delhi Cantt (Girls)	Delhi	72	41

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 :-

(Rs. in crore)

Year	Non-Plan	Plan
2012-2013	2104.34	350.00
2013-2014	2424.97	350.00
2014-2015	2501.15	742.00
2015-2016	2403.47	875.00
2016-2017	2884.54	1102.71

Kendriya Vidyalayas in North East Region

There are 108 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 77201 (Boys 41079 and Girls 36122). Among 108 KVs in NE Region, 60 are in Civil, 22 are in Defence, 17 are in Project Sector and 09 are in Institutes of Higher Learning.

The pass percentage in class X & XII in the North East States during 2016-17 is given as under:-

States	Class X	Class XII
Arunachal Pradesh	97.71	82.44
Assam	99.92	93.71
Manipur	100	93.64
Meghalaya	100	95.59
Mizoram	97.48	91.67
Nagaland	100	92.27
Sikkim	100	94.32
Tripura	99.12	99.26

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

Year	Plan	Non-Plan
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
2016-2017	Rs. 11020 lakh	Rs. 11962.63 lakh



Fig. 1: Laying of Foundation Stone of KV Shahdara in Delhi



Fig. 2: Commissioner KVS, Sh. Santosh Kumar Mall receives 'Rashtriya Khel Puruskar-2017' from The President of India Sh. Ram Nath Kovind at Rashtrapati Bhawan.



Fig. 3: The winning performance of KV Students at Rajpath during Republic Day Parade-2017.



**NAVODAYA VIDYALAYA SAMITI (NVS):
INSTITUTIONAL SUPPORT TO SCHOOL EDUCATION**

Navodaya Vidyalaya Samiti (NVS): Institutional Support to School Education

INSTITUTIONAL SUPPORT TO SCHOOL EDUCATION:

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:

Navodaya Vidyalaya Scheme envisages opening of one Jawahar Navodaya Vidyalaya in each District of the country. For opening of a JNV its obligatory on concerned State/ UT Governments to offer 30 acres of suitable land for construction of Vidyalaya building, free of cost and free from all encumbrances. In addition to it, the State Government / District Administration is 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). With the approval of new 62 JNVs during November, 2017, 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 629 are functional.

Admission of students in JNVs: Admission in Jawahar Navodaya Vidyalaya is made on the basis of Selection Test designed and conducted by the Central Board of Secondary Education. The Selection test is non-verbal and class neutral and is 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. The admissions are done for Class VI and IX through JNVST. The statistical figures for the students appearing for the JNVST and selected during the recent years and in the year 2016-17 are as under:

Status of Jawahar Navodaya Vidyalaya Selection Test for Class-VI	<i>Year</i>	<i>Registered</i>	Appeared	Selected
	2014-15	1880225	1709144	41804
	2015-16	2086927	1891092	41663
	2016-17	2163039	1908627	42196
Status of Jawahar Navodaya Vidyalaya Selection Test for Class-IX	<i>Year</i>	<i>Registered</i>	Appeared	Selected
	2014-15	81770	73786	4236
	2015-16	86193	75768	4649
	2016-17	171749	113204	4564

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 31.10.2017

Total number of students	NUMBER	BOYS	GIRLS	RURAL	URBAN	GEN	SC	ST
	259646	156827	102819	203211	56435	142758	65646	51242
	%AGE	60.4	39.6	78.26	21.74	54.9	25.28	19.74

POSITION OF SC, ST, RURAL & GIRL STUDENTS OF JNVs.

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

SUMMARY OF PERFORMANCE OF STUDENTS IN CBSE EXAMINATIONS:-

Results of CBSE Examinations-2017 (Class-XII and X) for the year 2016-17 is as under: -

CLASS XII	
No of JNVs	528
No of students appeared	28086
No of students Passed	26887
No of students with First Division	24004
Pass Percent	95.87
First Division	85.47%
No of students getting Centum	110
No of JNVs with 100% pass	223

CLASS X	
No of JNVs	580
No of students appeared	38557
No of students qualified	38473
No of students with CGPA > 6	37837
Pass Percent	99.78%
CGPA 6 and above	98.13%
Students getting perfect score 10/10	3928
No of JNVs with 100% pass	540

Pass Percentage

Year	Class	No. of Vidyalayas	No. of students appeared	No. of students passed	Pass %
2012	X	551	34,684	34,537	99.58
	XII	458	22,968	22,040	95.96
2013	X	557	35,310	35,214	99.73
	XII	490	25,807	24,812	96.14
2014	X	567	35879	35808	99.80
	XII	502	26516	25897	97.67
2015	X	575	36885	36783	99.72
	XII	511	26981	26147	96.91
2016	X	580	37915	37470	98.83
	XII	520	27481	26573	96.70
2017	X	580	38557	38473	99.78
	XII	528	28086	26927	95.87

No of students qualifying in IIT JEE examination (2016-17):-

No of children appearing in JEE Main	9757
No of children qualified in JEE Main	3563
No of children qualified in JEE Advanced	1176

No of students qualifying in NEET examination (2016-17):-

No of children appearing in NEET examination	14183
No of children qualified in NEET examination	11875

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.

ACADEMIC EXCELLENCE

1. COMPUTER EDUCATION IN JAWAHAR NAVODAYA VIDYALAYAS

Navodaya Vidyalaya Samiti (NVS) gives utmost importance to Computer Aided Education in Jawahar Navodaya Vidyalayas (JNVs). Computer Education Programme was introduced in JNVs from the year 1991 in a phased way with a view to impart computer skills to all students to familiarise them with a range of computer applications and information processing and to encourage teachers to use the technology in a creative way.

- Computer Education Program has been introduced in 594 JNVs from Class-VI to Class-XII.
- Computer, pupil ratio in NVS is 1:12.

- JNVs covered under the Computer Education Program are well equipped with needed Computer hardware, software, Colour TV, Multimedia Projectors, Scanner, Photocopiers etc.

Staff Training and Text Books

- ✓ Training is imparted to all the members of staff in general and to teaching faculty in particular.
- ✓ To facilitate classroom transaction more effectively and viably, offline e-contents are developed by NVS provided in the form of CDs to all the Regional Offices for onward transmission to all the JNVs.
- ✓ By and large, Teachers and Students are using Information & Communication Technology in Teaching Learning Process very enthusiastically.
- ✓ Text-books have been developed for teaching of Computer Education.
- ✓ Provision for appointment of Faculty-cum-System Administrator (FCSA), on contract basis, has been made by the Samiti for each JNV.
- ✓ Regular PGTs (IT) have been appointed in 197 JNVs with Computer Science as an elective/optional subject at senior secondary level.

- ✓ 475 Principals and 950 Master Trainers have been trained to provide IT aided education in all the JNVs.
- ✓ The training for capacity building of teachers, Digital learning etc. is imparted through Intel/Oracle and other corporate sectors from time to time.
- ✓ On experimental basis trainings have been arranged to students with Industries interface; (a) Autodesk training in Digital Designing, (b) Robotics.
- ✓ Open source material of NROER (National Repository of Education Resources) and other websites are used for teaching learning process.
- ✓ Group activities for guiding the schools on crowd sourced educational content and open source content are taking place.

INTERNET CONNECTIVITY IN JNVs

- ◆ Internet connectivity through VSAT is functioning in 35 JNVs i.e. 33 JNVs of Shillong Region and 2 JNVs of Hyderabad Region.
- ◆ Apart from this, all other JNVs across the country have dial-up/Broad band/Leased Line/Wimax/Data Card etc. to access the Internet/Web browsing.
- ◆ A substantial number of children in the Vidyalayas have been using the Internet for enhancing their knowledge and to supplement classroom learning.
- ◆ Teachers and students are further developing quality e-content which is being shared in the other JNVs.

ICT PROGRAMME IN JNVs AT A GLANCE

- 594 JNVs have Computer Aided Education.
- 554 JNVs have been provided with laptops.
- 516 JNVs have Smart Classrooms with 29" colour TV connected to computers and majority of JNVs have Smart board, Printer, adequate Laptops and other equipments/devices such as power backup inverters, Wi-Fi routers etc.
- 2 Multimedia Projectors in each of the 554 JNVs.
- More than 80% Teachers have undergone structured training of 15 days 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.
- So far 475 JNVs are utilizing the facilities of Samsung Smart Labs having Smart Board, Laptops, Tablets, Printer, Wi-Fi Router etc. for web based teaching learning and empowering the teachers and students to create an interactive virtual learning environment.
- 591 JNVs are being covered under SHALA DARPAN Project for implementation of School Management Information System (MIS) and Enterprise Resource Planning (ERP).

2. Vocational Education in JNVs

NVS has been trying to introduce Vocational Courses at +1 stage in as many JNVs as possible, depending upon the interest and aptitude of the

children and job opportunities/vertical mobility of the course. At present the following 20 JNVs have vocational courses as mentioned below against each of them:-

Sl. No.	Region	Name of JNV/ State	Name of Vocational Course	No. of students studying	
				XI	XII
1.	Bhopal	Tikamgarh (MP)	Financial & Market Management	32	31
2.	Bhopal	Dhenkanal (Odisha)	Financial & Market Management	16	30
3	Chandigarh	Ludhiana (Pb.)	Hospitality & Tourism	18	20
4	Chandigarh	Solan (HP)	Hospitality & Tourism	12	11
5	Chandigarh	Shimla (HP)	Hospitality & Tourism	14	18
6	Chandigarh	Samba (J&K)	Hospitality & Tourism	21	14
7	Chandigarh	Ropar (Pb.)	Financial & Market Management	15	16
8	Chandigarh	Mandi (HP)	Financial & Market Management	08	08
9	Hyderabad	Kodagu (Kar.)	Office Secretary-ship (Stenography-English)	21	14
10	Hyderabad	Medak (Telagana)	Hospitality & Tourism	37	14
11	Jaipur	Dausa (Raj.)	Hospitality & Tourism	05	02
12	Lucknow	Agra (UP)	Hospitality & Tourism	28	21
13	Lucknow	Varanasi (UP)	Hospitality & Tourism	16	14
14	Patna	Saharsa (Bihar)	Financial & Market Management	25	11
15	Patna	Lohardaga (Jharkhand)	Financial & Market Management	22	--
	Patna	Lohardaga (Jharkhand)	Office Secretary-ship	--	15
16	Patna	Murshidabad (W.Bengal)	Hospitality & Tourism	12	09
17	Patna	Patna (Bihar)	Hospitality & Tourism	23	--
18	Patna	Nalanda (Bihar)	Hospitality & Tourism	Shifted to JNV Patna	10
19	Patna	Katihar (Bihar)	IT Application	09	09
20	Patna	Bokaro (Jharkhand)	IT Application	15	13
		Total no. of students.		349	280
GRAND TOTAL = 629 STUDENTS					

New Initiatives

(A) Institutional Initiatives In Adoption of Technology

- 1) E-Office system has been launched in Navodaya Vidyalaya Samiti for smooth and time bound functioning of the system.
- 2) Govt. of India initiative for financial propriety PFMS has been launched successfully in NVS.
- 3) Transfer of Navodaya staff is being effected through online portal in a transparent and smooth way.
- 4) For transparent and time bound recruitment activities the entire exercise from filling up of the form to conduct of examination is being conducted through online mode.
- 5) The process of application for admission test (JNVST) has been simplified with one page application and made online with the support of Common Service Centre of Ministry of IT. The registration during the year 2017-18 have been raised by 24% with 27.55 Lakh candidates registering for admission test

(B) ACADEMIC INITIATIVES

Following innovative steps have been taken to support the students in Jawahar Navodaya Vidyalayas Following are some of the steps taken in the recent past.

1) Identification of Supremely Talented and mentoring:-

NVS has taken up the process of identification of gifted children studying in Navodaya Vidyalayas under the guidance of Cluster Innovation Centre, Delhi University.

The following have been completed:-

- 1) Identification of Vidyalaya: 29 JNVs have been identified in four regions (Hyderabad, Patna, Chandigarh and Pune).
 - 2) A week long training of Principals and one Teacher was organized at Cluster Innovation Centre, University of Delhi from 21st August 2017 to 26th August 2017 as a sensitization program and training for identification of the gifted children.
 - 3) Materials for identification of the gifted children have been supplied to all the 29 institutions (except JNV Amaravati, Maharashtra).
 - 4) Identification process began with briefing to the children in 29 JNVs.
- #### 2) Involvement of JNV children in assembling own solar lamps

NVS has collaborated with Prof. Chetan Solanki, IIT Mumbai for Preparation of Solar Lamps by the Students with a view to enhance the participation of the younger generation in working out the strategies for involvement in use of renewable energy sources. Accordingly 2 Jawahar Navodaya Vidyalayas have been taken as a sample and arranged the workshop in both the Jawahar Navodaya Vidyalayas. 875 Children in JNV, Khargone (Madhya Pradesh) JNV Raigarh (Maharashtra) assembled their own lamp in a workshop under the direct guidance of Prof. Chetan Solanki.

3) Training of Master Trainers in Counseling

In association with St. John’s Research Institute, Bangalore and with the help of NCERT (Adolescent Education Program division) 37 teachers & officers have been trained as Master Trainers in Guidance & Counselling in view of shortage of professional Counsellors available in the market. This program will be further carried forward with the support of all Master Trainers and the subsequent trainers. A manual of implementation is also under preparation by St John’s Research institute.

4) Collaboration with Institute for CSIR – Institute of Genomics & Integrative Biology

In association with Institute of Genomics & Integrative Biology visit of scientists from the institute have been arranged for 4 JNVs (Bharatpur, Jhajjar, Jaiselmer and Chandigarh) for study of health system with special reference to lung functioning under Welcome Trust DBT project led by Dr. Anurag Agrawal, Director, IGIB. Scientists have visited 4 JNVs and conducted intensive study of the system and interacted with the children and staff in detail.

5) Visit of students to Indian Institutes Technology

Visit of selected JNV students who have excelled in academics to the IITs

in the country and interaction with the Scientists has been initiated. The students will be staying in the campus of the IIT. This program is likely to enhance the motivation of students in developing their aspiration of career and it is also likely to have ripple effect on the other students about pursuing education in science.

6) Interaction of students with scientists in CSIR Laboratories

At present Navodaya Vidyalaya Samiti is organizing Regional Science Congress for the children in which 100 selected students in each region (800 students annually) visit he nearby scientific institutes for over 4-5 days and interact with the Scientists to understand the scientific environment in these institutes and also to develop aspiration for career in Science. In continuation of the same NVS has begun interaction with the Director General, CSIR to launch formal program of direct interaction of Scientists with Navodaya students through the visits of JNV students to CSIR Laboratories located at various places in the country.

7) Admission JNV students in Internationally reputed institutes

a) Following students secured admission in internationally reputed institutes Under Graduate programs after class XII in JNVs: -

Name of the student	JNV	University selected for	Program
Dipti R Rapte	Palghar	University of Edinburgh	BSc Biological science
Shivam A Dubey	Palghar	Imperial College	MS Mechanical engineering
Sadanand H Ugale	Aurangabad	University College London	MSc Mathematics
Aadesh D Vaidya	Aurangabad	University of Bristol	BSc Medical Biochemistry

The initiative has been supported by TATA Trust and Karta Initiative India Foundation. Necessary institutional support has been provided by NVS.

- b) Master Asis Das of JNV West Medinapur secured admission for A level program in Mathematics and English in Sussex in UK. 33 students from secured admission for higher education under pestalozzi scholarship so far.

8) Centers of Excellence to train children for competitive examination

With the help of NGOs special training for the students is being provided for preparations to Competitive Examinations. Under this program faculty support and study materials including online support is provided by the respective NGO. Details of students involved under this initiative are below: -

Supporting Agency	No of JNVs	Students covered
Dakshana Foundation	7	874
Ex Navodayan Foundation	1	131
Avanti Fellows	14	801
Super 30	2	100

The success rate of students getting selected for admission in IITs under this is more than 90% in the past.

9) Participation of children in environmental support

- a. Students in Jawahar Navodaya Vidyalayas have taken environmental support as their

own activity and planted 3.41 lakh trees in the year. These are being cared by the children during their stay in the campus.

- b. In association with Centre for Science and Environment 100 Vidyalayas have been covered under Green school program. On completion of the workshop green audit to comply with environmental requirements have been conducted in all 180 JNVs.
- c. All JNVs have been involved in Swachhta program. NVS has designed awards for best participation in Swachhta program. Four JNVs have participated in run for clear air conducted by Ministry of Environment, Forest and Climate Change.
- d. 469 students from six regions of NVS participated in 3rd anniversary of Swachh Bharat Mission held at Vigyan Bhawan on 2nd October 2017 program organized by Ministry of Drinking Water
- e. 16 students from two JNVs participated in National a symposium on National platform for Disaster Risk reduction and school safety School Safety on the occasion of Anniversary of National Disaster mission held at Vigyan Bhawan New Delhi.

10) Value Orientation Programs

- In association with Rama Krishna Mission New Delhi

intensive program of imbuing values and citizenship has been taken up in 475 schools

- With the support of UNFPA Adolescent Education Program and training for the students is being carried out in 595 Vidyalayas under the guidance of NCERT.

11) Achievement in sports :

JNV students have won Gold Medal in 63rd National Schools Games Competition held in Bikaner in handball under both the categories of Boys and Girls in U-14 (under 14) event and in Boxing (Under 14) Boys NVS won Gold Medal out of 27 States. A student of JNV, Karnal (Haryana) was declared as the Best Boxer.

12) CONSTRUCTION WORKS RELATED INITIATIVES

- o Implementation of Grid Connected Rooftop Solar power PV panel project as new initiative for harvesting Green Energy concept in 252 JNVs have been taken up.
- o Energy Audit of NVS-HQ for reduction in energy bills conducted.
- o Revision in norms for providing LED based lighting system along with provision of Star rated energy efficient equipment approved and under implementation.
- o Improvisation in Site Selection process initiated for speedy construction and economy,

better management, efficient functioning of JNVs.

- o Modification in concept design of all buildings layouts of JNV campus for better efficiency and comfort is adopted in new JNVs.
- o Up-gradation of norms and specifications of JNV buildings for better functionality and long life has been introduced with 4 additional classrooms, better design of dormitories and enhanced new norms for staff quarters as per new GPRA norms.
- o Staff Quarters in JNVs have been increased from 42 to 46 for proper accommodation to all staff.
- o Implementation of Rain water harvesting in all new upcoming JNVs taken up.
- o Providing Eco friendly Bio-remedial waste water systems in new JNVs is taken up.
- o Reporting and monitoring of construction activities has been taken up through digital medium on portal of the Samiti, under digital India initiative.
- o Geo-mapping/Geo-tagging of all JNVs on web portal of National Centre for Geo-Informatics under Ministry of Electronics & Information Technology has been completed.
- o Allocation of works through open competitive bidding for

region-wise service charges has been introduced.

- o A transparent system of Third Party Quality inspection of all buildings prior to taking over for utilization has been introduced.

Facilities for the students in the JNVs: Education in the Jawahar Navodaya Vidyalayas, including

boarding & lodging as well as expenses on uniform, textbooks, stationery, rail/bus fare from school to the homes etc., are free for all students. However, a nominal fee @ Rs. 600/- per month 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.



Third Anniversary of Swachh Bharat Mission and the conclusion of Swachhata Hi Sewa on 02nd October, 2017 at Vigyan Bhawan. Around 469 students of Jawahar Navodaya Vidyalaya participated in the said programme Vigyan Bhawan



Students of JNV, Theog, Shimla, Himachal Pradesh, performing Pranayam on the occasion of 'International Day of Yoga' on



National Awardees Teachers of NVS in Rashtrapati Bhawan



His Excellency Vice President of India Sh. Venkaiah Naidu awarding the President's National Teachers Award to Principal Mrs. Neelam Pani, JNV Raipur (CG), Sh. Benny Varghese, PGT (Maths.), JNV Pathnamthitta (A.P.) & Sh. R.G. Deshpande, TGT (S.St.), JNV Haveri Karnataka on the occasion of Teachers Day September 05, 2017



Swachhata Abhiyan by NVS Officers and Staff



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH
& TRAINING (NCERT)

National Council of Educational Research & Training (NCERT)

National Council of Educational Research and Training (NCERT) as an apex national body works on the entire gamut of school education viz., research in school education, innovative pre-service and in-service teacher training programmes, development of instructional materials for students, teachers and practitioners and extension activities for strengthening the State level education organizations like SCERTs, DIETs, etc. in mainstreaming their educational endeavour.

Highlights of the Programmes

Early Childhood Care and Education and Elementary Education

In the area of Early Childhood Care and Education (ECCE), the Council is developing Preschool Model in Demonstration Multipurpose Schools (DMS) of Regional Institute of Education (RIEs) Ajmer, Bhopal, Bhubaneswar and Mysore where the young children are engaged in play-based developmentally appropriate activities using concrete materials. Five days in-service training was provided to all preschool teachers working in these model schools. Resource Package for Awareness in Early Childhood Care and Education (ECCE) in Hindi and English as a support material for organizing awareness generation programmes, a teachers' resource book for classes I and II, an online certificate course in

environmental studies (EVS) for primary teachers to help them in understanding the objectives and pedagogy of EVS teaching-learning, 200 story-boards in teaching-learning of Environmental Studies (EVS) at primary level, supplementary resource material on sanitation and hygiene at primary level, an Interest Inventory to find out the interest of the students of class VII & VIII across 14 Vocational Sectors, bridge course of Out of School children, exemplar package on Continuous and Comprehensive Evaluation (CCE) in Hindi have also been developed. Also, capacity building programmes for teachers and teacher educators on Early Mathematics in SCERT, Gurugram on 1-2 August 2017 and a national consultation meet on Sustainability in the Context of Early Childhood Education at NIE, New Delhi on 21-22 November 2017 were conducted.

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.

Learning Outcomes

The document "*Learning Outcomes at the Elementary Stage*" has been developed by NCERT after taking inputs from stakeholders at the State and district levels. It aims to enhance the quality of learning in schools, by enabling

teachers to ascertain learning skills more accurately and takes corrective steps without delay and provides effective learning opportunities to all students including children with special needs. The document is prepared in two sets, viz., the complete document which includes Curricular Expectations, Pedagogical Processes and Learning Outcomes for Classes I to VIII in environmental studies, science, mathematics, social sciences, Hindi, English and Urdu and the compact version with only the Learning Outcomes for each subject in each class. Through the support of States/UTs, the document has been translated into 19 languages so far, including English and Hindi. It has been disseminated to teachers in all government schools across the country.

NCERT organised 10 regional workshops to develop master trainers in the area of learning outcomes at Bhopal, Ajmer, Delhi, Guwahati, Patna, Mysore, Thiruvanthapuram, Pune and Bhubaneswar. Jammu and Kashmir. Workshops were also organised for Jawahar Navodaya Vidyalayas. A series of workshops on learning outcomes were held at regional, State and district levels to increase awareness and develop understanding of learning outcomes among State and district level functionaries, teacher educators, teachers and other stakeholders.

From academic session 2017-2018, specific benchmarks related to learning levels of students from classes I VIII 8 has been included in the State rules and their implementation is mandatory. Based on the Learning Outcomes, National Achievement Surveys (NASs) has been conducted in all States/UTs on 13 November 2017.

Sarva Shiksha Abhiyan (SSA)

SSA was launched by MHRD for Universal Elementary Education in 2001 is being implemented by NCERT as a flagship programme

for universal access and retention, bridging gender and social category gaps in education and enhancement of learning levels of all children.

Rashtriya Madhyamik Shiksha Abhiyaan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) Framework (MHRD, 2009) has envisaged NCERT as a nodal agency to implement quality concerns of RMSA. Under RMSA Project Cell, the Council has taken up research studies viz., A Study of Remedial Teaching Programme Carried out by the State under RMSA, Try out of RMSA Quality Assessment Tools (QATs) in Chhattisgarh and Karnataka, Evaluation of the Vocational Education Programmes in Haryana, Status Study of Teacher Development Programmes in Haryana and Status of Laboratory Facilities and Their Use in Learning Science of Students at Secondary Level in the State of Sikkim. A manual for training need analysis for the conduct of in-service teacher training programmes and a training package for in-service teachers on Technological Pedagogical Content Knowledge (TPCK) in Science for Secondary Level are being developed.

Research Studies

NCERT has undertaken research studies in the areas of school and teacher education viz, inclusive education, gender in education, syllabi and textbooks, social science, science, language education, pedagogical leadership in schools, networking among teacher education institutions, teacher motivation, psychological needs and concerns of Adolescent students, competency level of in-service music teachers, innovative practices in elementary education, constructivism, ICT, No Detention Policy, etc. 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 proposals which are approved and financed by ERIC.

National Achievement Survey (NAS)

NCERT conducted the National Achievement Survey (NAS)- 2017 under the aegis of MHRD at the elementary stage for the Classes III, V and VIII in different subjects to assess attainment of competency based on learning outcomes in mathematics, EVS/science, social sciences and languages on 13 November 2017. About 2.5 million students from government and government aided schools covering all districts in the country appeared in the survey.

National Achievement Survey Class (NAS) X-Cycle 2 is scheduled on 5 February 2018 and across all districts the country. Students of Class X studying in State Education Boards, Central Board of Secondary Education (CBSE) and Indian Council of School Certificate Examination (ICSE) would be assessed on five subjects viz., English, mathematics, science, social science and one modern Indian language. A sample of 80 schools per district and maximum 45 students from each sampled school will be included in the survey. Around 54400 schools, 272000 teachers and 2448000 students are expected to appear in the survey.

Capacity Building Programmes

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, multi-lingual education, Art

Integrated Learning (AIL), quality improvement in school management, vocational education, gender issues in education, education for peace, techniques of paper setting and evaluation, research methodology, ICT in education, action research, constructivist pedagogy, etc. These programmes focus on building capacity of stakeholders, state resource persons and master trainers in new pedagogies of teaching-learning for academic success of the learners.

Development Activities

NCERT undertakes development of educational audio-video CDs, training packages, handbooks, resource materials, various short term course materials, students workbooks, modules, dictionaries, multimedia packages, etc. NCERT developed e-contents in visual and performing arts, science, social science, language, psychology, etc. for all stages of school education. The development of dictionary in history for school children, a book on India Independence and After, reading material on affective aspects in teaching and learning, etc. are in progress.

Guidance and Counseling

The ninth batch of Diploma Course in Guidance and Counseling (in blended mode) began in January 2017. Capacity building programmes to equip teachers with knowledge and skills for providing guidance to SC and ST students and reduction in behavioural problems through group guidance activities were organised at DIET, Ranchi in September 2017 and at DIET, Bengaluru in November 2017. An enrichment programme for teacher counselors on guidance and counselling working in Jawahar Navodaya Vidyalaya was also conducted at New Delhi in November 2017.

Science Education

The 44th Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) 2017 was conducted in November 2017 at Bhopal. Academic guidance and financial support for State Level Science, Mathematics and Environment Exhibition (SLSMEE) was also provided. For the popularisation of science three centres viz., ‘Science Park’, ‘Herbal Park’, and ‘Activity Room’ have been developed in NIE Campus, New Delhi and all RIEs.

Educational Kits

About 12 Educational kits viz., Upper Primary Science Kit, Secondary Science Kit, Senior Secondary Microscale Chemistry Laboratory Kit, Solid State Model Kit, Molecular Model Kit, Upper Primary Mathematics Kit, Secondary Mathematics Lab Kit, Secondary Science Lab Kit (biology, physics and chemistry) have been made available to States and schools. Hindi versions of the manuals of Higher Secondary Mathematics Kit and Higher Secondary Biology Kit, Joyful Learning Science Kit, Geography kit have also been developed. Two orientation programmes for on use of secondary science kit was organised at NIE, New Delhi in July 2017 and October 2017. The NCERT is making available State Governments these kits at large scale either directly from NCERT or from NCERT empanelled firms.

Digitising Education

Recognising the potential of technology in teaching-learning, the Council is involved in the development of various audio-video programmes and interactive multimedia programmes to support teaching and learning. The Council endeavours to bring together all digital and digitisable resources for the students in subjects

and all languages through National Repository of Open Educational Resources (NROER). A total of 10876 files including 246 collections, 503 documents, 92 interactive, 1501 audios, 2582 images and 5995 videos in the areas of school and teacher education are uploaded. e-Pathshala: a web portal (<http://epathshala.nic.in/>, <http://epathshala.gov.in/>) and mobile apps (Android, iOS and Windows) have been designed and deployed. The Council has conducted 12 capacity building programmes for teachers & teacher educators on e-Pathshala and digitisation of textbooks. As part of e-content development initiative, more than 4000 digital resources have been developed in all subjects areas (EVS, science, social science, mathematics and languages). These resources are being validated on regular intervals and uploaded on NROER and e-Pathshala. Besides, these resources are also being disseminated through DD-1, SWAYAM Prabha DTH TV channel and SWAYAM MOOCs for school education.

MHRD, Government of India has launched a Massive Open Online Courses (MOOCs) platform popularly known as SWAYAM (Study Webs of Active learning for Young Aspiring Minds) in July 2017. The portal is offering various online courses for school education and higher education. NCERT has developed course modules MOOCs in 12 subject areas (Accountancy, business studies, biology, chemistry, economic, history, geography, mathematics, physics, political science, psychology and sociology) for classes IX-XII. These courses have been uploaded on SWAYAM platform (<https://swayam.gov.in/>). Courses like Educational Administration, Management and Leadership in School Education has been uploaded on SWAYAM. In addition, an online course on action research for teachers is being conducted in regular and intervals on MOODLE platform. Nearly 14000 learners are registered on SWAYAM for these courses.

MHRD, Government of India has developed a learning plan for utilization of satellite communication technologies for transmission of educational e-contents through 32 National Channels i.e., SWAYAM PRABHA DTH-TV. CIET-NCERT is the national coordinator for one DTH TV channel i.e., Kishore Manch (#32) and has started feeding a 24x7 educational TV channel w.e.f. July 2017. Everyday four hour fresh slot is telecast and repeated six times in 24 hours to provide learning opportunities for the stakeholders. These channels are run from BISAG, Gandhi Nagar, Gujarat. For obtaining regular feedback from the stakeholders, Email-Id's sciet.kishoremanch@gmail.com, swayamprabha@ciet.nic.in and kishoremanch@ciet.nic.in have been created. The Council organised All India Children's Educational Audio-Video Festival and ICT Mela-2017 in April 2017 at NIE, New Delhi.

Capacity building programmes for rollout of ICT curriculum was organised for Andhra Pradesh, Telengana, Karnataka, Tripura, Delhi, Assam, Arunachal Pradesh, Mizoram and Manipur States during August to November 2017. About 8000 teachers of Karnataka State are undergoing ICT curriculum course through online mode. The course portal can be accessed with the following link: ictcurriculum.gov.in.

Digitisation of textbooks and e-contents development training programmes were organised for Mizoram, Andhra Pradesh and Karnataka during August to October 2017. The State of Haryana, Uttar Pradesh, Delhi, Karnataka, Andhra Pradesh and Telengana have started the digitisation of their textbooks. In addition, itpd.ncert.gov.in and pindics.ncert.gov.in have been developed as part of technology enablement for training of in-service teachers on In-service Teacher Professional Development (ITPD) modules and Performance Indicators for

Elementary School Teachers (PINDICS), a self assessment tool for the teacher's performance especially in the light of provisions of RTE, Act 2009.

Gender Issues in Education

The Council is developing an online course on gender issues in education to address the training needs of teachers. A research study on participation and performance of girls in National Talent Search Scheme (NTSS): A spatial-temporal study from the view point of gender gap analysis is in progress. A research study of Ashram Schools of Chhattisgarh at primary stage from a gender perspective was also completed.

Vocational Education

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.

The PSSCIVE, Bhopal, developed student's textbooks and teachers' handbooks as per learning outcome based modular curricula for vocational subjects offered from Classes IX to XII under the CSS of Vocationalisation of Secondary and Higher Secondary Education. The curricula and student workbooks are being developed for the 100 job roles identified by the stakeholders and approved by the Project Approval Board (PAB), RMSA, MHRD. The sectors for which the curricula and student workbooks are being developed include: Agriculture, Tourism and Hospitality, Apparel, Madeups and Furnishings, Security, Food Processing, Logistics, Electronics and Hardware, Healthcare, Retail, IT-IT enabled Services, Automotive, Plumbing, Construction, Media and Entertainment, Banking, Finance

and Insurance, Telecommunication, Power and Gems and Jewellery. Working group meetings of experts were organised to develop the curricula and courseware for the various job roles in these sectors.

Under National Skills Qualifications Framework (NSQF), 40 working group meetings for development of students' workbook and teachers' handbook for NSQF compliance curriculum for class IX to XII was also organised. During the year, the institute organised seven training programmes which include training programmes for teachers in the area of Automobile, Entrepreneurship Development, IT& ITeS, BFSI Sector, Floriculture, Health Care, Security and Vocational Pedagogy for the teachers of Madhya Pradesh, Chhattisgarh, Maharashtra, North-Eastern States, Southern States, etc. In addition, the institute organised orientation programmes for Principals of secondary and higher secondary education on implementation of NSQF and leadership and team building for the States of Madhya Pradesh and Chhattisgarh. An expert consultation workshop on national Diploma in Vocational Education and Training (NDVET) was held at PSSCIVE, Bhopal in November 2017 to review and finalize the curriculum structure and other important modalities of the programme.

Teacher Education

Regular pre-service courses are running in the Regional Institutes of Education of NCERT situated at Ajmer, Bhopal, Bhubaneswar, Mysore and NERIE, Umiam. Four-year integrated B.Sc.B.Ed.; Two-year M.Sc.(Life Science) Ed; Four-year integrated B.A. B.Ed.; Two-year B.Ed.; Two-year M.Ed.; One-year M. Phil. in Education; Pre-Ph.D. course in Education and one-year Diploma Course in Guidance and Counselling were conducted at the centres. As components of

the pre-service course, activities like multicultural placement, internship-in-teaching, working with community and field work were organized for students. The RIEs also have facilities for Ph.D. programme and RIE, Bhubaneswar is also recognised as a nodal centre for research in the field of education and for Pre-Ph.D. course in Education.

In the area of teacher education, research studies viz., pedagogical leadership in schools: a qualitative study, critical analysis of student internship programme at elementary teacher education level, a study of networking among teacher education institutions/ centres in terms of functioning, academic programmes and administrative setup of Bihar and Madhya Pradesh, study of factors influencing teachers' motivation & their performance, a study of student-teacher classroom interaction in English language classroom, etc. are in progress. NCERT conducts all India competition to promote innovative practices and experiments in education for schools and teacher education institutions.

Inclusive Education

In the area of inclusive education the research projects in progress are: 'A Study of effect of Aural Reading (ICT based) on Language Comprehension of Students with Visual Impairments in Primary Schools of Delhi', Impact of Training in Inclusive Education at Secondary School Level in the State of Maharashtra, 'Development of Guidelines for Inclusion of Children with Visual Impairments (VI) in Science Laboratory Activities' and 'Printing of Inclusive Education: A Manual for School Management Committee.

Minority Cell Activities

NCERT has developed a booklet on Education of Minorities - Policies, Programmes and Schemes -

Frequently Asked Questions in English, Hindi and Urdu. This booklet is meant to build awareness on the various educational schemes and scholarships of Government of India available at different levels of school and higher education for children/ persons belonging to minority communities. An awareness material titled “Minority Education-Policies, Programmes and Schemes of GOI” has been developed in English and Hindi.

Kala Utsav

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 is going to organise in January 2018 at RIE, Bhopal. 38 teams of around 1500 students and teachers from secondary classes will showcase their talent.

Yoga Olympiad

The ‘National Yoga Olympiad’ was organized by the NCERT for all government and government-aided school students in June 2017. Participants from block, district, State to national level competed on five yogic practices: Asanas, Pranayam, Kriya, Dhyana and Bandha and Mudra. The theme of the Olympiad was ‘Yoga for Health and Harmony’ in which a total of 383 students along with their 88 teachers from 21 States/UTs participated.

National Role Play and Folk Dance Competition

National Role Play competition under NPEP was organised for Class-IX Students of Government Schools of States/UTs with the focus on four themes-healthy relationships among adolescents,

charms and challenges of adolescence HIV/AIDs, stagnation and cause and consequences of drug abuse. The national level competition is scheduled in December 2017 at NIE, New Delhi.

National Talent Search Scheme

The National Talent Search Scheme is being conducted by NCERT since 1963. The purpose of the scheme is to identify and nurture students selected through two-tier process every year. The NTSS helps talented students by providing financial assistance in the form of monthly scholarship and also conducts nurturance programmes for them. During the year 2017 the national level test was conducted in May 2017 in which 922 students were awarded with National Talent Search scholarship which included 777 General, 114 SC and 44 ST categories.

Publication and Dissemination

More than 4.63 crore copies of various NCERT publications in English, Hindi and Urdu which include: textbooks, supplementary reading materials, teachers’ handbooks, source books, research reports and six educational journals are brought out every year. Apart from non-textual material, more than 330 textbooks for different classes from I to XII are printed every year. The Council has developed an online portal www.ncertbooks.ncert.gov.in for distribution of books published by NCERT in which schools, students, parents and any stakeholder can register their requirement of books. NCERT also participates in the important book fairs like World Book Fair, Delhi Book Fair, Kolkata Book Fair, Rajdhani Book Fair, etc. NCERT has published the document titled ‘Learning Outcomes at the Elementary Stage’.

Two quarterly journals viz., ‘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. Audio version of the tactile map book in Hindi and English in Daisy format has also

been developed by NCERT. The Council also released supplementary book and audio-visual materials viz., Vedparijat (Introductory book on Vedic Literature), Vatayanam (Audio 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).



**NATIONAL COUNCIL FOR TEACHER EDUCATION
(NCTE)**

National Council for Teacher Education (NCTE)

1. National Teacher Portal (DIKSHA)

MHRD is undertaking a Project on the National Teacher Platform (NTP), named, Diksha, with NCTE as the nodal agency, which will enable, accelerate and amplify many solutions in the realm of teacher education. The platform will provide high quality learning content and an environment for collaboration for teachers across the country. It will provide a secure space where teachers from all stages of their teacher-life-cycle get access to different types of content that will aid their preparation for daily classes and also foster their continuous professional development. NTP can be used by all the states to suit their individual requirements. Each state will have the ability to customize some parts of the platform, such as the user interface, the business rules etc., depending on their own needs.

2. Process of Revamping Teacher Education

a. Administrative and Financial Restructuring of NCTE

- i. The recognition process for TEIs is being decentralized using IT and through shifting all administrative support to NCTE's new, purpose built, ultra-modern HQ in Dwarka, New Delhi.

- ii. All NCTE processes will eventually eliminate discretion and corruption by making everything online, transparent and FIFO (first in-first out). Effective 1st April 2017 all NCTE HQ activities have been shifted to e-Office. From 4th May 2017 all regional offices are also working through e-Office.

b. For fostering a culture of Quality within TEIs following steps have been taken:

- i. An earmarked fund is being created for capacity building of teacher educators and NCTE staff.
- ii. Model curriculum for all 15 teacher education programmes are being prepared along with a curriculum for the mandatory 20 weeks' internship programme.
- iii. Preparing B.Ed. Integrated with specialization (4 years) – Academic focus is shifting towards visualizing an environment having only an integrated B.Ed. programme, with built in specialization

catering to pre-primary, primary, secondary, etc. areas of teacher education.

c. Weeding out TEIs that do not have the basic physical and academic infrastructure

Steps have been taken to bring all TEIs on board in the shape of a comprehensive database. A mandatory affidavit has been prescribed for all the TEIs. A large number of TEIs have submitted Mandatory affidavit

and defaulters are now being noticed. Eventually, this up-to-date database will be used to weed out below par TEIs.

d. Modifying the land area requirement

To promote ease of doing business with NCTE the land area requirement and land ownership criteria have been eased to enable quality institutions to expand and new institutions to come up in areas where land is scarce.



National Bal Bhavan

National Bal Bhavan, established in the year 1956, is an autonomous institution under the Department of School Education and Literacy, 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 affiliated to NBB. In addition there are 48 Bal Bhavan Kendras and a rural Jawahar 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.

Every year children take annual membership of NBB, Jawahar Bal Bhavan (JBB), Mandi and 50 Bal Bhavan Kendras of Delhi. This year 4749 children enrolled for various activities. It included 2870 boys, 1879 girls. 930 children from SC, 8 children from ST, 439 children from OBC category and 6 differently abled children. 14 Schools took annual membership for the year 2017-18.

Programmes: National Bal Bhavan and its affiliated institutes organize a 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:

- **Summer Fiesta:** National Bal Bhavan organized Summer Fiesta- 2017 from 23rd May to 22nd June. 5,958 enrolled + NGO for membership Children enrolled for various activities. Every Saturday, special assembly was organized in the Open Air Hall. More than 2500 children participated in various activities. Another special feature of summer fiesta 2017 was specialized activities for tiny tots in the age group 5 to 10 years. More than 2000 children were given refreshment packets on daily basis during summer fiesta. First Aid Post was installed with the help of St. John ambulance brigade.



- **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. For the year 2016, State Level Camps for Balshree participants



were organized for two days on 29th and 30th July 2017, in which 1936 general category children including 88 differently abled children participated.

- National Children Assembly - National Children's Assembly and Integration Camp 2017** was organized on the 14th, 15th and 16th of November 2017, Theme for the camp was 'Indigenous Art Forms of India'. The programmes were designed according to the theme for this 3 days gala event. Around 350 children participated from 70 Bal Bhavans from across various states in the 3 days camp. Various innovative workshops and activities were organized and certificates were awarded to all the participants. 1200 children from different Bal Kendras of Delhi and 200 children from JBB Mandi (Delhi) also participated on 14th

November, 2017. Workshops on Games, Storytelling, Essay writing, Clay, Pottery, Integrated art, Madhubani, Sanjhi art, calligraphy, Bamboo Art, Khadi-Charkha, Publication, Tie & Dye, Papier Mache, were conducted, Magic show and puppet shows were organized. In collaboration with NBT a Book stall was also put up. Exhibition of works of children from across the country was put up for display.

World No Tobacco day celebrated with help of doctors from Maulana Azad Medical College on 31st May, 2017 in which 300 children participate.

Cyber security programme and cyber security carnival was organized on 3rd June and also on 20th June with learning link foundation in which approx 700 children participated.

World Environment Day was organized on 6th June 2017 on the theme "Connecting people to Nature" in which approx 2200 children participated workshop on my Newspaper was organized on 9th June, 2017.

Painting competition was organised from 9th June to 16th June, 2017 in which 30 children participated. Their designs were chosen for printing on cup and t-shirt. With collaboration with Postal Dept. workshop on 'Make your own stamp' was organized from 13th June to 17th June, 2017 in which 60 children participated.



Visit to Aravali Biodiversity Park was organized on 28th July, 2017 in which 17 children participated.

Interschool Band Competition was organized on 10 August 2017 in which 29 schools from Delhi & NCR region gave band performances. Programme was organized on direction from Ministry of Human Resource Development and a National Level Band competition was organized on 14th January, 2017 in which 368 children participated from 7 zones of the country.

Librarian Day and Pt. Deendayal Upadhyaya Birth Anniversary was organized on 12th August, 2017 in which 5 Member children and staff of NBB participated.

Renovated Culture Craft Village was inaugurated on 2nd January 2018 in which 300 children and staff participated.

Jawahar Bal Bhavan, Mandi

In the mid sixties, a scheme for the establishment of Jawahar Bal Bhavans was initiated, Jawahar Bal Bhavan at Mandi was an extension of the scheme. Jawahar Bal Bhavan includes Physical Education, Art & Craft, Tailoring, Wood Craft, Clay Modelling, Dance and Music. Membership in JBB Mandi till January, 2017 is 877.

International Yoga Divas was observed on 21st June, 2017. Summer Valedictory function was organized at Jawahar Bal Bhavan Mandi on 22nd



June 2017. It was indeed a proud day for Jawahar Bal Bhavan Mandi as the children's newspaper "Gup Chup Mandi Times" was released by Secretary Education, Ministry of Human Resource Development at Summer Valedictory function of National Bal Bhavan in the presence of Director National Bal Bhavan.



A writing workshop was conducted for the first time at Jawahar Bal Bhavan Mandi on 21st and 22nd July 2017. Children from Shenton College a Co. Ed. Sr. Secondary School from Perth Australia visited Jawahar Bal Bhavan Mandi on 3rd August, 2017. As part of their welcome, the flags of the two countries were held aloft by children symbolizing the friendly relations between the two Nations: Children thus acted as Cultural Ambassadors. Children made their own Rakhis at the Art and Craft Section and tied the thread of brotherhood and friendship on the wrist of other member children.

The 70th Year of Indian Independence was observed with Flag hoisting by Children and Staff at Jawahar Bal Bhavan Mandi, pledge for building



a New India, plantation, speeches on “My Indian Hero”, cultural programmes, sports.

Hindi Divas was celebrated with great enthusiasm on 14th September 2017. In association with Publication Division writings of 25 children were printed in Bal Bharti Magazine. On 27th September Bal Shree Awardee, Sh. Sumit Patil organised art and craft workshop with Mandi children including Divyangs.

All the festivals and days were celebrated with great fervor. 10 Member children along with 2 teachers from rural background visited Goa in interstate cultural exchange programme at Goa for a week in the month of November, 2017. During NCA-2017, special stall by JBB Mandi on food items and art & craft material made by children was put up.

On 5th December 2017, a vision test camp was organised with Lions International Club. Workshop on periods of History was organised

for 1st to 9th December 2017. Children creativity fair was organised on 9th December in which 200 children participated.

Bal Bhavan Kendras 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. Membership in BBKs till November, 2017 is 8063. 1200 plus children from BBKs participated in NCA 2017. Regular activities are organized throughout the year at 48 centres.





**CENTRAL TIBETAN SCHOOL
ADMINISTRATION (CTSA):**

Central Tibetan School Administration (CTSA)

A. Background and Objectives

The Scheme of CTSA was approved by the Govt. of India in 1961 as Central Sector Scheme and its implementation was started by the Ministry of Education in 1961. Later, the CTSA as an autonomous body, was set up by the Ministry of Education, Govt. of India and was registered as Society under Societies Registration Act, 1860 (XXI) in July 1961 with the following mandate:-

- I. To establish and to carry on the administration and management of the Tibetan Schools or Institutions in India, here-in-after called the Schools or Institutions setup by other organisations for education and/or training of Tibetan Refugee children and/or adults;
- II. To provide, establish, endow, maintain, control and manage schools, here in after called "Central Schools For Tibetans" for the Children of Tibetan Refugees including those living in remote and undeveloped locations of the country and to do all acts and things necessary for or conducive to the promotion of such schools;
- III. To pursue excellence and set pace in the field of school education;
- IV. To control and supervise education discipline, boarding and lodging, health and hygiene and general progress of the students and the staff in the CTSA schools and to get affiliation of the schools from any association, society or body which conducts public examinations for the purpose of preparing the students for such examinations;
- V. To maintain proper accounts and other relevant records and prepare an annual statement of accounts including the balance sheet in such form as may be prescribed by the Central Govt.;
- VI. To forward annually to the Central Govt. the accounts of the Society as certified by a competent authority approved by the Central Govt. to get herewith the Audit Report thereon;
- VII. To do all such lawful acts, deeds, or things as are necessary incidental or conducive to the attainment of any of the above objects.

B. Infrastructure of CTSA

Central Tibetan Schools Administration is a small organisation and its school units spread all over the country. At present 4304 students are pursuing their school education from class I to XII in 14 Central Tibetan Schools located across the country.

Central Tibetan Schools Administration has II tier management i.e. its Headquarter and Central Schools for Tibetans. CTSA has a strength of 265 teaching category employees and 159 nonteaching category employees.

C. Financial Management

Financial Activities of the CTSA are supervised and monitored taking into account the following financial parameters:-

- I. The Government of India has entrusted the audit of CTSA to comptroller & Auditor General of India on whose behalf annual audit is conducted by the office of the Director General of Audit (Central Expenditure). The annual reports alongwith the certified annual accounts of the CTSA are laid on the table of both the house of parliament as per the prescribed schedule.
- II. The financial activities of CTSA School Units are supervised and monitored by the CTSA Headquarter and their accounts are subject to audit annually. It is for the CST Schools to furnish compliance report for internal as well as audit by C&AG.
- III. CTSA and all its 14 School Units follow the provisions of financial rules, as amended from time to time, CVC Guidelines and other financial instructions issued by the Ministry of Finance and HRD from time to time in order to maintain financial propriety and to ensure effective financial management. In other words, the parameters as have been laid down in the GFRs concerning release of Grant in-Aid to Autonomous Bodies and norms of submission of Audited Accounts/ Performance Report etc. Are followed by CTSA.
- IV. CTSA and its 14 School Units adopt uniform mode of remittance of funds. Presently, most of remittances are being done through E-transfer namely NEFT, RTGs etc. In order to reduce the transit time and to avoid parking of funds. CTSA Hq. has already registered in PFMS and the process of Mapping/Registrations of its 14 School Units are underway. In accordance

with the instruction Ministry of HRD/ Ministry of Finance to switch over the “Fund Based Accounting” CTSA started preparing its Annual Accounts in the new format of Accounts from the year 2013-14 onwards. Its financial statements are prepared on “Accrual Basis of Accounting” in accordance with generally accepted Accounting principles in India (GAAP) and also complying with the provisions of the applicable accounting standards.

D. Major Outcomes in the last 02 years

- (i) CTSA has imparting quality education to 4304 Tibetan/Indian students across the country.
- (ii) Value Education is imparted to students to make them physically fit and mentally alert, yoga and aerobics are regular activities.
- (iii) Value based Trainings are to be organised for Teachers in NCERT and other Organisations.
- (iv) The performance of CTSA School’s students in the all India secondary schools and senior secondary school’s examination has been very encouraging. The Result of CTSA School Units during the last 02 years are given as under:

Year	X		XII	
	Std. App	Pass%	Std. App	Pass%
2016	541	99.45	521	80.04
2017	495	99.60	481	80.67

E. Current Focus Areas, Development and Objectives of CTSA

- (i) To ensure safety Security and all round development of Schools
- (ii) To refurbish and provide required infrastructure in CST Schools

- (iii) To continue to promote academic excellence and excellence in extra curricular activities.
- (iv) To provide Good quality modern education-including as trong component of culture, inculcation of values awareness of the environment, adventurous activities and Physical education.
- (v) To establish, develop, maintain and manage hostels for the residence of students of CSTs in Residential Schools.
- (vi) To do all such things as may be considered necessary, incidental, or conducive to the attainment of all or any of the objects of the Society.

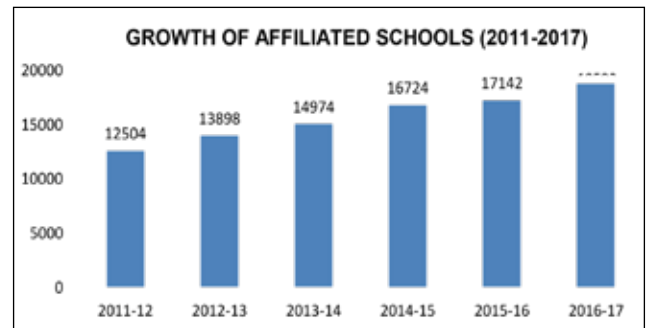


**CENTRAL BOARD OF SECONDARY
EDUCATION (CBSE)**

Central Board Of Secondary Education (CBSE)

CBSE is a national board of school education, committed to enhance the quality of education in the country and make it accessible and affordable.

CBSE affiliates schools to ensure quality of education in the country, academic empowerment of faculty and successful conduct of all the examinations entrusted with CBSE. As affiliation has direct interface with public, the board therefore needs to be responsive and efficient to bring transparency in the system. The Board has leveraged ICT to reduce time lag and decide affiliation matters expeditiously. Each year approximately 2500 applications are received and on an average 1000 schools are given affiliation.



There are of 19,592 schools affiliated to the Board as on 31st October 2017 across the world, out of these, there are 1119 Kendriya Vidyalayas, 2756 Government Schools, 15,113 Independent Schools, 590 Jawahar Navodaya Vidyalayas and 14 Central Tibetan Schools.

Examinations conducted by CBSE

Senior School
Certificate Examination
(Class XII) and
Compartment

Secondary School
Examination
(Class X) and
Improvement of
Performance (IOP)

National Eligibility Cum
Entrance Test (NEET) for
admission to approved
medical/dental colleges in
India

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

Central Teachers
Eligibility Test (CTET)

Jawahar Navodaya
Vidyalaya Selection
Test (JNVST) for
classes VI & IX

Navodaya Vidyalaya
Samiti Recruitment
Test for Principal,
Assistant
Commissioner, PGT's
& TGT's

Kendriya Vidyalaya
Recruitment Test for
Principal, PGT's, TGT's
& PRT's

Preparations for 2018 Annual Examinations

The Board conducts class X and XII public exams for its affiliated Schools in which approximately 26 lakhs students appear during March to April each year. The Board also conducts compartment examination during the months of July- August. Leveraging technology, all pre and post exam processes in CBSE are online.

Eligibility cum Entrance Examination for admission in Professional courses

Joint Entrance Examination (JEE)

JEE is conducted by the JEE Apex Board (JAB) for admission to Undergraduate Engineering Programmes in NITs, IITs, 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) – 2017

As per the decision taken by the JAB in meeting held on 08th December, 2016, the Central Board of Secondary Education has conducted the JEE (Main) for admission the undergraduate programme in engineering in the academic session 2017-18.

The entrance examination was based on a common syllabus prescribed by the JAB from the subjects Physics, Chemistry, and Mathematics. The test was conducted in three medium viz. English, Hindi & Gujarati.

The offline examination was held in 113 cities all over India and abroad on 02nd April 2017 (in pen-paper based mode) and online examination was conducted on 08th & 09th April 2017 (in computer based mode).

JEE (Main) 2017 Examination Statistics

PAPER - I				
Description	No. of Boys	No. of Girls	Transgender	Total
Total candidates registered for Paper 1	856897	329554	3	1186454
Candidates registered for Offline Exam	719799	282980	2	1002781
Candidates registered for Online Exam	137098	46574	1	183673
Candidates appeared for Offline Exam	692559	264156	1	956716
Candidates appeared for Online Exam	125249	40385	1	165635
Candidates qualified for appearing in JEE (Advanced)	175267	46160	-	221427
Date of declaration of rank/result of JEE (Main)-2017 JEE Paper I (for JEE Advanced)				27th April, 2017

PAPER - II				
Description	No. of Boys	No. of Girls	Transgender	Total
Total candidates registered for Paper - 2	82060	62025	1	144086
Candidates appeared for Offline Exam	69344	51230	0	120574
Date of declaration of rank/result of Paper II of JEE (Main)-2017			26th May, 2017	

JEE (Main) 2018 offline examination is scheduled to be held on 08th April 2018 and online examination will be held on 15th and 16th April 2018.

UGC National Eligibility Test (NET) November - 2017

S. No.	Description UGC NET	
1.	Date of Exam	05th November 2017
2.	Registered Candidates (approx.)	9.29 Lakh
3.	Male Candidates	4,09,439
4.	Female Candidates	5,19,557
5.	Transgender	3
6.	Examination Centres	1700
7.	No of Cities	91
8.	Number of Subjects	84

National Eligibility cum Entrance Test (NEET) (UG) -2017

As per the Indian Medical Council Act-1956 as amended in 2016 and the Dentists Act-1948 as amended in 2016, NATIONAL ELIGIBILITY CUM ENTRANCE TEST (UG) – 2017 {NEET(UG)-2017} was conducted on 07th May, 2017 (Sunday) by CBSE in 103 cities in the country for admission to MBBS/BDS Courses in India in Medical/Dental Colleges run with the approval of Medical Council of India/Dental Council of India under the Union Ministry of Health and Family Welfare, Government of India except for the institutions established through an Act of Parliament such as AIIMS and JIPMER

(Puducherry).

Admissions for 100% seats of MBBS/BDS were done through NATIONAL ELIGIBILITY CUM ENTRANCE TEST (UG), 2017 in the following :-

- (i) All India Quota Seats
- (ii) State Government Quota Seats
- (iii) State/Management/NRI Quota Seats in all Private Medical / Dental Colleges or any Private/ Deemed University
- (iv) Central pool quota seats

For the first time, OCIs, PIOs and Foreigners were allowed to appear in the NEET(UG).

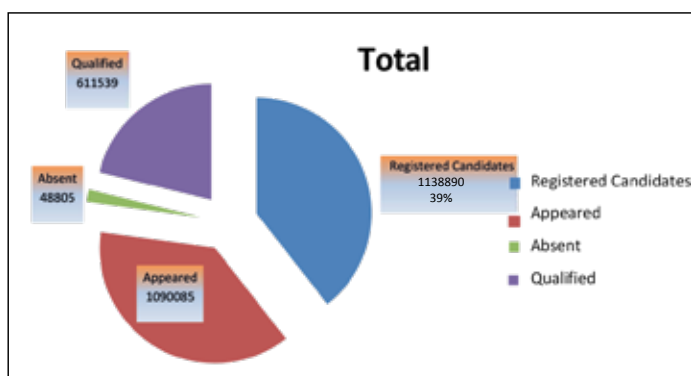
Candidates	Number
No. of candidates registered	11,38,890
Indian Nationals	11,36,205
NRIs	1522
OCIs	480
PIO	69
Foreigners	613
Male	4,97,042
Female	6,41,833
Transgender	8
General	4,35,802
SC	1,51,374
ST	67,264
OBC	4,84,443

National Eligibility Cum Entrance Test (UG) – 2017 is the only entrance examination in the country which is also conducted in 08 regional languages in addition to Hindi and English.

Hindi	English	Gujarati	Marathi	Oriya
Bengali	Assamese	Telgu	Tamil	Kannada

The result details of NEET (UG) – 2017 (Result declared on 23rd June, 2017)

Category	Registered Candidates	Appeared	Absent	Qualified
Male	497043	473305	23738	266221
Female	641839	616772	25067	345313
Transgender	8	8	-	5
Total	1138890	1090085	48805	611539



Nationality wise details of the candidates:

Nationality	Regd. Candidates	Appeared	Absent	Qualified
Indian	1136206	1087840	48366	609820
Foreigner	613	391	222	245
NRI	1522	1370	152	1106
OCI	480	426	54	321
PIO	69	58	11	47

Details of the candidates on the basis of the minimum qualifying criteria of NEET-UG, 2017:

Category	Qualifying Criteria	Marks Range	No. of Candidates
OTHERS	50th Percentile	697-131	543473
OBC	40th Percentile	130-107	47382
SC	40th Percentile	130-107	14599
ST	40th Percentile	130-107	6018
UR & PH	45th Percentile	130-118	67
OBC & PH	40th Percentile	130-107	152
SC & PH	40th Percentile	130-107	38
ST & PH	40th Percentile	130-107	10
		Total	611739

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 is conducted for appointment of teachers for class I -VIII as per norms prescribed by National Council of Teacher Education (NCTE) under Ministry of Human Resource Development, Government of India. This examination is conducted twice in a year and approximately 15 lakhs candidates register for this examination.

Other Examinations**JNVST (Jawahar Navodaya Vidyalaya Selection Test)**

Presently there are 590 JNVs spread in 28 States and 7 Union Territories. Admissions in JNVs are made through the Jawahar Navodaya Vidyalaya Selection Test (JNVST) at Class VI 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.

Academic**Restoration of Class X Board examination with effect from 2017-18**

The CCE scheme introduced by the CBSE in September 2009 had duality of option at the summative assessment term end level. The students at Class X level had the option of Scheme 1 (SA-II school based examination) or Scheme 2 (SA-II Board based examination).

On the basis of the feedback of the stakeholders (Principals, teachers, parents and students) Class X Board examination has been restored and Assessment structure has been remodeled with effect from the Academic Year 2017-18 for Class X. Schools have been duly informed in January 2017.

Capacity Building of Teachers-Centres of Excellence

In order to provide continual quality professional development opportunities through different capacity building, empowerment and orientation programmes to teachers of its affiliated schools, the Board



has established seven Centres of Excellence (COEs) at Gurugram, Kakinada, Kochi, Kolkata, Panchkula, Pune and Rae Bareli.

In the year 2017-18, 641 capacity building programmes in different areas have been conducted by the COEs throughout the country in which 32834 teachers have participated.



Student's sensitization and Talent Promotion

Science Exhibition

Science Exhibition is an annual event organized by the Board as per guidelines of NCERT to kindle a spirit of innovation and to provide a common platform to schools to showcase their exhibits at Regional and National Levels. This year CBSE Science Exhibition for 2017 – 18 is to be organized on the theme '**Innovations for Sustainable Development**'.

CBSE Heritage India Quiz

In order to build greater awareness about the rich cultural heritage of India, the CBSE organizes the Heritage India Quiz annually. It is an inter school competition which is conducted in three phases at City, Regional and National Levels. In the current year 1551 schools (5853 students) have enrolled for the quiz. The semi-finals and final event of the quiz would be telecasted on a TV channel having national coverage.

Inclusive Education

An Inclusive Cell has been setup in the Board with the objective of developing vocational based courses and appoint special educators in schools.

Board has also constituted a committee to formulate policy of the Board for Children with Special Needs (CWSN) and Schools are also invited to send their suggestions. The committee will formulate policy on:

- Inclusive Education of Children with Special Needs (CWSN)
- Level of inclusion (Inclusion vs Integration) for CWSN
- Examination of CWSN
- Guidelines for 'slow Learners'

Physical education and sports

- The Physical Education Curriculum for Senior Secondary level was revised for the session 2017-18.



- Physical education and sports competitions were organized across the country in 24 disciplines at 230 venues spread all over India including yoga. Nearly 3,10,000 students from independent category of schools participated. For the first time competition were held in Under 17 category also.

Skill Development in Schools

Board in association with other leading Institutions had organized Teacher Training Programmes, Awareness Programmes and Workshops for various Vocational subjects to empower the teachers on emerging areas of Vocational Education.

The Programmes were conducted in Financial Market Management, Travel & Tourism and Marketing Salesmanship at different venues all over the country in which approximately 245 teachers participated.

Curriculums in Stenography and Computer Application for class XI & XII and Office Secretary-ship for class XI & XII were revised. Textbooks in various courses were prepared. Approximately 600 new schools were approved to offer vocational courses at Secondary Level in the academic session 2017-18.

IT Initiatives

Use of Information Technology

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. Important initiatives taken by the Board in ICT are as under:

- (a) **UMANG** – CBSE is on board for Unified Mobile Application for New Age Governance of Government of India. The app which has 162 services from 33 state and central government departments in four states, can also be used to locate CBSE exam centres, schools and view results.
- (b) **Online Exam Centre Management System (OECMS)**– This online system has been developed in-house and implemented with a view to get important information from exams centers (more than 4000) regarding absentee, unfair means, diabetics and feedback about the question paper(s).
- (c) **Exam Centre Locator (ECL): Geo-tagging of schools-** All affiliated schools were mapped using the latitude and longitude information fetched from Geo tagged photographs of schools. The



examinees were able to locate exam centre(s) using school code, centre code or roll number. The schools could also be located using various filter options like state, city, name, and school code or affiliation number.

- (d) **Online Post Examination Data Collection Systems** – Three systems have been developed in house to collect Internal Assessment, Practical Examination and Theory Marks Data online to achieve in timely and accurate result processing.
- (e) **Parinam Manjusha** - A CBSE Digital Academic Repository helps in storage, access and updated academic records of students. Employers and educational institutions can verify students' academic records online. CBSE is also sharing the data with National Academic Depository (NAD).
- The digital academic certificates from this repository are also available to students through Digi Locker.
- (f) **Digital Locker** – students can get digital Mark sheets, Pass certificates and Migration

certificates through Digi Locker. Certificates in Digital form are already available for 2014 to 2017 while the legacy data is being built up.

- (g) **E-sanad** - CBSE has become the first Education Board in the country today to partner with the Ministry of External Affairs in a landmark e-initiative which will facilitate online attestation of academic documents of Indian students aspiring to go aboard for higher education or employment.

Gun Gaurav Samman Samaroh 2017

The second edition of Gun Gaurav Samman Samaroh was held on 13th June 2017 in the capital where the Hon'ble Minister of Human Resource Development Shri Prakash Javadekar felicitated students of class XII from Delhi hailing from economically weakest of the weaker sections.

86 meritorious students from diverse, socially and economically marginalised strata from government schools affiliated to CBSE, Kendriya vidyalayas and Jawahar Navodaya Vidyalayas (rural residential schools) participated in the programme and shared their unique stories of hardships and success.



CBSE Award to Teachers

For the year 2016, Thirty Three (33) teachers

from across the country and abroad were conferred CBSE award for their and innovations in classroom teaching.



Merit Scholarship Schemes

CBSE also awarded 6854 scholarships under the Central Sector Scheme of Scholarship (CSSS) sponsored by MHRD and other scholarships to meritorious Single Girl Child and SC/ST students.

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-counselling is offered by trained counsellors and Principals from within CBSE affiliated schools located across the world. It is a voluntary, free of cost service provided by the participants in two phases [Pre-exam (February to April) and Post result (May – June)].

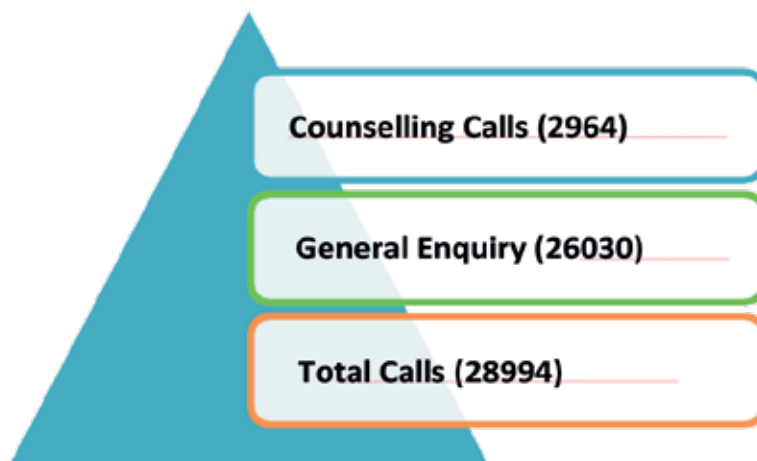


During the report period (2017) online counseling was conducted through Centralized Call Centre in India where in 115 volunteer principals, counselors, special educators in the country and 40 across other countries provided free of cost services to the students and parents.

CBSE Centralized Access System 2017			
1st Phase: Feb to April 2nd Phase: May to June	Centralized Toll Free No. 1800118004 (10 lines)	8 AM to 10 PM (Time Slots for the Counsellors)	
		8 AM to 12 Noon	
		12 Noon to 4 PM	
		4 PM to 8 PM	
		8 PM to 10 PM	
12 Operators in Two Shifts	Facilities of Counselling Seven days a week	Total Calls 28994	Counselling Calls 2964

Support material in the form of Frequently Asked Questions (FAQs), tips to deal with exam related stress was uploaded in CBSE website for the students, parents, teachers and larger public.

Details of Counselling Call Phase-I and Phase-II 2017



Increased Public Responsiveness and Systematic Improvements

The Board plays a proactive role in redressing public grievances. Being a service oriented organization, CBSE, in its drive, has aligned public grievance redressal mechanism and information

delivery process under RTI Act 2005 with online system to ensure Board's transparent and quick response. The Board has also activated the online Integrated Grievance Redress Mechanism (INGRAM) Portal where consumers can register their grievances.

Annexures

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Coverage : Children vis a vis Enrollment - 2016-17

S. No	States/ UTs	Enrollment			Coverage			% Coverage		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	1953667	1158123	3111790	1708605	996946	2705551	87%	86%	87%
2	Arunachal Pradesh	132702	67586	200288	102045	67047	169092	77%	99%	84%
3	Assam	3109093	1458177	4567270	2915918	1353104	4269022	94%	93%	93%
4	Bihar	14074077	6678964	20753041	8902071	3781988	12684059	63%	57%	61%
5	Chhattisgarh	1958549	1282289	3240838	1623023	1031611	2654634	83%	80%	82%
6	Goa	95170	66047	161217	87534	56234	143768	92%	85%	89%
7	Gujarat	3736247	2270324	6006571	2783128	1657943	4441071	74%	73%	74%
8	Haryana	953138	649639	1602777	880365	582472	1462837	92%	90%	91%
9	Himachal Pradesh	318148	238800	556948	301100	225077	526177	95%	94%	94%
10	Jammu & Kashmir	687386	331316	1018702	263267	145922	409189	38%	44%	40%
11	Jharkhand	3299381	1516750	4816131	2004021	858696	2862717	61%	57%	59%
12	Karnataka	3094871	1844616	4939487	2864812	1718363	4583175	93%	93%	93%
13	Kerala	1603756	1112776	2716532	1584234	1070573	2654807	99%	96%	98%
14	Madhya Pradesh	5113249	3178388	8291637	3713140	2318261	6031401	73%	73%	73%
15	Maharashtra	7145070	4630249	11775319	5751369	3658842	9410211	80%	79%	80%
16	Manipur	166810	44376	211186	141826	37755	179581	85%	85%	85%
17	Meghalaya	425472	179987	605459	381848	140678	522526	90%	78%	86%
18	Mizoram	105299	45580	150879	96875	41933	138808	92%	92%	92%
19	Nagaland	121364	37815	159179	120065	37767	157832	99%	100%	99%
20	Orissa	3406068	1928266	5334334	2869484	1657912	4527396	84%	86%	85%
21	Punjab	1034221	761893	1796114	904959	639504	1544463	88%	84%	86%

S. No	States/ UTs	Enrollment			Coverage			% Coverage		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
22	Rajasthan	4157384	2126495	6283879	2901291	1522250	4423541	70%	72%	70%
23	Sikkim	38772	33203	71975	34397	29075	63472	89%	88%	88%
24	Tamil Nadu	3018654	2363259	5381913	2618063	2071378	4689441	87%	88%	87%
25	Telangana	1305056	772542	2077598	1150000	725755	1875755	88%	94%	90%
26	Tripura	304407	183331	487738	237613	132483	370096	78%	72%	76%
27	Uttar Pradesh	12351835	5499249	17851084	7215553	3105425	10320978	58%	56%	58%
28	Uttarakhand	459650	324167	783817	387654	269669	657323	84%	83%	84%
29	West Bengal	7438389	4979361	12417750	6958258	5079680	12037938	94%	102%	97%
30	A&N Islands	19756	13654	33410	15576	10735	26311	79%	79%	79%
31	Chandigarh	55745	43351	99096	28585	17520	46105	51%	40%	47%
32	D&N Haveli	24330	17775	42105	19424	13878	33302	80%	78%	79%
33	Daman & Diu	10778	7237	18015	8746	5958	14704	81%	82%	82%
34	Delhi	1007956	693401	1701357	672509	413452	1085961	67%	60%	64%
35	Lakshadweep	4002	2941	6943	3755	2697	6452	94%	92%	93%
36	Puducherry	32068	25440	57508	23093	18064	41157	72%	71%	72%
	Total	82762520	46567367	129329887	62274206	35496647	97770853	75%	76%	76%

Coverage : Institutions : 2016-17

S. No	States/ UTs	PAB Approval			Coverage			% Coverage		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	34718	10876	45594	34499	10957	45456	99%	101%	100%
2	Arunachal Pradesh	2330	1098	3428	2130	1201	3331	91%	109%	97%
3	Assam	44386	13558	57944	44029	13749	57778	99%	101%	100%
4	Bihar	41226	30730	71956	39221	30307	69528	95%	99%	97%
5	Chhattisgarh	31383	13591	44974	31389	13587	44976	100%	100%	100%
6	Goa	1071	431	1502	1068	433	1501	100%	100%	100%
7	Gujarat	11381	24909	36290	11383	24290	35673	100%	98%	98%
8	Haryana	9049	5735	14784	8749	6329	15078	97%	110%	102%
9	Himachal Pradesh	10772	4628	15400	10758	4681	15439	100%	101%	100%
10	J&K	13452	9714	23166	10344	7539	17883	77%	78%	77%
11	Jharkhand	26749	14375	41124	25605	14402	40007	96%	100%	97%
12	Karnataka	21999	33465	55464	21787	33497	55284	99%	100%	100%
13	Kerala	6843	5515	12358	6804	5527	12331	99%	100%	100%
14	Madhya Pradesh	85028	30964	115992	83786	30935	114721	99%	100%	99%
15	Maharashtra	47701	39166	86867	47339	39105	86444	99%	100%	100%
16	Manipur	2853	969	3822	2524	906	3430	88%	93%	90%
17	Meghalaya	8438	3412	11850	8309	3380	11689	98%	99%	99%
18	Mizoram	1485	1096	2581	1463	1093	2556	99%	100%	99%
19	Nagaland	1163	914	2077	1146	931	2077	99%	102%	100%
20	Orissa	35286	27498	62784	34231	28477	62708	97%	104%	100%
21	Punjab	13523	6753	20276	13487	6759	20246	100%	100%	100%

S. No	States/ UTs	PAB Approval			Coverage			% Coverage		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
22	Rajasthan	36128	35216	71344	34035	34650	68685	94%	98%	96%
23	Sikkim	492	371	863	492	372	864	100%	100%	100%
24	Tamil Nadu	27056	15991	43047	27079	16064	43143	100%	100%	100%
25	Telangana	20538	8594	29132	19488	8235	27723	95%	96%	95%
26	Tripura	4478	2084	6562	4471	2097	6568	100%	101%	100%
27	Uttar Pradesh	114220	54166	168386	115142	53554	168696	101%	99%	100%
28	Uttarakhand	12793	5406	18199	12440	5299	17739	97%	98%	97%
29	West Bengal	68007	15666	83673	67846	16385	84231	100%	105%	101%
30	A&N Islands	187	151	338	188	150	338	101%	99%	100%
31	Chandigarh	8	111	119	9	111	120	113%	100%	101%
32	D&N Haveli	165	118	283	162	119	281	98%	101%	99%
33	Daman & Diu	56	43	99	56	43	99	100%	100%	100%
34	Delhi	1800	1260	3060	1755	1237	2992	98%	98%	98%
35	Lakshadweep	17	22	39	17	22	39	100%	100%	100%
36	Puducherry	246	201	447	237	195	432	96%	97%	97%
	Total	737027	418797	1155824	723468	416618	1140086	98%	99%	99%

Physical Progress on Construction of Kitchen-cum-Stores (Primary +Upper Primary)

S. No.	State/UT	No. of Kitchen -cum-stores sanctioned during 2006-07 to 2016-17	Physical Progress of Kitchen cum stores as on 31-03-2017					
			Constructed		In Progress		Not yet started	
			No .	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
1	Andhra Pradesh	44875	16272	36%	1462	3%	27141	60%
2	Arunachal Pradesh	4131	4084	99%	1	0%	46	1%
3	Assam	56795	50063	88%	1611	3%	5121	9%
4	Bihar	66550	53722	81%	5125	8%	7703	12%
5	Chhattisgarh	47266	42730	90%	4536	10%	0	0%
6	Goa	0	0	0%	0	0%	0	0%
7	Gujarat	25077	24303	87%	7	9%	767	3%
8	Haryana	11483	9078	79%	659	6%	1746	15%
9	Himachal pradesh	14959	14500	97%	218	1%	241	2%
10	Jammu & Kashmir	11815	7138	60%	0	0%	4677	40%
11	Jharkhand	39001	28043	72%	4925	13%	6033	15%
12	Karnataka	40477	38339	91%	845	4%	1293	5%
13	Kerala	2450	2450	99%	0	1%	0	0%
14	Madhya Pradesh	100751	93657	93%	4981	5%	2113	2%
15	Maharashtra	71783	57831	80%	2890	2%	11062	18%
16	Manipur	3053	1083	35%	1883	62%	87	3%
17	Meghalaya	9491	9244	97%	0	0%	247	3%
18	Mizoram	2506	2506	100%	0	0%	0	0%
19	Nagaland	2223	2223	100%	0	0%	0	0%
20	Odisha	69152	37544	54%	31608	46%	0	0%
21	Punjab	18969	18969	100%	0	0%	0	0%
22	Rajasthan	77298	61751	80%	908	1%	14639	19%

S. No.	State/UT	No. of Kitchen -cum-stores sanctioned during 2006-07 to 2016-17	Physical Progress of Kitchen cum stores as on 31-03-2017					
			Constructed		In Progress		Not yet started	
			No .	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
23	Sikkim	936	936	100%	0	0%	0	0%
24	Tamil Nadu	28470	20496	72%	7974	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	112766	92%	5	0%	9801	8%
28	Uttarakhand	15933	15505	97%	183	3%	245	2%
29	West Bengal	81314	76248	94%	5066	6%	0	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	50	100%	0	0%	0	0%
33	Daman & Diu	32	32	100%	0	0%	0	0%
34	Delhi	0	0	0%		0%	0	0%
35	Lakshadweep	0	0	0%		0%	0	0%
36	Puducherry	92	92	100%		0%	0	0%
	Total	1005477	817400	81%	79915	8%	108423	11%

*Tripura has constructed 261 more kitchen-cum-store than sanctioned.



PART – II

**Department
of
Higher Education**

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CHAPTER 01

New Initiatives

NEW EDUCATION POLICY

In view of the vastly transformed landscape of education in India in terms of coverage, content and delivery systems, a New Education Policy is being formulated after nearly 30 years. MHRD has embarked on an unprecedented collaborative, multi-stakeholder and multi-pronged consultation process. The consultative process has reached out to individuals across the country through more than 2.75 lakh direct consultations while also taking online inputs. The online consultation process was undertaken on www.MyGov.in portal from 26th January, 2015 to 31st October, 2015 and nearly 29000 suggestions were received on the 33 identified themes. Over 200 thematic national workshops were held with a youth survey by the UNESCO Mahatma Gandhi Institute of Education for Peace, Sustainable Development. With regard to School Education, 1,10,623 villages, 3250 Blocks, 725 Urban Local Bodies from 340 districts of 19 States have uploaded their Grassroots Consultation Reports on www.MyGov.in portal. Similarly, 2741 Blocks, 962 Urban Local Bodies, of 406 districts in 20 States have done the same with regard to Higher Education. Initially, a Committee for Evolution of the New Education Policy was constituted which submitted its report in May, 2016 and thereafter, the Ministry prepared 'Some Inputs for the Draft National Education Policy, 2016'. Both these documents are treated as inputs for policy formulation. Suggestions and inputs have been received from various stakeholders such as, individuals, organisations, autonomous

bodies, Hon'ble MPs, GoI Ministries and State Governments on various aspects of education. The exercise of preparing a New Education Policy is still ongoing as a Committee for Draft National Education Policy under the Chairmanship of Dr. K. Kasturirangan has been constituted which will consider and examine all inputs and suggestions.

HIGHER EDUCATION FINANCING AGENCY (HEFA)

The Cabinet 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. 1,000 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 an 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 IITs/IIMs/NITs and such other institutions.

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

All the Centrally Funded Higher Educational

Institutions would be eligible for joining as members of the HEFA. For joining as members, the Institution should agree to escrow a specific amount from their internal accruals to HEFA for a period of 10 years. This secured future flows would be scrutinised by the HEFA for mobilising 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 the identified Joint Promoter, Canara Bank and the Ministry of Human Resource Development (MHRD) with an authorized capital of Rs.2,000 crore. 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.

Canara Bank was identified and appointed as Joint Venture partner on 29.12.2016 for establishment of Higher Education Financing Agency (HEFA) to manage the financing agency incorporated under the Companies Act, 2013 and also registered with RBI as NBFC. An MOU was signed on 9th February, 2017 between MHRD and Canara Bank for the same. Later, Joint Venture Agreement (JVA) was also signed between MHRD and Canara Bank on 16th March, 2017.

The investment in the equity of the Joint Venture Company by MHRD, GOI and Canara Bank shall be in the following proportion:

S. No.	Party	Contribution (in Rs.)	Shareholding Percentage
1.	GoI	Rs. 1000,00,00,000/-	90.91
2.	Canara Bank	Rs. 100,00,00,000/-	9.09

As per announcement in Finance Minister's Budget speech 2016-17, Higher Education Financing Agency (HEFA), a not-for-profit organization, had been incorporate as Section 8 Company under the Companies Act, 2013 on 31.5.2017. The following subscription of equity has so far been made to HEFA by MHRD and Canara Bank:

Name of the Subscriber	Amount (Rs. in Crores)
GoI, MHRD, Department of Higher Education	1000
Canara Bank	50
Total	1050

- The balance share of Canara Bank of Rs. 100 cr is underway for release.

HEFA became functional and institutes had accordingly been informed alongwith format of application to take the benefit of HEFA on 16-8-2017. The first, second and third Meetings of the Board of Directors of HEFA were held on 12-06-2017, 11-08-2017 and 29-11-2017 respectively. The fourth Meeting of the Board of Directors of HEFA was held on

17-01-2018 in which the loan applications to HEFA were considered and approved as given below:

S. No.	Name of the Institution	Sanctioned Loan Amount (Rs. in Crore)
1.	NIT – Surathkal	72.00
2.	IIT – Delhi	183.00
3.	IIT – Kanpur	351.90
4.	IIT – Madras	266.00
5.	IIT – Kharagpur	500.00
6.	IIT – Guwahati	142.00
7.	IIT – Bombay	500.00
	Total	2015.90

Passing of IIM Bill, 2017 by Lok Sabha Indian Institutes of Management are the country's premier institutions imparting best quality education in management on globally benchmarked processes of education and training in management. IIMs are recognized as world-class management Institutions and Centers of Excellence and have brought laurels to the country. All IIMs are separate autonomous bodies registered under the Societies Act.

Being societies, IIMs are not authorized to award degrees and, hence, they have been awarding Post Graduate Diploma and Fellow Programme in Management. While these awards are treated as equivalent to MBAs and Ph.D, respectively, the equivalence is not universally acceptable, especially for the Fellow Programme.

Therefore, after approval of the Cabinet, IIM Bill, 2017 was introduced in the Lok Sabha, under which the IIMs would be declared as Institutions of National Importance and which will enable them to grant degrees to their students. Bill has been passed in both the Houses of Parliament.

SALIENT FEATURES OF IIM BILL

Passing of IIM Bill, 2017 in the Parliament and its Notification

IIMs are recognized as world-class management Institutions and Centers of Excellence. However since all IIMs are separate autonomous bodies registered under the Societies Act, they are not authorized to award degrees and, hence, they have been awarding Post Graduate Diploma and Fellow Programme in Management. While these awards have been treated as equivalent to MBAs and Ph.D, respectively, the equivalence is not universally acceptable, especially for the Fellow Programme. To enable the IIMs to grant degrees, after approval of the Parliament and receipt of assent of Hon'ble President, the IIM Act, 2017 has been notified on 31.12.2017.

Under the Act, all the existing IIMs have been declared as Institutions of National Importance, thereby enabling them to grant degrees. The Act also provides much more autonomy to the IIMs, as compared to what exists at present for other institutions of national importance.

Salient Features of IIM Act 2017

Apart from authority to grant degrees, the Act provides for complete autonomy to the Institutions, combined with adequate accountability. Management of these Institutions would be Board driven, with the Chairperson and Director of an Institution to be selected by the Board. A greater participation of experts and alumni in the Board is another of the important features in the Act. Provision has also been made for presence of women and members from Scheduled Castes/ Tribes in the Board. The Act also provides for periodic review of the performance of Institutions by independent agencies, and placing the results of the same on public domain. The Annual Report of the Institutions will be placed in the Parliament and CAG will be auditing their accounts. The Act also provides for a Coordination Forum of IIMs, chaired by an eminent person, as an advisory body.

IIIT Public Private Partnership Bill - Lok Sabha passed the Indian Institute of Information Technology Public Private Partnership Bill 2017, on 26th July 2017, that seeks to allow 15 IIITs established on a PPP model to grant degrees.

National Institutional Ranking Framework (NIRF) which was launched on 29th September 2015, ranks institutions based on objective and verifiable criteria. It has been made available separately for Engineering, Management, Pharmaceutical, Architecture, Humanities, Law and for Universities as a whole. The first ranks were declared on 4th April 2016. More than 3,500 institutions have participated in the exercise, making it the highest participated ranking



'The Union Minister for Human Resource Development, Shri Prakash Javadekar addressing at the release of the "INDIA RANKING 2017", in New Delhi on April 03, 2017.

exercise in the World. The second India Rankings were released in April 2017.

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

The Ministry of HRD, has 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. 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. Hon'ble President of India had

officially launched SWAYAM, on July 9th, 2017. At present about 750 MOOCs (Massive open online courses) courses are listed on SWAYAM and about 330 MOOCs are running, wherein about 6 Lakhs (5,92,178) students have registered for these courses.

SWAYAM PRABHA

It is an initiative to provide 32 high quality educational channels through DTH (Direct to Home) across the length and breadth of the country on 24X7 bases. This would enable to deliver e-education in a most cost effective manner. The Department of Space has allotted two Transponders of GSAT-15 for the same. 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. These educational programmes delivered over DTH shall also be made available at Youtube as archival data. The information related to

channel schedules; subject, archival link etc are available on SWAYAM Prabha portal (<https://swayamprabha.gov.in/>) which is developed by INFLIBNET Gandhinagar. Hon'ble President of India officially launched SWAYAM PRABHA, on July 9th, 2017.

National Academic Depository (NAD)

The Government of India is committed towards bringing administrative and academic reforms through the use of technology for delivery of efficient services to all stakeholders. A step in this direction is the initiative of digital depository of academic awards known as National Academic Depository (NAD). The NAD has been launched by Hon'ble President of India on 9th July, 2017. NAD is an online store house of academic awards (degrees, diplomas, certificates, mark-sheets etc) lodged by the academic institutions / school boards / eligibility assessment bodies in a digital format. NAD is on 24X7 online mode for making available academic awards and help in validating their authenticity, their safe storage and easy retrieval. As on 24th November, 2017, 74.81 lakh records have been uploaded on the NAD Portal

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 Portal (<https://ndl.iitkgp.ac.in>) went live in February 2016 with users from selected CFTIs (Centrally Funded Technical Institutes), opened to all in February 2017 (with release of Mobile App), with daily website hits: ~30K. User base - Registered: 17+ Lakhs, Active: 7+ Lakhs Content items: 72 Lakhs. Sources: 142 and IDR Sources: 85. Mobile App (Android): Launched in January, 2017, 3.5 Lakhs download and daily Android hits: ~20K. Training & awareness development IDR workshops: 19 and user workshops.

ALL INDIA SURVEY ON HIGHER EDUCATION

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

ratio, Gender Parity Index etc. are calculated from the data collected through AISHE. These are useful in making informed policy decisions and research for development of education sector.

AISHE 2010-11 to 2016-17: Since the starting of AISHE for collecting the data for the year 2010-11, there has been considerable improvement in response of the Institutions of Higher Education. During AISHE 2016-17, 96.6% University, 92.1% Colleges and 72.4% Stand-Alone Institutions uploaded the data on the portal. Final report for the AISHE 2010-11 to 2016-17 are available on MHRD website. Survey for the year 2016-17 has been completed & Survey for the year 2017-18 was launched on 5th January, 2018.

SWACHHTA PAKHWADA

As an exercise towards a more meaningful Swachhta Pakhwada for the Department of Higher Education, the ‘Swachhta Rankings’ of Higher Educational Institutions were held at a function in New Delhi on 14th September 2017. More than 3000 institutions had participated in the online submission of their levels of campus cleanliness based on some key parameters like toilet adequacy, water purity & supply, hostel kitchen facilities & cleanliness, campus greenery, method of waste disposal, garbage cleaning systems etc. The best institutions in 5 categories were awarded. To coincide with the Swachhta Pakhwada of the Department, under the Unnat Bharat Abhiyan programme, District Collectors were asked to complete ODF with facility for solid and liquid waste management in at least 1 village adopted by the educational institution in their district. 5 Collectors of Ajmer, Warangal, Telangana, Jhabua & Indore were the top 5 Collectors who completed the task in time and were awarded at the function on 14th September 2017. More than 1400 families in the villages benefited from this campaign.

RESEARCH PARKS

Five new Research Parks at IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Hyderabad, and IISc Bangalore at a total cost of Rs.75.00 crore each have been approved by the Government.

Approval has also been accorded for continuation of two already approved Research Parks at IIT Bombay and IIT Kharagpur at a cost of Rs.100 crore each.

The Research Park at IIT Gandhinagar at a total cost of Rs.90 crore is being funded by the Department of Science & Technology.

IMPRINT INDIA

IMPRINT India is an effort to direct research in the premier institutions into areas of social relevance. Under this, 10 domains have been identified which could substantially impact the living standards of the rural areas: (1) health care technology, (2) energy security, (3) rural urban housing design, (4) Nano technology, (5) water/river system, (6) advanced materials, (7) computer science and ICT, (8) manufacturing technology, (9) advanced security and (10) environment/climate change. Each of these domains is coordinated by one IIT. More than 2,600 research proposals have been submitted by scientists in the priority areas of these domains. These have been examined by eminent scientists and 259 proposals for Rs. 595.89 crore have been approved for implementation. 142 research projects costing Rs. 323.17 crore with joint funding by MHRD and various participating Ministries / departments are currently under execution under IMPRINT – I. IMPRINT-II is under process for approval.

Uchhtar Aavishkar Abhiyaan (UAA)

The scheme was launched to promote industry-specific need-based research so as to keep up the competitiveness of the Indian industry in the

global market. All the IITs have been encouraged to work with the industry to identify areas where innovation is required and come up with solutions that could be brought up to the commercialization level. Under the UAA, it is proposed to invest Rs. 250 crores every year on identified projects proposed by IITs, provided the Industry contributes 25% of the project cost. For the year 2016-17, (92) projects for Rs. 285.15 crore have been approved for implementation. IIT Madras is the National Coordinator of the scheme. (160) proposals have been received of which industry has agreed to contribute Rs. 156 Cr, making this one of the biggest ever industry-academia partnership. These research projects are expected to result in registration of patents.

Global Initiative For Academics Network (GIAN)

The GIAN programme brings together foreign and Indian faculties to teach an academic course that provides the credit to participating students selected from the world's leading academic institutions. Under this Scheme, foreign scholars are coming and conducting courses, out of which 802 courses have been completed. In 2017-18, a total of 156 courses have been conducted.

SMART INDIA HACKATHON 2017

First time India organized Smart India Hackathon 2017 with participation of more than 42,000 engineering students working on 600 problem statement to all digital solutions from 30 ministries. Second Smart India Hackathon 2018 has been announced and about One lakh engineering students are expected to participate.

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.

OTHER INITIATIVES:

- **Improving Gender Balance in IITs:** For improving Gender Balance in IITs, the IIT Council in its 51st meeting held on 28.04.2017, on the basis of the recommendations of a JAB Sub Committee, and decided to increase female enrolment in B.Tech. programmes of IITs from the current 8% to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats.
- **Premier Testing Agency:** The Union Cabinet in its meeting held on 10.11.2017 approved creation of the National Testing Agency (NTA) as an autonomous and self-sustained premier testing organization to conduct all entrance examinations for higher education institutions in the country.
- **Several welfare measures viz. Anti Ragging Cell, Anti discrimination Cell, Gender Sensitization Cell, Internal Complaints Committee for prevention of Sexual Harassment & Barrier Free access for Divyang students in all places have been introduced.**

- Six new IITs at Jammu, Bhilai, Goa, Dharwad, Tirupati and Palakkad were established and operationalized at a total cost of Rs.1411 crore.
- The proposal for construction of permanent campuses of these IITs was approved by the Union Cabinet in November, 2017 at a total cost of Rs.7002.42 crore for Phase-A.
- Wi-Fi under implementation in 38 Central Universities.
- **University Grants Commission (Open and Distance Learning) Regulations, 2017** have been recently notified in the month of June, 2017 keeping in view the urgent need of appropriate regulations for monitoring of higher education through the open and distance mode. The open and distance learning system in India has emerged as an important mode for providing education to diverse sections of society. These regulations provide clear directions and instructions for HEIs proposing to offer UG and PG courses through the ODL mode, along with the mechanism of approvals, assessment and monitoring.
- **UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017** have been notified to create a distinct category of Deemed to be Universities, called Institutions of Eminence Deemed to be Universities, which would be regulated differently from other Deemed to be Universities so as to evolve into Institutions of world class in reasonable time period. Also, in order to assist Indian Higher Education Institutions to get a rank within the top 100 in globally renowned rankings, UGC has invited applications under the Institutions of eminence scheme wherein 10 institutions from the government and 10 institutions from the private sector are to be selected. Government Institutions will get financial assistance of 1000 crores over a period of five years in addition to the grant already being received. The institutions selected from the private sector will have complete autonomy to promote innovation and creativity expected to result in producing competent graduates for the development of the country.

CHAPTER

02



HIGHER EDUCATION

CHAPTER 02

Higher Education

Enrolment in Higher Education – A comparative Study

(a) Comparative Study of Faculty-wise enrolment between the year of 2011-12 and 2016-17 (end of the 5th year of XII Plan)

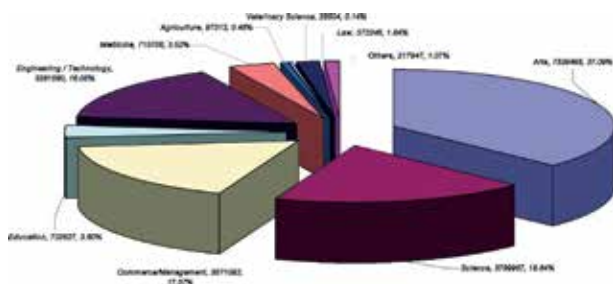


Fig. 1.1 Faculty-wise Students Enrolment: universities and Colleges: 2011-12

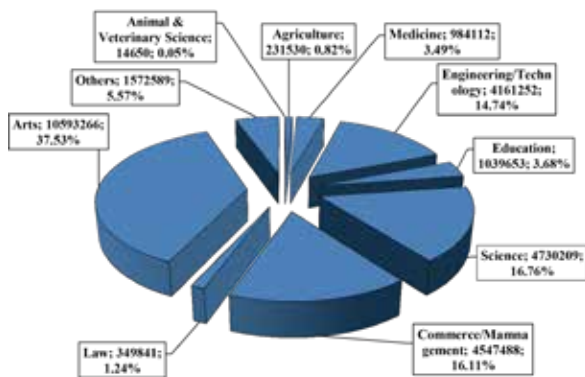


Fig. 1.2: Faculty-wise Students Enrolment in Under Graduate : Universities and Colleges: 2016-17

Faculty wise enrolment of Higher Education for the year 2011-12 & 2016-17 (figure 1.1 and 1.2) shows that there is significant increase of students enrolment in all the faculties during the year 2016-17. Share of Students Enrolment in the faculty of Arts, Science, Commerce/Management,

Educations, Engg/Tech., Medicine, Agriculture, Veterinary Science, Law & Others to the total enrolment during 2016-17 are 37.53%, 16.76%, 16.11%, 3.68%, 14.74%, 3.49%, 0.82%, 0.05%, 1.24%, 5.57% respectively.

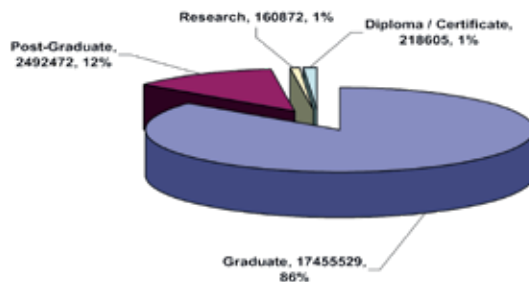


Fig. 2.1 Levelwise Students enrolment: University Teaching Departments/ University Colleges & Affiliated Colleges: 2011-12

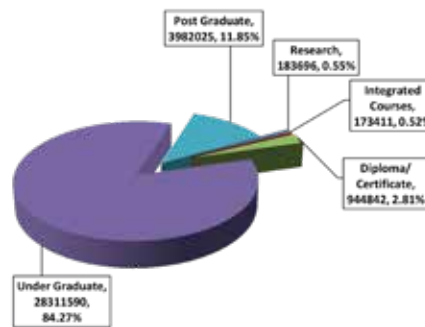


Fig. 2.2 Level wise Students enrolment: University Teaching Departments/ University Colleges & Affiliated Colleges: 2016-17

A comparative Study of Level wise Enrolment of Higher Education for the year 2011-12 & 2016-17 (figure 2.1 and 2.2) shows that enrolment of Graduate, Post-Graduate, students has increased by 62.19% & 59.76% respectively and excludes integrated courses which are 0.52% of the Total

Enrolment. The overall increase in enrolment has been 65.27% during this period.

All India Survey on Higher Education (AISHE)

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

AISHE 2010-11 to 2016-17: In the very first year of the Survey about 90% University, 50% Colleges and 50% Stand-Alone Institutions had responded. Gradual increase has been seen in the number of institutions also responded for the survey for the subsequent years which is the highest among any of the data collection exercise on higher

education either by MHRD or UGC. Survey for the six years has been completed. All the report so far the AISHE 2010-11 to 2016-17 is available on MHRD Website. From the survey 2016-17 onwards, new format of Teacher Information Form (TIF) is developed as part of the main Data capture Format (DCF) to collect teachers' details of all the teachers employed with the University/ Institution of Higher Education. AISHE 2017-18 was launched on 5th January, 2018.

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

Key Results of the AISHE 2016-17

- Survey covers entire Higher Education Institutions in the country. Institutions are categorized in 3 broad Categories; University, College and Stand-Alone Institutions.
- There are 864 Universities, 40026 colleges and 11669 Stand Alone Institutions listed on AISHE web portal and out of them 795 Universities, 34193 Colleges and 7496

Stand Alone Institutions have responded during the survey. 278 Universities are affiliating i.e. having Colleges.

- 313 Universities are privately managed. 338 Universities are located in rural area.
- 15 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Odisha, Uttarkhand and West Bengal.
- In addition to 1 Central Open University, 13 State Open Universities and 1 State Private Open University, there are 117 Dual mode Universities, which offer education through distance mode also and the maximum (17) of them are located in Tamil Nadu.
- There are 488 General, 114 Technical, 67 Agriculture & Allied, 52 Medical, 19 Law, 13 Sanskrit and 9 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 1025 colleges followed by Jaipur with 635 colleges. Top 50 districts have about 33.5% of colleges.
- College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 59 in Telangana as compared to All India average of 28.
- 59.3% Colleges are located in Rural Area. 9.3% Colleges are exclusively for Women.
- Only 2.6% Colleges run Ph.D. programme and 36.7% Colleges run Post Graduate Level programmes.
- There are 40% Colleges, which run only single programme, out of which 77.6% are privately managed. Among these, 35% colleges run B.Ed. Courses only.
- 77.8% Colleges are privately managed; 64.2% Private-unaided and 13.6% Private-aided. Andhra Pradesh & Telangana have more than 81% Private-unaided colleges and Tamil Nadu has 75.8% Private-unaided Colleges, whereas, Bihar has 13.1% and Assam has only 10.8% Private-unaided colleges.
- 20.1% of the Colleges are having enrolment less than 100 and only 4.1% Colleges have enrolment more than 3000.
- Total enrolment in higher education has been estimated to be 35.7 million with 19.0 million boys and 16.7 million girls. Girls constitute 46.8% of the total enrolment.
- Gross Enrolment Ratio (GER) in Higher education in India is 25.2%, which is calculated for 18-23 years of age group. GER for male population is 26.0% and for females, it is 24.5%. For Scheduled Castes, it is 21.1% and for Scheduled Tribes, it is 15.4% as compared to the national GER of 25.2%.
- Distance enrolment constitutes about 11.45% of the total enrolment in higher education, of which 46.9% are female students.
- About 79.4% of the students are enrolled in Undergraduate level programme. 1,41,037 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 191 cover 84% of the total students enrolled in higher education.
- At Undergraduate level the highest number (38%) of students are enrolled in Arts/

- Humanities/Social Sciences courses followed by Science (16.7%), Engineering and Technology (14.7%) and Commerce (14.1%)
- At Ph.D. level, maximum number of students are enrolled in Science stream followed by Engineering and Technology. On the other hand at Post Graduate level maximum students are enrolled in Social Science stream and Management comes at number two.
 - Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu.
 - Scheduled Casts students constitute 14.2% and Scheduled Tribes students 5.1% of the total enrolment. 34.4% students belong to Other Backward Classes. 4.9% students belong to Muslim Minority and 2.2% from other Minority Community.
 - The total number of foreign students enrolled in higher education is 47,575.
 - The foreign students come from 162 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 23.6% of the total, followed by, Afghanistan (9.3%), Bhutan (4.8%). Nigeria and Sudan constitutes (4.4%) each.
 - There are more than 77.8% colleges running in Private sector; aided and unaided taken together, but it caters to only 67.3% of the total enrolment.
 - The estimated total number of teachers is 13,65,786. Out of which more than half about 59.4% are male teachers and 40.6% are female teachers.
 - At all-India level there are merely 68 female teachers per 100 male teachers.
 - Pupil Teacher Ratio (PTR) in Universities and Colleges is 22 if regular enrolment is considered where PTR for Universities and its Constituent Units is 19 for regular mode.
 - 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 15% and 17% non-teaching posts respectively.
 - The average number of females per 100 male non-teaching staff is 44.
 - 28,779 students were awarded Ph.D. level degree during 2016 with 16,274 males and 12,505 females.
 - B.A. (21.70 Lakh) degree has been awarded to maximum number of students. B.Sc. (10.12 Lakh) is the second highest followed by B.Com. (9.48 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 (21.70 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 (33.6%) followed by Institute of National Importance (21%), Central University (14.3%) and Deemed University-Private (13.4%).
 - Share of female students is lowest in Institution of National Importance followed by State Private Open Universities, Deemed University- Government.

CENTRAL ADVISORY BOARD OF EDUCATION (CABE)

The CABE is the highest advisory body to advise the Central and State Government in the field of education. It was reconstituted vide Resolution No. 2-8/2011-PN.I dated 11th June, 2015 for a period of three years. The 65th Meeting of the CABE was held under the chairmanship of Union Human Resource Minister Sh. Prakash Javadekar during 15th -16th January, 2018 in New Delhi.

The meeting was attended by Smt. Maneka Gandhi, Hon'ble Minister of Women & Child Development, Shri Thaawarchand Gehlot, Hon'ble Minister of Social Justice and Empowerment, Shri Mukhtar Abbas Naqvi, Hon'ble Minister of Minority Affairs, Shri Mahesh Sharma, Hon'ble Minister of Culture and Shri Satya Pal Singh, Hon'ble Minister of State for Human Resource Development.

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. Sh. K.K. Sharma, Secretary, Department of Higher Education and Sh. Anil Swarup, Secretary, Department of School Education & Literacy were also present in the meeting along with senior officials of Central and State Governments.

NATIONAL ACADEMIC DEPOSITORY (NAD): The Government of India is committed towards bringing administrative and academic reform through the use of technology for delivery of efficient services to all stakeholders. Education engages with almost every citizen of the country and the Government is keen to create quality infrastructure that will facilitate delivery of services to citizens and will also facilitate academic institutions in performing their core



functions. A step in this direction is the initiative of digital depository of academic awards known as National Academic Depository (NAD). The NAD has been launched by Hon'ble President of India on 9th July, 2017.

NAD is an online store house of academic awards (degrees, diplomas, certificates, marksheets etc) lodged by the academic institutions / boards / eligibility assessment bodies in a digital format. NAD is on 24x7 online mode for making available academic awards and help in validating their authenticity, their safe storage and easy retrieval. The University Grants Commission (UGC) is the authorised implementing body of National Academic Depository (NAD).

NAD comprises of two interoperable digital depositories viz. CDSL Ventures Limited (CVL) and NSDL Database Management Limited (NDML). The details regarding NAD are available at www.nad.gov.in. **As on 24th November, 2017; around 74.81546 lakh academic awards have been uploaded by various academic institutions on NAD.**

Salient Features of NAD:

- Users viz. Academic Institutions/Boards/Eligibility Assessment Bodies, students and verifying entities register into the system to avail benefits of NAD.
- Aadhaar is used as an identifier for registration and usage. In case of non-availability of Aadhaar, a unique NAD ID is used.
- Digital and authenticated copy of academic awards with prescribed security features is provided to a student and/or any verifier duly authorised by the student concerned.
- A person requiring verification and authentication of any specific academic award in the NAD may apply online after due registration upon payment of prescribed

user charges. Online verification requests of academic awards are honoured the same day and not later than 24 hours.

Benefits of NAD:

- NAD provides a 24x7 available online system for lodging, retrieval, authentication and verification of academic awards in digital format for the students, academic institutions/boards/eligibility assessment bodies and verifying users.
- It also provides an academic award database for data analytics to the Government/regulatory bodies/academic institutions.
- Electronic depository of academic awards enables educational institutions/ boards/eligibility assessment bodies, students and employers to access academic awards online thereby eliminating the need for persons to seek physical transcripts of such awards or mark-sheets for verification.
- It eliminates fraudulent practices viz. forging of certificates and mark-sheets by facilitating quick, hassle-free and online verifications.

Revision of Pay scales of academic staff of centrally funded Universities and Colleges:

A Pay Review Committee was constituted by the University Grants Commission for pay revision of academic staff of universities and colleges following the revision of pay of Central Government employees on the recommendations of 7th CPC. The report of the Pay Review Committee was examined by the Empowered Committee, constituted by the Ministry, and proposal for pay revision of academic staff of universities and colleges was sent to the Cabinet for approval. The Cabinet approved the revised pay scales for academic staff of universities and colleges in its meeting held on 11.10.2017. The Ministry issued necessary orders vide letters No.1-

7/2015-U.II(1) dated 02.11.2017 and 08.11.2017 for pay revision of academic staff of universities and colleges. Also, letters No.1-7/2015-U.II(2) dated 02.11.2017 and 08.11.2017 have been issued for pay revision of Registrar, Deputy Registrar, Assistant Registrar, Controller of Examination, Deputy Controller of Examination, Assistant Controller of Examination, Finance Officer, Deputy Finance Officer and Assistant Finance Officer in Universities and Colleges.

Scheme of National Research Professorship:

The Government of India had instituted the scheme of National Research Professorship in 1949, to honor distinguished academics and scholars in recognition of their contribution to knowledge.

Persons of real eminence who have attained the age of 65 years and who have made outstanding contribution in their respective fields and are still capable of productive research are considered for

appointment as National Research Professors. The appointment is made initially for a period of 5 years which is extendable by another term of 5 years. Thereafter, a National Research Professor is entitled to life pension.

Emoluments and Other Benefits: The post of National Research Professor carries an honorarium of Rs.75,000/- per month. After completion of first term or the extended second term, a National Research Professor is entitled to a life pension of Rs.25,000/- per month. The honorarium and pension paid to National Research Professor are exempted from Income Tax. In addition to honorarium, a lumpsum payment for meeting expenditure on contingencies like office expenses, salary of supporting staff, purchase of equipment, etc. is also admissible to the National Research Professor. At present, contingency grant up to a maximum of Rs.1,00,000/- per annum is given to a National Research Professor.



The selection for appointment of NRPs is made by a Committee consisting of Prime Minister, Minister of Human Resource Development, Home Minister and Finance Minister. In appropriate cases, the Minister of HRD initiates the proposal on file for appointment, which is seen thereafter by the Prime Minister and other Ministers. The maximum number of existing National Research Professor, at any given time, excluding those who have retired on life pension, is not to exceed 12. The general convention is to keep at least 2 positions vacant to deal with any immediate requirements.

NRPs are free to continue their research work in their own fields at the University or Institution of their choice and are expected to send to the Government annual reports on the research work done by them.

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 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.

Targets / Achievements: An amount of Rs.1,950 crore has been earmarked in BE 2017-18 for this Scheme, including for the Credit Guarantee Fund Scheme for Education Loans (CGFSEL). So far 24,89,718 students have been benefitted since the inception of the Scheme.

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.

THE NATIONAL RAGGING PREVENTION PROGRAMME

Objective: To curb the menace of ragging in the educational institutions and make India a Ragging-Free Nation.

Coverage:

1. The programme covers the entire nation. Prevention is achieved through (i) improved communication among college authorities, parents & students (ii) effective monitoring of compliance of regulations & (iii) enhanced public awareness. The programme also provides for an effective mechanism for redressal of students complaints.
2. An Anti-Ragging toll free “helpline” 1800-180-5522 in 12 languages has been made operational by the UGC with Call Centre facilities for helping victims of ragging, besides facilitating effective coordinated action by all concerned. The complaints can also be filed through email at helpline@antiragging.in
3. 3272 complaints of Ragging were recorded by the National Anti Ragging Help Line from 18.04.2012 to 04.12.2017 and out of this, 3116 complaints have been disposed of.
4. The UGC has also developed the Anti-Ragging Website i.e. www.antiragging.in. The Portal contains the record of registered complaints received and the status of the action taken thereon. The victims can also file their complaints online through www.amanmovement.org. An Anti-Ragging Mobile Application was launched by Shri Prakash Javadekar, Hon’ble Minister of Human Resource Development on 29.05.2017 for filing complaints on ragging, filing the anti-ragging undertaking and for

calling the Toll Free Anti-Ragging Helpline Number.

5. The scope of Anti Ragging helpline and its associated mechanisms was recently expanded to include cases of ethnic and racial discrimination amongst students across the nation. It is now an Anti Ragging & Anti Racial Discrimination help line.
6. Public awareness campaigns are being undertaken regularly. The UGC has uploaded few videos on campaign against ragging, videos on different perspective of ragging (of offender, of parents and of victim) and an Anti-Ragging documentary. These videos are available at the UGC Webpage, <http://www.ugc.ac.in/page/Videos-Regarding-Ragging.aspx>.
7. Overall monitoring of the programme is done by a Committee consisting of eminent experts from field of academics and education.

Swachhta Rankings Exercise

Swachhta has been recognised as the most important aspect on which the Higher Educational Institutions ought to play a lead role in setting an example to society.

This task was decided to be undertaken by generating peer pressure amongst the institutions, so that results are achieved faster in terms of campus hygiene.

In order to bring a sense of competition among the institutions in maintaining campus cleanliness and also spread the sense of hygiene in their neighbourhood, the Swachhta Ranking Exercise was undertaken for Higher Education Institutions (HEIs). Swachhta Ranking was carried out based on the following parameters:

- (a) Adequacy and maintenance of toilets in the institutions.

- (b) Solid and liquid waste disposal process.
- (c) Garbage disposal facility in campus.
- (d) Hostel kitchen facilities, their modernity and hygiene.
- (e) Greenery in campus and overall cleanliness.
- (f) Water purity, adequacy and spread of availability.
- (g) Off campus activity of promotion of Swachhta in the neighbourhood.



'The Union Minister for Human Resource Development, Shri Prakash Javadekar releasing the Swachhta Ranking 2017, at a function, in New Delhi

HEIs in the country were invited to apply online, providing details on some key parameters of campus hygiene and off campus activities, after which teams from UGC and AICTE inspected the top 174 out of the 3500 applying institutions. Out of these, the Selection Committee formed for the purpose, identified the top 25 institutions across 5 categories of institutions and they were awarded by Hon'ble Minister for Human Resource Development at a function held in New Delhi, on 14th September 2017. This Rankings exercise has now generated peer pressure amongst educational institutions for the future in the critical area of Swachhta.

Unnat Bharat Abhiyan Programme of Government of India

Unnat Bharat Abhiyan has been conceptualised and framed as a flagship programme of the

Ministry of Human Resource Development to address the twin objectives of transformative rural development and introduction of greater social relevance into the higher education sector. The Scheme aims to involve higher educational institutions which are self-motivated by the task of rural amelioration, have a proven track record in rural engagement and are willing to commit their own resources for the preliminary processes like field visits etc. The implementation of the solutions suggested by the Higher Educational Institutions in respect of the adopted villages, would be executed by the concerned District Administrative authorities from the resources at their disposal.

Functional Objectives

- a) Every technical institution shall adopt an innovative approach to find solutions for the needs of the masses.
- b) Students of technical institutions and other professional educational institutions would engage and understand the requirements of the rural people.
- c) Identify & select existing innovative technologies, enable customisation of technologies, or devise implementation method for innovative solutions, as required by the people & reflected by the village and district authorities.
- d) Non-technical institutions like Universities, Colleges and Deemed Universities will participate in rural processes for understanding and contributing to social reengineering and locating solutions for rural needs, including facilitation of technological interventions, where feasible.
- e) All solutions shall be sustainable, implementable, scalable and acceptable
- f) There would be no top-down imposition of technological solutions and all solutions

would emanate from a study of village requirement and articulated by Panchayats and District authorities.

- g) There shall be clear performance output parameters.

The total outlay of the Scheme is Rs. 83.08 crore for three years from 2017-18 to 2019-20.

Unnat Bharat Abhiyan and Swachhta

In order to help in transferring knowledge and technology for betterment of rural areas, more than 85 institutions have adopted about 400 villages under the UBA.

An important area taken up under UBA is Swachhta, through working with District Collectors towards ensuring Open Defecation Free (ODF) status in villages. Higher education institutions were asked to work with District Collectors to achieve ODF in their selected villages and to adopt best practices.

Five villages identified by Higher Educational Institutions in Ajmer(Rajasthan), Jhabua (MP), Medak (Telangana), Warangal (Telangana) and Indore (MP) in association with the concerned District Collectors were converted into Open Defecation Free with facilities installed for solid and liquid waste management. This task was accomplished in the short period leading up to the Swachhta Pakhwada for the Department of Higher Education and concluded on 31st August 2017. More than 1200 families benefited from this effort. The Collectors and the Nodal Faculty from the HEIs were also awarded on 14th September 2017 by Hon'ble Minister for HRD.

National Initiative for Design Innovation (NIDI)

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 (ODS) and a National Design Innovation Network (NDIN), linking together all these schools would be set up at an estimated cost of Rs 240 Crores. Under this scheme, 20 DIC's would be set up by co-locating them in existing publicly funded institutes of national repute like IIT's, NIT's, central and state universities, to facilitate optimal utilization of the existing resources including faculty and land. Each of the DIC's would be provided 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 Bhubaneswar, IIT BHU, University of Rajasthan, Savitribai Phule Pune University, Rani Durgawati University.

During the year 2015-16, proposals of six more institutes were approved – School of Planning & Architecture Delhi, IIT Kanpur, Panjab University, Jawahar Lal Nehru Technological University Kakinada, IIT Hyderabad and IIT Kharagpur was approved for establishment of DICs.

In the financial year 2016-17, project proposal of North Eastern Hill University, Shillong was

approved for the establishment of DIC, along with proposals of IISc Bangalore and IIT Bombay for establishment of NDIN and ODS respectively.

In the current financial year 2017-18, the work is in progress for finalizing pending three DIC's. In progress for finalizing pending three DIC's (for which 10 proposals are already examined). The Scheme NIDI has also been approved for extension till March, 2020.

As far as output is concerned, there are about 45 products which have been patented by DIC's and around 200 products under process. 9000 students have currently enrolled for the courses initiated under the scheme.

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS & TEACHING (PMMMNTT)

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.

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.

A total of 64 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	12
2.	Centres of Excellence for Curriculum and Pedagogy	50	34
2.1	Centres of Excellence in Science and Mathematics Education	5	3
2.2	Teaching Learning Centres	25	25
2.3	Faculty Development Centres	20	6
3.	Inter-University Centres for Teachers' Education	2	2
4.	National Resource Centre for Education	1	1
5.	Centres for Academic Leadership and Education Management	5	3

Sl. No.	Name of the Component	Total Number to be set up	Number set up till now
6.	Teaching Resource Grant, including Workshop & Seminar	No specific number	9
7.	Subject Networks for Curricular Renewal and Reforms	No specific number	3
8.	Induction training programmes of newly recruited faculty in Higher Education		
9.	Academic leadership development programme for senior academic and administrative functionaries (VC/Registrar/Dean/Heads) of Higher/Secondary Education Institutions.		
		Total	64

Vide Ten PAB meetings held till now, 64 proposals have been sanctioned and a total of Rs. 201.3 crores has been released till now under the scheme. The Budget Estimates (BE), Revised Estimates (RE) and actual expenditure of the Scheme as of now are as given below:

(Rs. in crores)

Year	2014-15*	2015-16	2016-17	2017-18
Budget Estimates (BE)	100	100	120	120
Revised Estimates (RE)	15	63	110	N.A
Actual Expenditure	1.25	59.95	70.04	70.66

* The Scheme was launched in December, 2014

F.Y. 2017-18 expenditure



CHAPTER 03

University Grants Commission

UGC is a Statutory Body established by an Act of Parliament in 1956 for the promotion and coordination of University Education and for the determination of teaching, examination, research and 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, Bangalore, Guwahati, Kolkata, Bhopal and Pune.

Performance of various Schemes/ Programme of UGC: University Grants Commission, in its endeavour 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 as 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 2016-17 and 2017-18 (upto 30 November, 2017): In discharge of its mandate of coordinating and determining standards of higher education, UGC has taken significant regulatory measures. These regulations are:

- 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 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 (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016
- University Grants Commission (Institutions Deemed to be Universities) Regulations, 2016
- University Grants Commission (Open and Distance Learning) Regulations, 2017

- University Grants Commission (Institutions of Eminence Deemed to be Universities) Regulations, 2017

Universities with Potential for Excellence (UPE) and Colleges with Potential for Excellence (CPE): In order to achieve excellence in teaching and research, UGC has been assisting 16 identified Universities for granting the status of ‘University with Potential for Excellence (UPE)’. During 2016-2017, an amount of Rs.70.11 crore was released and during 2017-18 (upto 27.11.2017), an amount of Rs.32.50 crore was released to the Universities under the scheme UPE.

Similarly, 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” (CPE). At present, 295 Colleges are enjoying the CPE status and 19 colleges are enjoying College of Excellence (CE) status. During 2017-18, (upto October 2018) an amount of Rs.68 crores was released to the Colleges under the CPE scheme.

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. As on 31.03.2017, the number of SAP supported Departments were 815. During 2017-18 (upto November 2017) Departments at various levels were financially assisted to the extent of Rs.17.51 crores.

Direct Benefit Transfer (DBT): Direct Benefit Transfer (DBT) is an attempt to change the mechanism of transferring grants launched by Government of India. The purpose of DBT is to ensure that benefits go to individuals’ bank

accounts electronically, minimizing tiers involved in fund flow thereby reducing delay in payment, ensuring accurate targeting of the beneficiary and curbing pilferage and duplication. All scholarship/fellowship schemes of UGC have been migrated on DBT mode. Legacy cases pertaining to earlier selection years have also been migrated to DBT mode with effect from 01.07.2017. The scheme of Ishan Uday special scholarship scheme for NER has been on-boarded to the National Scholarship Portal (NSP 2.0) with effect from the current financial year.

Public Grievances: UGC receives online Public Grievances from CPGRAMS portal of Government of India on the ID of Secretary UGC. The grievances are registered by petitioners on the portal and are forwarded to UGC from Directorate of Public Grievances (DPG), Department of Administrative Reforms and Public Grievances (DARPG), President Secretariat, Pension, Prime Minister’s Office (PMO). This initiative aims at providing mechanism for redressal of public/students grievances and ensures transparency. Offline grievances received by UGC are responded through offline mode in order to redress the grievances submitted by petitioners.

Swami Vivekananda Single Girl Child Fellowship: The dropout ratio at various levels of education for girls is much higher than that of boys. Keeping Swami Vivekananda’s ideas of women and to achieve and promote girls education, the University Grants Commission (UGC) had introduced Swami Vivekananda Single Girl Child Fellowship for research in Social Sciences with an aim to compensate direct costs of higher education especially for such girls who happen to be the only girl child in their family.

Public Finance Management System: The University Grants Commission (UGC) has implemented Public Finance Management System (PFMS) for disbursement of all kind of

grants from the Commission. PFMS is a web-based application for payment, accounting and reconciliation of Government transactions and integrates various existing standalone systems. It is a financial management platform under Controller General of Accounts, Ministry of Finance, Government of India 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 should have registered on PFMS and added 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. The 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. UGC receives Plan funds through PFMS in the three schemes viz. 0873, 0874 and 0875 and is mapped with Ministry of Human Resource Development for monitoring under CPSMS. Grants are disbursed to all Universities and Colleges through PFMS only.

Mandatory Accreditation: National Assessment and Accreditation Council (NAAC), an Inter University Centre, was established by UGC on 16th September 1994 with the objective

of assessment and accreditation of Higher Educational Institutions. In order to meet its mandate NAAC reviews periodically and revise and update as and when considered necessary in the light of experience gained the techniques and modalities of assessment and communicate the results of assessment and grading to the concerned institution in a form and manner appropriate for corrective action, rectification and self improvement. As on 31.03.2017, NAAC has accredited 10,895 Higher Educational Institutions.

Wi-Fi to Central Universities: As per the Digital India Initiative of Government of India, UGC is providing Wi-Fi connectivity to Central Universities. MHRD has approved the project cost of the Wi-Fi project for 38 Central Universities. MoU had been signed for Hot-Spot / Wi-Fi Campus Connect in 38 Central Universities among MHRD, UGC, NICS and 38 Central Universities in August, 2016. UGC has released an amount of Rs.175.72 crore to 27 Central Universities as a special grant under Wi-Fi Project and remaining 10 Central Universities have been asked to incur the expenditure out of the grant provided under GDA for Wi-Fi project.

Web-based application for UGC Schemes: National Information Commission (NIC) has developed web based online application forms for Schemes of UGC. User manuals which give step-by-step instructions on the usage of the application has also been developed for the schemes viz. (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 Centers 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, Workshop, Seminars in Colleges (xi) Incentivisation of teacher, subject Association for organization of various academic research activities (xii) Establishment of Centers for study of social exclusive and inclusive policy (xiii) Scheme of Community College for University and colleges (xiv) Universities with Potential for Excellence (UPE), (xv) College with Potential for Excellence (CPE), College of Excellence (CE) etc. The applications have been hosted on the NIC server and can be accessed at URL: <http://eschemesugc.gov.in>.

40 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 2016-17.

Skill Development Initiatives: The University Grants Commission (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. 199 Community Colleges were approved under the scheme and an amount of Rs. 13.69 crore was released during the year 2017-18 (till November, 2017).

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.10.30 crore was released during the year 2017-18 (till November, 2017).

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. 63 Institutions were recommended for DDU KAUSHAL centres with a student intake of 8600 and a Grant of Rs.3.15 crore was released during the year 2017-18 (till November, 2017). The ceiling of assistance to the Universities/ Colleges is Rs. 05.00 crores.

SCHEMES FOR NORTH EAST AND HILL STATES

ISHAN UDAY Special Scholarship Scheme for North Eastern Region: With regard to promotion of Higher Education in North Eastern Region (NER), the University Grants Commission (UGC) had launched “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 and Canara Bank. An expenditure of Rs.8.13 Crore has been incurred till 31st August, 2017 (during 2017-18) to 17901 Scholarship holders. Ishan Uday special Scholarship for NER student’ has been on boarded on National scholarship portal (<http://scholarships.gov.in>).



CHAPTER 04

Central Universities

Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing research and instructional facilities by providing inter-disciplinary studies and innovation in teaching-learning process. It is envisaged that these Universities would exhibit themselves as centres of excellence and play a catalytic role in the all round development of the society in general and the academic institutions around it. The Central Universities are governed by their respective Act and Statutes and Ordinances framed there under. There are at present 41 Central Universities fully funded by

the MHRD, 40 of them are funded through UGC, while IGNOU is funded directly by the Ministry.

Wi-Fi to Central Universities:- The Government has approved the project to provide Wi-Fi facility for all students in the Central Universities. The purpose of the project is to improve access for the students to National Knowledge Network. Wi-Fi access facility has been provided through OPEX model in 26 Universities.

The following is the status of the Wi-Fi facility in the Central Universities:-

- | | |
|---|---------------------------|
| (a) Already having Wi-Fi facility | - 10 Central Universities |
| (b) Provided Wi-Fi through OPEX model | - 26 Central Universities |
| (c) Partial Wi-Fi facility in the new Campus | - 02 Central Universities |
| (d) Wi-Fi facility not provided due to temporary Campus | - 02 Central Universities |

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 – 500007

S. No.	State	Name of Central University
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, 6 th 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, Kanganalancherry (Post), Thiruvarur – 610 101.
20.	Uttar Pradesh	Aligarh Muslim University, Aligarh, U.P. – 202 002
21.		Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareilly Road, Lucknow, Uttar Pradesh – 226 025
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

S. No.	State	Name of Central University
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), Distt. 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, Vill. Jant–Pali, District – Mahendergarh – 123 029, Haryana
38.	Chhattisgarh	Guru Ghasidas Vishwavidyalaya, Main Campus, Koni, Bilaspur, Chhattisgarh – 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.



CHAPTER 05

Institutions of Eminence, Deemed & Private Universities

INSTITUTIONS OF EMINENCE

The Hon'ble Finance Minister in his budget speech 2016 had announced that "It is our commitment to empower Higher Educational Institutions to help them become world class teaching and research institutions. An enabling regulatory architecture will be provided to ten public and ten private institutions to emerge as world-class Teaching and Research Institutions. This will enhance affordable access to high quality education for ordinary Indians. A detailed scheme will be formulated". As per the budget announcement, the Government approved the scheme of providing Regulatory Architecture for setting up / upgrading of 20 Institutions (10 from public sector & 10 from private sector) as world class teaching and research institutions called as 'Institutions of Eminence'. The Regulatory Architecture has been provided in the form of UGC (Declaration of Government Institutions as Institutions of Eminence) Guidelines, 2017 for public Institutions and UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017 for private Institutions, details for which are available on UGC website www.ugc.ac.in.

The selection shall be made through challenge method mode by Empowered Expert Committee constituted for the purpose. The institutions will have freedom to choose their own path to become world class institutions. It is expected that the selected Institution will come up in top 500 of the world ranking in 10 years and in top 100 eventually over the time. To achieve the top world

ranking, these Institutions shall be provided with greater autonomy viz. to admit foreign students up to 30% of admitted students; to recruit foreign faculty upto 25% of faculty strength; to offer online courses upto 20% of its programmes; to enter into academic collaboration with top 500 in the world ranking Institutions without permission of UGC; free to fix and charge fees from foreign students without restriction; flexibility of course structure in terms of number of credit hours and years to take a degree; complete flexibility in fixing of curriculum and syllabus, etc. Public Institution to be selected as 'Institutions of Eminence' will get financial assistance upto Rs. 1000 Crore each under this scheme.

In this regard, Applications for Institutions of Eminence have been received from both public & private sector, which are under consideration of the Government.

DEEMED TO BE UNIVERSITIES

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

An Institution is declared as Deemed to be University by the Central Government, on the

advice of University Grants Commission (UGC), under Section 3 of the UGC Act, 1956 through Gazette Notification while other Universities are established under either the Act of Parliament or the Act of State Legislatures.

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 and 2 Institutions are established under PPP mode.

At present, there are 123 Institutions Deemed to be Universities (as on 24.01.2018). Out of 123

List of Institutions Deemed to be Universities as on 24/01/2018

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
ANDHRA PRADESH			
1.	Gandhi Institute of Technology and Management (GITAM), Gandhi Nagar Campus, Rushikonda, Visakhapatman – 530 045, Andhra Pradesh.	13.08.2007	Privately controlled (Self-financing)
2.	Koneru Lakshmaiah Education Foundation, Greenfields, Kunchanapalli Post, Vaddeswaram, Guntur District-522002, Andhra Pradesh.	20.02.2009	Privately controlled (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	Privately controlled (Partially funded by UGC)
5.	Vignan's Foundation for Science, Technology and Research, Vadlamudi, Guntur District – 522213,, Andhra Pradesh.	19.12.2008	Privately controlled (Self-financing)
ARUNACHAL PRADESH			
6.	North Eastern Regional Institute of Science & Technology, Nirjuli, Itanagar-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	Union Territory of Chandigarh Administration, Govt. of India

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
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.
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	Government of NCT of Delhi
13.	Jamia Hamdard, Hamdard Nagar, New Delhi-110 062.	10.05.1989	Privately controlled (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 Institute 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	Privately controlled (Self-financing)
GUJARAT			
19.	Gujarat Vidyapith, PO Navjivan, Ashram Road, Ahmedabad-380 014, Gujarat.	16.07.1963	Privately controlled (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
20.	Sumandeep Vidyapeeth, Village - Piparia, Taluka Vaghodia, District - Vadodara, Gujarat.	17.01.2007	Privately controlled (Self-financing)
HARYANA			
21.	Lingaya's Vidyapeeth, Nachauli, Old Faridabad – Jasana Road, Faridabad – 121 002 Haryana. (Formerly known as Lingaya's University)	05.01.2009	Privately controlled (Self-financing)
22.	Maharishi Markandeshwar, Mullana, Ambala, Haryana. (Formerly known as Maharishi Markandeshwar University)	12.06.2007	Privately controlled (Self-financing)
23.	Manav Rachna International Institute of Research & Studies, Faridabad, Haryana (Formerly known as Manav Rachna International University)	21.10.2008	Privately controlled (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.
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. Sonapat, 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	Privately controlled (Self-financing)
KARNATAKA			
29.	B.L.D.E., Bijapur, Karnataka (Formerly known as B.L.D. E. University)	29.02.2008	Privately controlled (Self-financing)

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
30.	Christ, Hosur Road, Bangalore – 560 029, Karnataka. (Formerly known as B.L.D. E. University)	22.07.2008	Privately controlled (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	PPP model
33.	JSS Academy of Higher Education & Research, Jagadguru Dr. Sri Shivarathri Rajendra Circle, Ramanuja Road, Mysore – 570 004, Karnataka. (Formerly known as Jagadguru Sri Shivarathreeswara University)	28.05.2008	Privately controlled (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, 91/2, Dr. A.N. Krishna Rao Road, V.V. Puram, Bangalore, Karnataka. (Formerly known as Jain University)	19.12.2008	Privately controlled (Self-financing)
36.	K.L.E. Academy of Higher Education and Research, J.N.Medical College Campus, Belgaum (Karnataka)	13.04.2006	Privately controlled (Self-financing)
37.	Manipal Academy of Higher Education, Madhav Nagar, Udupi, , Manipal-576 104, Karnataka .	01.06.1993	Privately controlled (Self-financing)
38.	NITTE, Mangalore 575 003, Karnataka (Formerly known as NITTE University)	04.06.2008	Privately controlled (Self-financing)
39.	Sri Devraj Urs Academy of Higher Education and Research, B. H. Road, Tamaka, Kolar – 563 101, Karnataka.	25.05.2007	Privately controlled (Self-financing)
40.	Sri Siddhartha Academy of Higher Education, Tumkur District – 572 102, Karnataka.	30.05.2008	Privately controlled (Self-financing)
41.	Swami Vivekananda Yoga Anusandhana Samsthana, No. 9, Appajappa Agrahara, Chamarajpet, Bangalore-560 018, Karnataka.	08.05.2002	Privately controlled (Self-financing)

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
42.	Yenepoya, Mangalore, Karnataka (Formerly known as Yenepoya University)	27.02.2008	Privately controlled (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	Privately controlled (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	Privately controlled (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	Privately controlled (Self-financing)
50.	Datta Meghe Institute of Medical Sciences, Atrey Layout, Pratap Nagar, Nagpur-440 022 (Maharashtra).	24.05.2005	Privately controlled (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	Privately controlled (Self-financing)
53.	Gokhale Institute of Politics & Economics, BMC College Road, Deccan Gymkhana, Pune-411 004, Maharashtra.	07.05.1993	Privately controlled (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
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	Privately controlled (Self-financing)
60.	MGM Institute of Health Sciences, MGM Campus, Sector – 18, Kamothe, Navi Mumbai– 410 209 (M.S.)	30-08-2006	Privately controlled (Self-financing)
61.	Narsee Monjee Institute of Management Studies, VL Mehta Road, Vile Parle West, Mumbai-400 056, Maharashtra	13.01.2003	Privately controlled (Self-financing)
62.	Padmashree Dr. D.Y. Patil Vidyapeeth, Vidya Nagar, Sector 7, Nerul, Navi Mumbai – 400 706, Maharashtra.	20.06.2002	Privately controlled (Self-financing)
63.	Pravara Institute of Medical Sciences, P.O.-Loni BK-413 736, District Ahmednagar, Maharashtra.	29.09.2003	Privately controlled (Self-financing)
64.	Symbiosis International, Senapati Bapat Road, Pune-411 004, Maharashtra. (Formerly known as Symbiosis International University)	06.05.2002	Privately controlled (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.

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
66.	Tata Institute of Social Sciences, VN Purav Marg, Deonar, Mumbai-400 088, Maharashtra.	29.04.1964	Privately controlled (funded by UGC)
67.	Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhawan, Gultekedi, Pune-411 037, Maharashtra.	28.04.1987	Privately controlled (Self-financing)
ORISSA			
68.	Kalinga Institute of Industrial Technology, AT/ PO KIIT Patia, Khurda, Bhubaneswar-751 024, Orissa.	26.06.2002	Privately controlled (Self-financing)
69.	Shiksha 'O' Anusandhan, J – 15, Khandagiri, Bhubaneswar, Orissa – 751 030	17.07.2007	Privately controlled (Self-financing)
70.	Kalinga Institute of Social Sciences, Bhubaneswar, Odisha	25.08.2017	Privately controlled (Self-financing)
PUNJAB			
71.	Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, District Sangrur 148 106, Punjab	10.04.2007	Government of India, Ministry of HRD.
72.	Thapar Institute of Engineering & Technology, Thapar Technology Campus, Bhadson Road, Patiala-147 004, Punjab.	30.12.1985	Privately controlled (Self-financing)
PONDICHERRY			
73.	Sri Balaji Vidyapeeth, Mahatma Gandhi Medical College Campus, Pondy-Cuddalore Main Road, Pillaiyarkuppam, Pondicherry – 607 402.	04.08.2008	Privately controlled (Self-financing)
RAJASTHAN			
74.	Banasthali Vidyapith, Banasthali-304 022, Rajasthan.	25.10.1983	Privately controlled (funded by UGC)
75.	Birla Institute of Technology & Science, Pilani-333 031, Rajasthan.	27.06.1964	Privately controlled (Self-financing)
76.	Institute of Advanced Studies in Education, Gandhi Vidya Mandir, Sardarshahr-331 401, Distt. Churu, Rajasthan.	25.06.2002	Privately controlled (Self-financing)
77.	I.I.S., Gurukul Marg, Mansarovar, Jaipur, Rajasthan. (Formerly known as IIS University)	02.02.2009	Privately controlled (Self-financing)

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
78.	Jain Vishva Bharati Institute, Box No. 6, Ladnun, Nagaur -341 306, Rajasthan.	20.03.1991	Privately controlled (Partially funded by UGC)
79.	Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur – 331 401, Rajasthan.	12.01.1987	Privately controlled (Self-financing)
80.	LNM Institute of Information Technology, Gram - Rupa ki Nagal, Post – Sumel, Via Kanota, Dist. Jaipur – 303 012, Rajasthan.	03.02.2006	Privately controlled (Self-financing)
TAMILNADU			
81.	Academy of Maritime Education and Training, 5107, H2, 2 nd Avenue, 1 st Floor, Anna Nagar, Chennai – 600 0 40.	21.08.2007	Privately controlled (Self-financing)
82.	Amrita Vishwa Vidyapeetham, Ettimadai Post, Coimbatore-641 105, Tamilnadu.	13.01.2003	Privately controlled (Self-financing)
83.	Avinashilingam Institute for Home Science & Higher Education for Women, Bharathi Park Rd, Coimbatore-641 043, Tamilnadu.	08.06.1988	Privately controlled (Self-financing)
84.	Bharath Institute of Higher Education & Research, 173, Agharam Road, Selaiyur, Chennai-600 073, Tamilnadu.	04.07.2002	Privately controlled (Self-financing)
85.	B.S. Abdur Rahman Institute of Science & Technology, Vandalur, Chennai, Tamil Nadu.	16.12.2008	Privately controlled (Self-financing)
86.	Chennai Mathematical Institute, Plot H1, SIPCOT IT Park, Padur Post, Siruseri- 603 103, Chennai (Tamilnadu)	15.12.2006	Privately controlled (Partial grants from UGC)
87.	Chettinad Academy of Research and Education (CARE), Padur, Kelambakkam, Kancheepuram District, Tamil Nadu.	04.08.2008	Privately controlled (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 Rd, Kelamballam, Kancheepuram Dist. (Tamilnadu).	05.05.2008	Privately controlled (Self-financing)

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
90.	Kalasalingam Academy of Research and Higher Education, Anand Nagar, Krishnankoil, Virudhunagar – 626 190 , via Srivilliputhur, Tamilnadu.	20.10.2006	Privately controlled (Self-financing)
91.	Karunya Institute of Technology and Sciences, Karunya Nagar, Coimbatore-641 114 (Tamil Nadu).	23.06.2004	Privately controlled (Self-financing)
92.	Karpagam Academy of Higher Education, Pollachi Main Road, Coimbatore, Tamilnadu.	25.08.2008	Privately controlled (Self-financing)
93.	M.G.R. Educational and Research Institute, Periyar EVR Salai (NH 4 Highway), Maduravoyal, Chennai-600 095, Tamilnadu.	21.01.2003	Privately controlled (Self-financing)
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	Privately controlled (Self-financing)
95.	Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Dt. Kanyakumari, Tamil Nadu – 629 175.	08.12.2008	Privately controlled (Self-financing)
96.	Periyar Maniammai Institute of Science & Technology (PMIST), Priyar Nagar, Vallam, Thanjavur -613 403, Tamil Nadu	17.08.2007	Privately controlled (Self-financing)
97.	Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Yagappa Chavadi, Thanjavur – 614 904, Tamilnadu	04.01.2008	Privately controlled (Self-financing)
98.	S.R.M Institute of Science and Technology, 2, Veerasamy Street, West Mambalam, Chennai-600 033, Tamilnadu.	02.08.2002	Privately controlled (Self-financing)
99.	Sathyabama Institute of Science and Technology, Jappiaar Nagar, Old Mamallapuram Rd, Chennai – 600119(T.N).	16.07.2001	Privately controlled (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	Privately controlled (Self-financing)

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
101.	Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Tirumalai Samudram, Thanjavur – 613 402, Tamilnadu.	26.04.2001	Privately controlled (Self-financing)
102.	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya, Sri Jayendra Saraswathi Street, Enathur, Kancheepuram-631 561, Tamilnadu.	26.05.1993	Privately controlled (funded by UGC)
103.	Sri Ramachandra Medical College and Research Institute, 1, Ramachandra Nagar, Chennai-600116.	29.09.1994	Privately controlled (Self-financing)
104.	St. Peter's Institute of Higher Education and Research, Avadi, Chennai - 600054, Tamilnadu.	26.05.2008	Privately controlled (Self-financing)
105.	Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Pallavaram, Chennai, Tamilnadu	04.06.2008	Privately controlled (Self-financing)
106.	Vellore Institute of Technology, Vellore – 632 014 Tamilnadu.	19.06.2001	Privately controlled (Self-financing)
107.	Vinayaka Mission's Research Foundation, Sankari Mani Road, NH 47, Ariyanoor, Salem-636 308, Tamilnadu.	01.03.2001	Privately controlled (funded by UGC)
108.	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai, Tamilnadu.	15.10.2008	Privately controlled (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, 2 nd Floor, Nagarjuna Hills, Punjagutta, Hyderabad-500 982, Andhra Pradesh	16.12.2008	Privately controlled (Self-financing)
UTTAR PRADESH			
111.	Sam Higginbottom Institute of Agriculture, Technology & Sciences, P.O. Agricultural Institute, Allahabad-211 007, Uttar Pradesh.	15.03.2000	Privately controlled (Self-financing)

S. No.	Deemed to be University	Date of Notification as Deemed to be University	Name of the Organization which has management control
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	Privately controlled (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	Privately controlled (Self-financing)
117.	Nehru Gram Bharati Vishwavidyalaya, Kotwa-Jamunipur, Dubwali Distt., Allahabad, Uttar Pradesh	27.06.2008	Privately controlled (Self-financing)
118.	Shobit Institute of Engineering & Technology, Dulhera Marg, Roorkee Road, Meerut – 250 010 (U.P.)	08.11.2006	Privately controlled (Self-financing)
119.	Santosh University, 1, Santosh Nagar, Ghaziabad, Uttar Pradesh – 201 009.	13.06.2007	Privately controlled (Self-financing)
UTTRAKHAND			
120.	Forest Research Institute, P.O. New Forest, Dehradun-248 006, Uttarakhand.	28.11.1991	Ministry of Environment & Forest (GOI)
121.	Gurukul Kangri Vishwavidyalaya, Haridwar-249 404, Uttarakhand.	19.06.1962	Privately controlled (funded by UGC)
122.	Graphic Era University, 566/6 Bell Road, Clement Town, Dehradun, Uttarakhand.	14.08.2008	Privately controlled (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	Privately controlled (funded by UGC)

These Deemed to be Universities are presently regulated under the provisions of UGC (institutions

Deemed to be Universities) Regulations, 2016, as amended from time to time.

PRIVATE UNIVERSITIES

Private Universities are established by the Acts of the respective State Legislatures. At present, there are 290 State Private Universities (as on 24.01.2018) functioning in the country.

Private Universities are regulated by the UGC through UGC (Establishment of and maintenance of Standards in Private Universities) Regulations, 2003, as amended from time to time.

STATE-WISE LIST OF PRIVATE UNIVERSITIES AS ON 24.01.2018

S. No.	Name of Private University	Date of Notification
ARUNACHAL PRADESH		
1.	Apex Professional University, Pasighat, District East Siang, Arunachal Pradesh - 791102.	10.05.2013
2.	Arunachal University of Studies, NH-52, Namsai, Distt – Namsai - 792103, Arunachal Pradesh.	26.05.2012
3.	Arunodaya University, E-Sector, Nirjuli, Itanagar, Distt. Papum Pare, Arunachal Pradesh-791109	21.10.2014
4.	Himalayan University, 401, Takar Complex, Naharlagun, Itanagar, Distt – Papumpare – 791110, Arunachal Pradesh.	03.05.2013
5.	North East Frontier Technical University, Sibupuyi, Aalo (PO), West Siang (Distt.), Arunachal Pradesh –791001.	03.09.2014
6.	The Global University, Hollongi, Itanagar, Arunachal Pradesh.	18.09.2017
7.	The Indira Gandhi Technological & Medical Sciences University, Ziro, Arunachal Pradesh.	26.05.2012
8.	Venkateshwara Open University, Itanagar, Arunachal Pradesh.	20.06.2012
ASSAM		
9.	Assam Don Bosco University, Azara, Guwahati	12.02.2009
10.	Assam Down Town University, Sankar Madhab Path, Gandhi Nagar, Panikhaiti, Guwahati – 781 036.	29.04.2010
11.	Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Srimanta Sankaradeva Sangha Complex, Haladhar Bhuyan Path, Kalongpar, Nagaon-782001, Assam.	14.08.2013
12.	The Assam Kaziranga University, Jorhat, Assam.	11.04.2012
13.	The Assam Royal Global University, Betkuchi, Opp. Tirupati Balaji Temple, NH-37, Guwahati – 781035, Assam.	23.08.2013
BIHAR		
14.	Sandip University, Village – Sijoul, Dist. – Madhubani – 847235, Bihar.	08.06.2017

15.	K.K. University, Berauti, Nepura, Biharsharif, Nalanda, Bihar – 803115.	08.06.2017
CHHATTISGARH		
16.	Amity University, Village-Manth, Tehsil-Tilda, Distt-Raipur, Chhattisgarh.	21.08.2014
17.	Dr. C.V. Raman University, Kargi Road, Kota, Bilaspur.	03.11.2006
18.	ICFAI University, NH-6, Raipur-Bhilai Road, Gram-Chorha, RI Circle, Ahiwara, Dhamdha, Dist. – Durg, Chhattisgarh.	24.03.2011
19.	ISBM University, Village – Nawapara (Kosmi) Block, tehsil – Chhura, Dist – Gariyaband – 493996, Chhattisgarh.	09.09.2016
20.	ITM University, PH No. 137, Uparwara, Naya Raipur, Dt. Raipur – 493661, Chhattisgarh.	03.02.2012
21.	Kalinga University, Raipur, Chhattisgarh.	24.03.2011
22.	Maharishi University of Management and Technology, Post: Mangla, Bilaspur – 495 001.	18.04.2002
23.	MATS University, Arang Kharora Highway, Gram Panchayat: Gullu, Village: Gullu, Tehsil : Arang, District: Raipur.	03.11.2006
24.	O.P. Jindal University, Knowledge Park, Gharghoda Road, Punjipathra, Raigarh-496001, Chhattisgarh	21.08.2014
GUJARAT		
25.	Ahmadabad University, AES Bungalow#2, Navrangpura, Ahmedabad – 380 009.	07-07-2009
26.	Anant Natinal University, Sanskardham Campus, Bhopal-Ghuma-Sanand Road, Ahmedabad, Gujarat – 382115. (Private University)	09.05.2016
27.	AURO University of Hospitality and Management, Surat, Gujarat.	12.10.2011
28.	Calorx Teacher’s University, Ahmadabad.	07.07.2009
29.	Centre for Environmental Planning and Technology University, University Road, Narvrangpura Ahemdabad-380 009 (Gujarat)	12.04.2005
30.	Charotar University of Science & Technology, Changa – 388 421, Distt – Anand.	04.11.2009
31.	C.U. Shah University, Surendranagar-Ahmedabad State Highway, Near Kothariya Village, Wadhwan City – 363030, Dt. Surendranagar, Gujarat.	22.04.2013
32.	Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Post Box No. 4, Gandhinagar-382 007.	06.03.2003
33.	Ganpat University, Ganpat Vidyanagar, Mehsana, Goazaria Highway, District Mehsana – 382 711	23.03.2005
34.	G.L.S. University, Gujarat Law Society Campus, Opp. Law Garden, Ellisbridge, Ahmedabad-380006, Gujarat.	15.04.2015

35.	GSFC University, Vigyan Bhavan, PO Fertilizernagar – 391750, Dist. Vadodara, Gujarat.	19.12.2014
36.	Indrashil University, Ratanpur, Dhandhuka, Ahmedabad – 382465, Gujarat.	31.03.2017
37.	Indus University, Indus Campus, Rancharda, Via-Thaltej, Ahmedabad – 382115, Gujarat.	02.05.2012
38.	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
39.	Institute of Advanced Research, Institutional Area, Koba, Gandhinagar – 382007, Gujarat.	12.10.2011
40.	ITM-Vocational University, Plot 6512, Ajwa Nimeta Road, Ravaal Taluka, Waghodia, Vadodara, Gujarat.	08.05.2014
41.	Kadi Sarva Vishwavidyalaya, Sarva Vidyalaya Campus, Sector 15/23, Gandhinagar.	16.05.2007
42.	Karnavati University, 907/A, Uvarsad – 382422, Dt. Gandhinagar, Gujarat.	31.03.2017
43.	Lakulish Yoga University, “Lotus View” Opp. Nirma University, S.G. Highway, Chharodi, Ahmedabad-382481, Gujarat.	16.04.2013
44.	Marwadi University, Rajkot-Morbi Highway, Rajkot – 360003, Gujarat.	09.05.2016
45.	Navrachana University, Vasna-Bhayli Road, Vadodara – 391410, Gujarat	07.07.2009
46.	Nirma University, Sarkhej, Gandhinagar Highway, Village-Chharodi, Ahmedabad.	12.3.2003
47.	Pandit Deendayal Petroleum University, At Raisan, Dist. Gandhinagar – 382 009.	04.04.2007
48.	Parul University, PO Limda, Tal – Waghodia, Dist. Vadodara-391760, Gujarat.	21.04.2015
49.	Plastindia International University, Dungra, GIDC, VAPI, Dist. Valsad – 396195, Gujarat.	09.05.2016
50.	P. P. Savani University, NH-8, GETCO, Near Biltech, Village – Dhamdod, Kosamba, Ta – Mangrol, Dist – Surat – 394125, Gujarat.	31.03.2017
51.	R.K. University, Rajkot-Bhavnagar Highway, Kasturbadham, Rajkot, Gujarat.	14.10.2011
52.	Rai University, Ahmedabad, Gujarat.	10.04.2012
53.	Sankalchand Patel University, Sankalchand Patel Vidyadham, Visanagar-384315, Gujarat.	09.05.2016
54.	Swarnim Startup & Innovation University, Bhojan Rathod Rathod, Opp. IFFCO, Adalaj-Sertha Road, Gandhinagar – 382420, Gujarat.	31.03.2017

55.	Team Lease Skills University, Tarsali-Vadodara Road, Tarsali Bypass, Vadodara – 390009, Gujarat.	22.04.2013
56.	UKA Tarsadia University, Maliba Campus, Gopal vidyanagar, Baroli-Mahuva Road, Dist. Surat, Gujarat	14.10.2011
HARYANA		
57.	Al-Falah University, Faridabad, Haryana.	02.05.2014
58.	Amity University, Amity Education Valley, Panchgaon, Manesar, Distt. – Gurgaon-122 413, Haryana.	26.04.2010
59.	Ansal University, Gurgaon, Haryana.	10.02.2012
60.	Apeejay Stya University, Palwal Road, Sohna, Gurgaon – 122 103, Haryana.	02.11.2010
61.	Ashoka University, Plot No. 2, Rajiv Gandhi Education City, Kundli, NCR, Sonapat, Haryana. (Private University)	02.05.2014
62.	Baba Mast Nath University, Rohtak, Haryana.	10.02.2012
63.	BML Munjal University, 67 th KM Stone, NH-8, Sidhrawali, Dist. Gurgaon – 123 413, Haryana.	02.05.2014
64.	G.D. Goenka University, G.D. Goenka Education City, Gurgaon sohna Road, Gurgaon, Haryana – 122 103.	03.05.2013
65.	Jagan Nath University, State Highway 22, Bahadurgarh-Jhajjar Road, Jhajjar – 124 507, Haryana.	03.05.2013
66.	K.R. Mangalam University, Sohna Road, Gurgaon, Haryana – 122 103.	03.05.2013
67.	Manav Rachna University, Sector – 43, Delhi-Surajkund Road, Faridabad, Haryana.	06.08.2014
68.	M.V.N. University, Palwal, Haryana.	10.02.2012
69.	Maharashi Markandeshwar University, Sadopur, Distt. Ambala, Haryana	29.10.2010
70.	NIILM University, 9 KM Milestone, NH-65, Kaithal – 136 027, Haryana.	27.09.2011
71.	O.P. Jindal Global University, Sonipat.	10.11.2006
72.	PDM University, Post Box No. 15, Sector – 3A, Sarai Aurangabad, Bahadurgarh-124507, Haryana.	14.01.2016
73.	Shree Guru Gobind Singh Tricentenary University, Farukh Nagar Road, Budhera, Distt. Gurgaon, Haryana.	03.05.2013
74.	SRM University, Plot No. 39, Rajiv Gandhi Education City, Delhi-NCR, Sonapat-Kundli Urban Complex, Haryana – 131 029.	03.05.2013
75.	Starex University, NH-8, Village – Binola, PO – Borakalan, Gurugram, Haryana.	25.08.2016
76.	The Northcap University, HUDA Sector 23 A, Gurgoan-122107, Haryana.	21.10.2009

HIMACHAL PRADESH		
77.	Abhilashi University, Chailchowk (Chachiot), Distt. Mandi, Himachal Pradesh.	23.01.2015
78.	A.P.G. (Alakh Prakash Goyal) University, Shimla, Himachal Pradesh.	07.06.2012
79.	Arni University, Kathgarh, Tehsil Indora, Distt. Kangra (H.P)	03.11.2009
80.	Baddi University of Emerging Sciences & Technology, Makhnumajra, BADDI, District – Solan,	15.10.2009
81.	Bahra University, VPO – Wagnaghat, Tehsil – Kandaghat, Distt. – Solan, Himachal Pradesh	21.01.2011
82.	Career Point University, Hamirpur, Himachal Pradesh.	03.05.2012
83.	Chitkara University, HIMUDA Education Hub, Kallujhanda(Barotiwala), Distt.-Solan – 174 103.	21.01.2009
84.	Eternal University, Baru Sahib Himachal.	22.10.2009
85.	I.E.C. (India Education Centre) University, Baddi, Solan, Himachal Pradesh.	11.05.2012
86.	ICFAI University, HIMUDA Education Hub, Kalujhinda, PO Mandhala, Via Barotiwala, Baddi, Solan Distt., Himachal Pradesh – 174 103.	20.10.2011
87.	Indus International University, V.P.O. Bathu, Tehsil Haroli, Distt. – Una, Himachal Pradesh – 174 301.	01.02.2010
88.	Jaypee University of Information Technology, District Solan-173 215.	22.05.2002
89.	Maharishi Markandeshwar University, Kumarhatti, Sultanpur Road, Solan – 173 229, Himachal Pradesh.	19.09.2010
90.	Maharaja Agrasen University, Atal Shiksha Kunj, Distt – Solan – 174 103, Himachal Pradesh.	15.01.2013
91.	Manav Bharti University, Solan, H.P.	22.09.2009
92.	Shoolini University of Biotechnology and Management Sciences, Solan.	15.10.2009
93.	Sri Sai University, Palampur, Himachal Pradesh.	27.01.2011
JHARKHAND		
94.	Amity University, Ranchi City Campus, Niwaranpur, Main Road, Ranchi, Jharkhand.	13.05.2016
95.	AISECT University, Matwari Chowk, Infront of Gandhi Maidan, Hazaribagh, Jharkhand.	13.05.2016
96.	ARKA Jain University, Opp. Kerala Public School, Mohanpur, Gamharia, Dist – Seraikela Kharsawan – 832108, Jharkhand.	04.07.2017
97.	Jharkhand Rai University, Kamre, Ratu Road, Ranchi- 835222, Jharkhand.	02.02.2012
98.	Pragyan International University, Bariatu Road, Booty More, PO – RMCH, Ranchi – 834009, Jharkhand.	16.05.2016

99.	Sai Nath University, Ranchi, Jharkhand.	27.04.2012
100.	Sarla Birla University, Birla Campus, Village – Ara, PO – Mahilong, Ranchi-Purulia Highway, Ranchi – 835103, Jharkhand.	20.07.2017
101.	The Institute of Chartered Financial Analysts of India University, Grand Emerald Building, Between Road No. 1 & 2, Ashok Nagar, Ranchi – 834 202, Jharkhand.	17.06.2008
102.	Usha Martin University, 12 Mile, Ranchi Khunti Road, NH-75, Ranchi – 835221, Jharkhand.	20.01.2014
103.	YBN University, Panchwati South Railway Colony, Ranchi – 834001, Jharkhand.	04.07.2017
KARNATAKA		
104.	Alliance University, Bangalore (Karnataka)	16.09.2010
105.	Azim Premji University, 134, Doddakanneli, Next to Wipro Corporate Office, Sarjapur Road, Bangalore, Karnataka.	13.10.2010
106.	CMR University, 2,3 rd , 'C', 6 th Main Road, 2 nd Block, BRBR Layout, Kalyan Nagar, Bangalore – 560 043, Karnataka.	16.05.2013
107.	Dayanand Sagar University, Shavige Malleshwara Hills, Kumaraswamy Layout, Bangalore-560078, Karnataka.	16.05.2014
108.	Garden City University, GCC House, 340, 5 th Main, Indira nagar Double Road, 1 st Stage, Indiranagar, Bangalore – 560038, Karnataka.	24.06.2013
109.	Institute of Trans-Disciplinary Health Sciences and Technology, 74/2, Jarakabande Kaval, Yelahanka, Via Attur Post, Bangalore-560064, Karnataka.	26.06.2013
110.	JSS Science & Technology University, JSS Technical Institutions Campus, Mysuru – 570006. Karnataka.	16.01.2016
111.	KLE Technological University, B.V. Bhoomaraddi College Campus, Vidyanagar, Hubballi – 580031, Karnataka.	04.04.2015
112.	M.S. Ramaiah University of Applied Sciences, Administrative Block, New BEL Road, MSRIT Post, Bangalore – 560 054, Karnataka.	09.07.2013
113.	PES University, 100 Feet Ring Road , BSK III Stage, Bangalore – 560 085 (Karnataka)	16.05.2013
114.	Presidency University (Karnataka), Dibbur & Igalpur Village, Hesaraghatta Hobli, Bangalore (Karnataka).	16.05.2013
115.	Reva University, Kattigenhalli, Yelhanka, Bangalore – 560 064.	16.05.2013
116.	Rai Technology University, Doddaballapur Nelamangala Road, SH-74, Off Highway 207, Doddaballapur Taluk, Bangalore-561204 (Karnataka)	17.09.2014

117.	Srinivas University, Srinivas Group of Colleges Campus, Srinivas Nagar, Mukka, Surathkal, Mangalore-574146.	20.02.2015
MEGHALYA		
118.	CMJ University, Shillong (Meghalaya)	20.07.2009
119.	Mahatma Gandhi University, P.O. Araimile, Matchakolgre, Tura, West Garo Hills, Meghalaya.	04.01.2011
120.	Martin Luther Christian University, Dongktieh, Nongrah, Block-1, Shillong – 793006, Meghalaya.	13.07.2005
121.	Techno Global University, Shillong Polytechnic Campus, Mawlai, Shillong – 793 022.	02.12.2008
122.	The Institute of Chartered Financial Analysts of India University, 4 th Floor, Near Sundari Hotel, Circular Raod, Tura Bazar, Tura – 794 001.	04.11.2009
123.	University of Science & Technology, Handers Building, Adjacent to Ramakrishna Mission Dispensary, Laitumkhrah Main Road, Lumawrie, Shillong, Meghalaya-793003	02.12.2008
124.	University of Technology & Management, Shillong, Meghalaya	27.05.2011
125.	William Carey University, Zoram Villa, Bomfylde Road, Shillong – 793 001, Meghalaya.	13.07.2005
MIZORAM		
126.	The Institute of Chartered Financial Analysts of India University, Salem Veng, Chaltlang, Aizawal – 798 012, Mizoram.	21.03.2006
MADHYA PRADESH		
127.	A.K.S. University, Satna, Madhya Pradesh.	31.12.2011
128.	Rabindranath Tagore University, Village – Mendua, Bhopal-Chiklod Road, Tehsil – Goharganj, Dist. – Raisen, Madhya Pradesh. (Private University)	30.12.2010
129.	Amity University, Maharajpura Dang, Gwalior, Madhya Pradesh.	30.12.2010
130.	Avantika University, Vishwanathpuram, Lekoda Village, Ujjai – 456 006, Madhy Pradesh.	12.01.2017
131.	Dr. A.P.J. Abdul Kalam University, Indore-Devas Bypass Road, Village – Arandia, Post – Jhalaria, Madhya Pradesh – 452016.	04.01.2016
132.	G.H. Rasoni University, Village – Saikheda, Dhoda Borgaon, Tah – Saunsar, Dist – Chhindwara, Madhya Pradesh.	27.08.2016
133.	ITM University, ITM Campus, Opp. Sithouli Rly. Station, NH – 75, Jhansi Road, Gwalior-474 001, Madhya Pradesh.	04.05.2011
134.	Jagran Lakecity University, Gram Panchayat Mugaliya Chhap, Tehsil Huzur, Bhopal – 462 044, Madhya Pradesh.	24.04.2013

135.	Jaypee University of Engineering & Technology, AB Road, Raghogarh, Distt. Guna – 473 226 (M.P.)	13.08.2010
136.	LNCT University, JK Town, Sarvadharam C Sector, Kolar Road, Bhopal – 462042, Madhya Pradesh.	08.01.2015
137.	Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Jabalpur-482 001	29.11.1995
138.	Malwanchal University, Index City, NH – 59 A, Nemawar Road, Near Khudel, District – Indore-452016, Madhya Pradesh.	04.01.2016
139.	Mandsaur University, Rewas Dewda Road, SH-31, Mandsaur – 458001, Madhya Pradesh.	19.08.2015
140.	Medi-Caps University, A.B. Road, Pigdamber, Rau, Indore-453331, Madhya Pradesh.	22.07.2015
141.	Oriental University, Opp. Rewati Range Gate No. 1, Sanwer Road, PO Box No. 311, Vijay Nagar Post Office, Indore – 452 010, Madhya Pradesh.	04.05.2011
142.	People's University, Bhanpur, Bhopal – 462 037.	04.05.2011
143.	P.K. University, Village – Thanara, Tehsil – Karera, NH – 27, Shivpuri, Madhya Pradesh-473551.	19.08.2015
144.	RKDF University, By-Pass Road, Near RGPC Campus, Bhopal, Madhya Pradesh.	19.07.2011
145.	Sarvepalli Radhakrishnan University, NH-12, Hoshangabad Road, Jatkhedi, Bhopal, Madhya Pradesh.	08.01.2015
146.	Shri Vaishnav Vidyapeeth Vishwavidyalaya, Sanwer Road, Indore-453111, Madhya Pradesh.	08.01.2015
147.	Sri Satya Sai University of Technology & Medical Sciences, Bhopal-Indore Road, Opposite Pachama Oil Fed Plant, Pachama, Sehore – 466001, Madhya Pradesh.	12.02.2014
148.	Swami Vivekananda University, Sagar, Madhya Pradesh.	31.12.2011
149.	Symbiosis University of Applied Sciences, Bada Bangadda, Super Corridor, Indore – 452001, Madhya Pradesh.	27.08.2016
150.	Techno Global University, Lateri Road, Sironj (Near Gosala), Dist – Vidisha, Madhya Pradesh – 464 228.	09.01.2013
151.	VIT Bhopal University, Bhopal-Indore National Highway, Kothrikalan, Sehore-466114, Madhya Pradesh.	24.08.2017
MAHARASHTRA		
152.	Ajeenkya D.Y. Patil University, Charholi Badruk, Via Lohegaon, Pune-412105, Maharashtra.	25.02.2015
153.	Amity University, Mumbai - Pune Expressway, Bhatan, Post – Somathne, Panvel, Mumbai, Maharashtra – 410206.	25.07.2014

154.	Dr. Vishwanath Karad MIT World Peace University, S.No. 124, Paud Road, Kothrud, Pune – 411038, Maharashtra.	05.06.2017
155.	Flame University, GAT No. 1270, Village Lavale, Taluka Mulshi, Pune-411042, Maharashtra.	13.02.2015
156.	MIT Art Design & Technology University, Rajbaug, Next to Hadapsar, Loni Kalbhor, Pune – 412201, Maharashtra.	13.10.2015
157.	Sandip University, Trimbak Road, Mahiravani, Nashik, Maharashtra.	09.10.2015
158.	Sanjay Ghodawat University, A/P – Atigre – 416118, Hatkanangale, Dt. Kolhapur, Maharashtra.	13.07.2017
159.	Spicer Adventist University, Aundh Road, Gandshkhind Post, Pune-411004, Maharashtra.	25.07.2014
160.	Symbiosis Skills and Open University, Village – Kiwale, Adjoining Pune Mumbai Expressway, Tal – Havely, Pune – 412101, Maharashtra.	05.05.2017
161.	Vishwarkarma University, Survey No. 2,3,4, Laxminagar, Kondhwa Budruk, Pune – 411048, Maharashtra.	05.05.2017
MANIPUR		
162.	Sangai International University, Churachandpur, Manipur.	05.05.2015
NAGALAND		
163.	St. Joseph University, Virgin Town, Khekiho-zhimomi road, Ikishe Model Village, PS-Diphyupar, Dimapur – 797115, Nagaland.	16.12.2016
164.	The Global Open University, Wokha – 797 111, Nagaland.	18.09.2006
165.	The Institute of Chartered Financial Analysts of India University, Behind Super Market Complex, Near CGM, BSNL – office, Dimapur – 797 112, Nagaland.	04.11.2009
ODISHA		
166.	Birla Global University, IDCO Plot No. 2, Institutional Area, Village – Gothapatna, PS – Chandaka, Bhubaneswar – 751029,	17.02.2016
167.	Centurion University of Technology and Management, Village Alluri Nagar, Via-Uppalada, Paralakhemundi – 761 211, Gajapati, Orissa	27.08.2010
168.	Sri Sri University, Bhubaneswar, Orissa.	26.12.2009
169.	Xavier University, Xavier Square, Bhubaneswar, Odisha.	13.05.2013
PUNJAB		
170	Adesh University, NH-7, Barnala road, Bathinda, Punjab.	10.07.2012
171.	Akal University, Talwandi Sabo – 151302, District Bathinda, Punjab.	04.06.2015
172.	Chandigarh University, Gharuan, Mohali – 140413, Punjab.	10.07.2012

173.	Chitkara University, Chandigarh-Patiala National Highway (NH-64), Village Jhansla, Tehsil Rajpura, Distt – Patiala, Panjab – 140 401.	07.12.2010
174.	C.T University, Ferozepur Road, Ludhiana – 142024, Punjab.	23.12.2016
175.	D.A.V. University, Jalandhar-Pathankot National Highway-44, Village-Sarmastpur, Jalandhar, Punjab.	18.02.2013
176.	Desh Bhagat University, Amloh Road, Mandi Gobindgarh, Punjab.	18.02.2013
177.	GNA University, Village-Sri Hargobindgrh, Phagwara, Distt Kapurthala-144401, Punjab.	21.08.2014
178.	Guru Kashi University, Talwandi Sabo, Dt. Bhatinda, Punjab.	26.12.2011
179.	Lovely Professional University, Jalandhar – Ludhiana, G.T. Road, Nar Chehru Railway Bridge, Phagwara, District – Kapurthala, Punjab – 144 002	26.12.2005
180.	Rayat Bahra University, VPO – Sahauran, Tehsil – Kharar, Distt. – Mohali, Punjab – 140105.	13.08.2014
181.	RIMT University, Opposite Floating Restaurant, Sirhind Side, Mandi Gobindgarh-147301, Punjab.	08.12.2015
182.	Sant Baba Bhag Singh University, Village-Khiala, PO-Padhiana, Dist-Jalandhar-144030, Punjab.	12.02.2015
183.	Sri Guru Granth Sahib World University, Sri Lalgidhar Niwas, Fatehgarh Sahib – 140 406, Punjab.	15.05.2008
184.	Sri Guru Ram Das University of Health Sciences, Mehta Road, Vallah, Sri Amritsar – 143001, Punjab.	17.11.2016
RAJASTHAN		
185.	Amity University, Rajasthan NH-11C, Kant Kalwar, Jaipur- 303 002.	29.03.2008
186.	Bhagwant University, Post Box No. 87, Sikar Rd, Ajmer-305 001.	16.04.2008
187.	Bhartiya Skill Development University, Plot No. SI/INST/001, Social Infrastructure Zone, Mahindra World City, Off Ajmer Road, Jaipur – 302037, Rajasthan.	30.03.2017
188.	Bhupal Nobles University, Maharana Pratap Station Road, Sevashram Circle, Udaipur – 313001, Rajasthan.	05.10.2015
189.	Career Point University, Kota, Rajasthan.	02.05.2012
190.	Dr. K.N. Modi University, Plot-1, RIICO Industrial Area Ph-II, Newai, Distt. Tonk, Rajasthan – 304 021.	22.04.2010
191.	Geetanjali University, Udaipur, Rajasthan.	25.01.2011
192.	Homoeopathy University, Saipura, Sanganer, Jaipur – 302 029, Rajasthan.	03.04.2010

193.	ICFAI University, Khasra No. 505/1, Village-Jamdoli, Agra Road, Jaipur – 302 031, Rajasthan.	23.08.2011
194.	IIHMR University, 1, Prabhu Dayal Marg, Near Sanganer Airport, Jaipur -302 029, Rajasthan.	26.02.2014
195.	J.E.C.R.C. University, Jaipur, Rajasthan.	02.05.2012
196.	J.K. Lakshmiapat University, Laliya Ka Vas, PO Mahapura, Ajmer Road, Jaipur – 302 026, Rajasthan.	15.09.2011
197.	Jagannath University, Vill.-Rampura, Teshil – Chaksu, Jaipur.	16.04.2008
198.	Jaipur National University, Jagatpura, Jaipur.	21.10.2007
199.	Jayoti Vidyapeeth Women’s University, Vedant Gyan Valley Village, Jharna Mahala, Jabner, Link Road NH-8, Jaipur.	21.04.2008
200.	Jodhpur National University, Narnadi Jhanwar Road, Jodhpur–342 001	11.08.2008
201.	Madhav University, “Madhav Hills”, Opp. Banas Bridge Toll, NH-14, Vill-Wada/Bhujela, Panchayat Samiti-Bharja, The-Pindwara, Abu Road, Distt-Sirohi, Rajasthan – 307026.	04.03.2014
202.	Maharaj Vinayak Global University, Jaipur, Rajasthan.	21.03.2012
203.	Maharishi Arvind University, Mundiaramsar, Near Bindayaka Industrial Area, Jaipur-302012, Rajasthan.	05.10.2015
204.	Mahatma Gandhi University of Medical Sciences & Technology, RIICO Institutional Area, Sitapur, Tonk Road, Jaipur – 302 022.	15.09.2011
205.	Mahatma Jyoti Rao Phoole University, SP-2 &3, Kant Kalwar, RIICO Industrial Area, Tala Mod, NH-I, Achrol, Jaipur	03.02.2009
206.	Manipal University, Vatika Infotech City, Near GVK Toll Plaza, Jaipur ajmer Experss Way, Post – Thikaria, Jaipur – 302 026, Rajasthan.	15.09.2011
207.	Maulana Azad University, Village-Buzawad, Tehsil – Luni, Jodhpur – 342802, Rajasthan.	16.09.2013
208.	Mewar University, Chittorgarh, Rajasthan	22.09.2008
209.	Mody University of Science and Technology, Lakshmgangarh, District Sikar Rajasthan.	16.09.2013
210.	NIIT University, Neemrana, Rajasthan.	03.04.2010
211.	NIMS University, Shobha Nagar, Jaipur – 303 001.	29.03.2008
212.	OPJS University, Rawatsar, Kunjila, Tehsil-Rajgarh, Distt. – Churu, Rajasthan.	16.09.2013
213.	Pacific Academic of Higher Education & Research University, (PAHER) Pacific Hills, Airport Road, Pratap Nagar Extension, Udaipur – 313 003.	29.04.2010

214.	Pacific Medical University, Bhilo Ka Bedla, Bye Pass, National Highway 27, Udaipur, Rajasthan.	04.03.2014
215.	Poornima University, Ramchandrapura, Sitapura Extension, Jaipur, Rajasthan.	16.05.2012
216.	Pratap University, Sunderpura (Chandwaji), Amer, Delhi-Mumbai Highway, Jaipur, Rajasthan.	15.09.2011
217.	Raffles University, Japanese Zone, National Highway 8, Neemrana-201 705, Rajasthan.	27.03.2011
218.	R.N.B. Global University, RNB Global City, Ganganagar Road, Bikaner-334601, Rajasthan.	27.04.2015
219.	Sai Tirupati University, Ambua Road, Village – Umarda, Girwa, Udaipur – 313015, Rajasthan.	21.04.2016
220.	Sangam University, Bhilwara, Rajasthan.	02.05.2012
221.	Shri Jagdish Prasad Jhabarmal Tibrewala University, Chudela, District – Jhunjhunu.	03.02.2009
222.	Shridhar University, Pilani Chirawa Road, Pilani Rajasthan - 333 031	03.04.2010
223.	Singhania University, Pacheribari, Jhunjunu, Rajasthan.	29.03.2008
224.	Sir Padmapat Singhania University, Bhatewar, Udaipur – 313 601.	29.03.2008
225.	Sunrise University, Bagad Rajput, Tech. Ramgarh, Alwar, Rajasthan	22.09.2011
226.	Suresh Gyan Vihar University, Mahal Jagatpura, Jaipur, Rajasthan.	21.04.2008
227.	Tantia University, Hanumangarh Rd, Sri Ganganagar 335 002, Rajasthan.	16.09.2013
228.	University of Engineering & Management, Jaipur, Rajasthan.	21.03.2012
229.	University of Technology, Vatika, Tehsil – Sanganer, Jaipur, Rajasthan.	18.05.2017
230.	Vivekananda Global University, Sector-36, NRI Road, Sisyawas, Jagatpura, Jaipur – 303012, Rajasthan.	02.05.2012
SIKKIM		
231.	Eastern Institute for integrated Learning in Management University, Jorethang, Sikkim.	24.03.2006
232.	Shri Ramasamy Memorial University, 5 th Mile, Tadong, Ranipool PO, Gangtok, Sikkim – 737 102.	16.01.2014
233.	Sikkim- Manipal University, Gangtok-737 101	11.10.1995
234.	The Institute of Chartered Financial Analysts of India University, (ICFAI) Ranka Road, Lower Sichey, Gangtok, Sikkim - 737101.	04.10.2004
235.	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		
236.	Institute of Chartered Financial Analysts of India Agartala, Tripura – 799 001.	31.03.2004
UTTAR PRADESH		
237.	Amity University, Sector-125, Noida - 201303 (U.P.)	24.03.2005
238.	Babu Banarasi Das University, 55, Babu Banarasi Das Nagar, Lucknow, Uttar Pradesh.	12.10.2010
239.	Bareilly International University, Rohilkhand Medical College Campus, Pilibhit Bypass Road, Bareilly – 243006, Uttar Pradesh.	16.09.2016
240.	Bennett University, Plot No. 8-11, Tech Zone II, Greater Noida – 201301, Uttar Pradesh.	16.09.2016
241.	Era University, Sarfarazganj, Hardoi road, Lucknow-226003, Uttar Pradesh.	16.09.2016
242.	G.L.A. University, Mathura (Uttar Pradesh)	01.09.2010
243.	Galgotias University, 1, Knowledge Park, Phase-II Greater Noida – 201 306, Uttar Pradesh.	07.04.2011
244.	IIMT University, O Pocket, Ganga Nagar, Mawana Road, Meerut – 250001, Uttar Pradesh.	16.09.2016
245.	IFTM University, Lodhipur Rajput, Delhi Road, Moradabad – 244 102, Uttar Pradesh.	12.10.2010
246.	Integral University, Kursi Road, Lucknow-226 026 (U.P)	26.02.2004
247.	Invertis University, Invertis Village, Bareilly-Lucknow National Highway-24, Bareilly-243 123 (U.P.)	01.09.2010
248.	Jagadguru Rambhadracharya Handicapped University, Chitrakoot Dham-210 204.	06.10.2001
249.	Jaypee University, Aligarh Road, Anoopshahar, Dist. Bulandshahar – 203 390, Uttar Pradesh.	04.03.2014
250.	J.S. University, Shikohabad, Firozabad, Uttar Pradesh.	24.06.2015
251.	Mangalayatan University, Aligarh, UP.	30.10.2006
252.	Maharishi University of Information Technology, Maharishi Bal Vidya Mandir & University Campus, Sitapur Road, Post-Diburia, Lucknow – 226 020, Uttar Pradesh.	24.09.2013
253.	Mohammad Ali Jauhar University, Rampur, UP.	19.06.2006
254.	Monad University, Kasmabad, PO-Pilkhua, Dt. Hapur, Uttar Pradesh.	12.10.2010
255.	Noida International University Plot No. 1, Sector-17A, Yamuna Expressway, Gautam Budh Nagar, (U.P)	12.10.2010

256.	Rama University, Rama City, G.T. Road, Mandhana, Kanpur – 209217, Uttar Pradesh.	10.01.2014
257.	Sanskriti University, 28 KM Stone, Mathura-Delhi Highway, Chhata, Mathura, Uttar Pradesh.	16.09.2016
258.	Sharda University, Gautam Budh Nagar, Uttar Pradesh	24.03.2009
259.	Shiv Nadar University, Dadri, Gautham Budh Nagar, Uttar Pradesh	06.04.2011
260.	Shobhit University, Adarsh Institutional Area, Babu Vijendra Marg, Gangoh, Distt. – Saharanpur – 247 341, (Uttar Pradesh)	05.07.2012
261.	Shri Ramswaroop Memorial University, Hadauri, Deva-Lucknow Road, Dt. Barabanki, Uttar Pradesh.	04.07.2012
262.	Shri Venkateshwara University, NH-24, Rajabpur, Gajraula, J.P. Nagar, Uttar Pradesh.	12.10.2010
263.	Swami Vivekanand Subharti University, Delhi-Haridwar Bypass Road, Meerut, U.P.	05.09.2008
264.	Teerthanker Mahaveer University, Delhi Road, Moradabad.	05.09.2008
265.	The Glocal University, Ali Akbarpur, Mizapur Pole, Tehsil – Behat, Saharanpur – 247001, Uttar Pradesh.	05.07.2012
UTTRAKHAND		
266.	Bhagwant Global University, Village & Post – Uttari Jhandi Chaur, Teh. Kotdwar, Dist.-Pauri Garhwal, Uttarakhand – 246149.	19.12.2016
267.	Dev Sanskrit Vishwavidyalaya, Gayatrikunj, Shantikunj, Hardwar-249 411.	22.01.2002
268.	DIT University, Mussoorie Diversion Road, Dehradun – 248 009, Uttarakhand.	15.02.2013
269.	Graphic Era Parvatiya Vishwavidyalaya, 600, Bell Road, Clement Town, Dehradun – 248 002, Uttarakhand.	28.04.2011
270.	Himalayan Garhwal University, Dhaid Gaon, Pokhra, Pauri Garhwal, Uttarakhand.	07.12.2016
271.	Himgiri Zee University, Sheeshambada, PO-Sherpur, Via-Sahaspur, Dehradun-248197, Uttarakhand	11.07.2003
272.	IMS Unison University, Makkawala Greens, Mussoorie Diversion Road, Dehradun – 248 009, Uttarakhand.	15.02.2013
273.	Institute of Chartered Financial Analysts of India (ICFAI), C-1/103, Indira Nagar, Dehradun-248 006 (Uttarakhand).	10.07.2003
274.	Motherhood University, Village – Karondi, Post – Bhagwanpur, Roorkee, Distt. Hardwar, Uttarakhand.	19.01.2015

275.	Quantum University, Mandawar (22km Milestone), Roorkee-Dehrdun Highway (NH-73), Roorkee – 247167, Uttarakhand.	07.04.2017
276.	Ras Bihari Bose Subharti University, Subhartipuram Kotda Santaur, Aamwala Road, PO – Chandanwadi, Nanda Ki Chowki, Prem Nagar, Dehradun-248007, Uttarakhand.	08.12.2016
277.	Shri Guru Ram Rai University, Patel Nagar, Dehradun, Uttarakhand.	
278.	Swmi Rama Himalayan University, Swami Ram Nagar, Jolly Grant, PO – Doiwala, Dehradun, Uttarakhand.	12.03.2013
279.	University of Patanjali, Patanjali Yogpeeth, Haridwar.	05.04.2006
280.	University of Petroleum and Energy Studies, Building No. 7, Street No. 1, Vasant Vihar Enclave, Dehradun-284 006 (Uttarakhand)	10.07.2003
281.	Uttaranchal University, Arcadia Grant, PO Chandanwari, Premnagar, Dehradun – 248 007, Uttarakhand	15.02.2013
WEST BENGAL		
282.	Adamas University, Barasat, Barrackpore Road, Barberia, PO Jagannathpur, PS Barasat, Kolkata – 700126, West Bengal.	11.04.2014
283.	Amity University, Rajarhat, New Town, Dist. North 24 Parganas, West Bengal.	21.01.2015
284.	Brainware University, 398, Ramkrishnapur Road, Barasat, Kolkata – 700 124, North 24 Pgs., West Bengal.	24.02.2016
285.	JIS University, Agarpara, District North 24 Parganas, West Bengal.	03.02.2015
286.	Seacom Skills University, Village – Kendradanga, PO – Sattore, PS – Panrui, Dist. – Birbhum-731236, West Bengal.	11.04.2014
287.	St. Xavier's University, Premises No. IIIB-1, Plot No. IIIB/1, Action Area IIIB, PS New Town, Kolkata – 700156.	16.01.2017
288.	Techno India University, EM – 4, Sector-V, Salt Lake, Kolkata – 700 091, West Bengal.	16.08.2012
289.	The Neotia University, Jhinga, Sarisa, D.H. Road, 24 Parganas (S), West Bengal-743368.	03.02.2015
290.	University of Engineering and Management, University Area, Plot No. III-B/5, Main Arterial Road (East-West), New Town, Action Area-III, Kolkata-700156, West Bengal.	03.02.2015



**INDIAN INSTITUTES OF MANAGEMENT, INDIAN
INSTITUTES OF SCIENCE EDUCATION & RESEARCH
AND INDIAN INSTITUTE OF SCIENCE**

CHAPTER 06

Indian Institutes of Management, Indian Institutes of Science Education & Research and Indian Institute of Science

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 Ahmedabad (established in 1961), Kolkata (1961), Bangalore (1973), Lucknow (1984), Indore (1996) and Kozhikode (1997) and are functioning from their permanent campuses.

Second Generation IIMs: In view of the felt

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



IIM Lucknow



IIM Ranchi

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 these IIMs has commenced from academic year 2015-16 from their temporary campuses. Another IIM has been established at Jammu which started its academic session from academic year 2016-17.

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 2017-18 to each of these IIMs are given below. The M/o HRD is providing funds to establish the IIMs for academic activities and setting up of temporary campuses and construction of permanent campuses.



Student intake and funds released in IIMs during 2017-18

Sl. No.	Name of IIMs	Number of Students		Faculty Position	Funds released (as on 31.12.2017) (Rs. in crore)
		PGP	FPM		
1	Ahmedabad	441	27	95	-
2	Bangalore	400	26	101	-
3	Calcutta	450	18	80	0.7450
4	Lucknow	461	25	77	0.98
5	Indore	624	19	100	-
6	Kozhikode	374	7	66	1.8448
7	Shillong	177	4	22	50.00
8	Rohtak	262	0	26	102.00
9	Raipur	209	5	26	135.00
10	Ranchi	258	4	10	65.00
11	Tiruchirappalli	180	4	33	67.75
12	Kashipur	213	17	33	85.75
13	Udaipur	245	3	31	92.10
14	Amritsar	96	No FPM	5	13.20
15	Bodh Gaya	38		0	9.00
16	Nagpur	58		0	22.51
17	Sambalpur	53		0	16.20
18	Sirmaur	68		0	11.59
19	Vishakhapatnam	61		4	19.00
20	Jammu	67		0	13.50
	Total	4735		159	709

*The faculty from mentor institute are providing faculty/academic support to the new Institutes, till requirement of permanent faculty.



IIM Udaipur

Passing of IIM Bill, 2017 in the Parliament and its notification

IIMs are recognized as world-class management Institutions and Centers of Excellence. However since all IIMs are separate autonomous bodies registered under the Societies Act, they are not authorized to award degrees and, hence, they have been awarding Post Graduate Diploma and Fellow Programme in Management. While these awards have been treated as equivalent to MBAs and Ph.D, respectively, the equivalence is not universally acceptable, especially for the Fellow Programme. To enable the IIMs to grant degrees, after approval of the Parliament and receipt of assent of Hon'ble President, the IIM Act, 2017 has been notified on 31.12.2017. Under the Act, all the existing IIMs have been declared as Institutions of National Importance, thereby enabling them to grant degrees. The Act also provides much more autonomy to the IIMs, as compared to what exists at present for other institutions of national importance.

Salient Features of IIM Act 2017

Apart from authority to grant degrees, the Act provides for complete autonomy to the Institutions, combined with adequate accountability. Management of these Institutions would be Board driven, with the Chairperson and Director of an Institution to be selected by the Board. A greater participation of experts and alumni in the Board is another of the important features in the Act. Provision has also been made for presence of women and members from Scheduled Castes/ Tribes in the Board. The Act also provides for periodic review of the performance of Institutions by independent agencies, and placing the results of the same on public domain. The Annual Report of the Institutions will be placed in the Parliament and CAG will be auditing their accounts. The Act also provides for a Coordination Forum of IIMs, chaired by an eminent person, as an advisory body.

GLOBAL INITIATIVE OF ACADEMIC NETWORKS (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 January 2018, 1417 have been approved from over 138 institutions in the country, out of which 921 courses have already completed. There are 156 courses which are upcoming this year. All such courses are also transmitted on-line and/or video recorded for others to view later through the local and national GIAN portal and the National Digital Library.

IISc BANGALORE AND IISERS

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 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. Both of them have been included as Institutes of National Importance under the NITSER Act, 2007.

The details of student intake, faculty strength and funds released till 31.12.2017 are given under:

Student intake and funds in IISERs during 2017-18 (Upto 31.12.2017)

Sl. No.	Name of the Institute	Number of Students (Intake)			Faculty Position	Fund released (as on 31.12.2017) (Rs in crore)
		BS-MS	Int. Ph.D	Ph.D		
1	IISER Pune	200	50	150	131	73.00
2	IISER Kolkata	224 + 3 (MS in Space Physics)	31	76	101	79.00
3	IISER Mohali	209	15	83	90	48.50
4	IISER Bhopal	296	9	104	110	72.00
5	IISER TVM	222	29	23	65	176.50
6	IISER Tirupati	125	0	30	30	25.30
7	IISER Berhampur	88	0	10	11	20.00

Sl. No.	Name of the Institute	Number of Students					Faculty Position
		Bachelor of Science (Research)	Course programs (ME/M Tech/ M Des/M Mgt)	M Tech (Research)	Int. Ph.D	Ph.D	
1	IISc Bangalore	120	441	58	79	388	430



CHAPTER 07

Distance Learning

Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 to provide access to quality education to all segments of the society through Open and Distance Learning (ODL) mode. The University offers innovative and need-based programmes at different levels. The University democratizes education by making it inclusive and reaching out to the disadvantaged and marginalized segments of the society in all parts of the country at affordable costs.

The University has staff strength of 518 Teachers/Academics and 1383 Technical/Administrative Staff. IGNOU offers academic support to students through a three tier students support network which comprises Headquarters at New Delhi, 67 Regional Centres (RCs) (9 RCs in North-East States 47 RCs in rest of the India, 11 Recognized Regional Centres established in collaboration with the Indian Army, the Indian Navy and Assam Rifles, and 2957 Learner Support Centres spread across the country, out of which 93 Study Centres were established in the reported period. IGNOU established Special Study Centres to ensure access of higher education to the marginalized and disadvantaged section of the society. The University established eight Special Study Centres for jail inmates and two Special Study Centres in rural areas in the reported financial year, the cumulative numbers of Special Study Centres was about 470 spread across the country. Counselling and academic support to individual student is provided through approximately 62,000 part time counsellors engaged at Study

Centres. In current financial year more than 80 orientation programmes have been organized so far. Zone wise meetings of Regional Directors (RD) were organized by the university, primarily with the objective of improving the academic and administrative functioning of the learner support network. The meetings of RD's were organized in five zones, Lucknow, Shillong, Madurai, Bhubaneswar and Panaji. Based on the deliberations and suggestions that emerged from these meetings, several initiatives have been taken by the university for the betterment of the functioning of RCs and its LSCs.

IGNOU offers 237 academic programmes at Doctorate, Master, Bachelor, Diploma and Certificate levels through 21 School of Studies out of which 15 academic programmes were re-launched/revised in the reported period. The University follows two annual academic cycles for its academic programmes, which are January to December and July to the following June. Regional Centres are the nodal points for admission. The enrolment strength in the July 2017 admission cycle was 3,81,636; out of which 44.7% were female students, 11.6% SC students and 8.4% ST students. Trend in enrolment indicates that the cumulative enrolment in July and January admission sessions in the reported period would be around 8.2 lakh. The University has about 28.2 lakh students on-roll in its various academic programmes. The University published 66 lakh blocks of instructional materials and dispatched 23.0 lakhs (app.) to meet requirements of 6.6 lakh of students in 237 academic programmes for July

2017 Cycle.

The Library collection of the University comprise 1.49 lakh printed books at the Central Library at Headquarters and 2.51 lakh printed books at Libraries situated at Regional Centres and Study Centres. 1826 subscribers of library have been availing remote access of about 75 thousand e-journals and over 40 lakhs e-books, the subscribers of library include research scholar, staff and faculty, spread across Headquarters, Regional Centres and Study Centres. The 30th convocation of the University was held on 13th April 2017, Dr. Mahendra Nath Pandey, Minister of State for Human Resource Development delivered the convocation address. The University conferred 2,10,811 awards to successful students in the 30 convocation in the reported year, it includes 120 Ph.D, 10 M.Phil, 63,065 Master, 85,979 Bachelor, 46,064 Diploma and 15,573 Certificate levels. 66 meritorious students received Gold medals.

Multimedia, Gyan Vani and Gyan Dharshan

The multimedia support to the students is provided through Audio/Video educational programmes. The University developed 103 new audio programmes with cumulative number of 2673 and 56 new video programmes with cumulative number of 4721 in the reported period in addition of 550 live sessions through I R C (Interactive radio Counselling) in the reported period. Electronic Media Production Centre (EMPC) recorded 19 and edited 21 programmes of MOOCs. EMPC conducted three workshops on Script writing for Curriculum –based Audio/Video Programmes for IGNOU’s Faculty.

The transmission of Gyan Darshan (GD) channels discontinued w.e.f June 4, 2014. An MOU was signed between IGNOU and Doordarshan to facilitate re-activation of Gyan Dharshan Channel (An educational TV Channel). The telecast of the

GD channel is available through C-Band GSAT-10 Satellite. Test transmission of the GD channel is on the air. Gyan Darshan webcast was launched on 25th September 2017. Viewers can now also access Gyan Darshan on IGNOU website www.ignouonline.ac.in/gyandarshan.

Gyan Vani (GV) FM Radio stations which were discontinued since 1st October 2014, The University signed an MOU with All India Radio (AIR) for operationlization of Gyan Vani 10 KW FM radio station from 37 cities on 9th December 2016, it was followed by renewal of Wire Less Operating license (WOL) for 37 Gyan Vani stations with the Ministry of Communication & IT on 18th September 2016. Gyan Vani Delhi’s Test transmission started on 10th January, 2017. GV stations at Delhi, Varanasi, Hyderabad, Lucknow have resumed transmission and other stations are likely to become operational soon.

EDUCATIONAL DEVELOPMENT OF NORTH EAST REGION

The Government of India (GOI) has allocated 10% of the plan grant for educational development of the North-East Region(NER). IGNOU facilitates expansion of educational development in NER by providing opportunities of higher education, training, skill development and other initiatives through Educational Development of North East region Unit (EDNERU)

International Operations and Collaborations

The University has international presence through Overseas Study Centres (OSCs). As of now, the university has 12 OSCs with cumulative enrolment of 68,442. Delegation from Namibia, Malawi and USA visited the university to explore the possibility of collaboration/promotion and joint academic activities. The university organized Coordinators meeting of overseas student centers

in the financial year.

The University has been offering academic programmes in Management, Childcare, and HIV and Family education disciplines in the African Continent (32 institutions in 31 countries) through the Pan Africa e-Network project.

Endeavour for Innovations

IGNOU has designed and developed a database compiling innovations in the Open and Distance Learning System (ODL) named “Navdharana” which contains more than a hundred innovations and ideas for the use of the stakeholders. This database has been made socially interactive and is made available online at <http://navdharana.ignouonline.ac.in/navdharana/>. The university also manages a Blog on innovation named as “Novonmesh” aimed at promoting and sharing innovation ideas, views and practices across the globe.

Campus Placement

The University provides opportunity for continuing lifelong education for employees in organized and unorganized sectors; hence a large group of students of the University are already employed and joined IGNOU to update their knowledge and skills. The University makes its best efforts to provide better job opportunities for its successful students. During the reported period, the University organized four placement drives which were attended by 1324 students out of which 218 students were selected/shortlisted.

Promotion of Unnat Bharat Abhiyan

The University has established a Community Development Cell at the Headquarters for promotion of Unnat Bharat Abhiyan. The University adopted over 100 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.

Education of Persons with Disabilities in IGNOU

Indira Gandhi National Open University is continuously striving to build a knowledge society through inclusive education. In a very short span of time IGNOU has made significant contribution in higher education, community education, extension activities and continual professional development through open and distance mode of education. Over the years IGNOU has lived up to the country’s expectations of providing education to the marginalized sections of society. One such important section is that of persons with disabilities. At present approximately 6,700 students with disabilities are enrolled and studying in various academic programmes on offer by the University.

Commonwealth of Learning (COL)

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

government on a voluntary basis. India is a major donor. During 2017-18, MHRD has released Rs. 8.00 crore to COL.

4. India is represented on the Board of Governors and Executive Committee of COL through secretary, Department of Higher Education.
5. COL has located its Educational Media Centre for Asia (CEMCA) in India, located in New Delhi and joint secretary in charge

of Distance Learning is a member on the Advisory of CEMCA.

COL has established Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA provides consultancies 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.



CHAPTER 08

Scholarships

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 have been divided amongst the State Education

Boards based on the State's population in the age group of 18-25 years. The rate of scholarship is Rs. 10,000/- per annum for the first three years and Rs. 20,000/- per annum for the fourth and fifth year.

Disbursement Method:

Direct Benefit Transfer (DBT)

The Central Sector Scheme of Scholarship for College and University Students is covered under the Direct Benefit Transfer (DBT) w.e.f. 1.1.2013 wherein the scholarship is disbursed directly into their bank account. A statement indicating disbursal of scholarship with effect from 1.4.2017 to 31.3.2018 is in given below Table.

Scholarship Disbursed under Central Sector Scheme of Scholarship for College and University Students (Fresh/Renewals)

FY 2017-18

Sr. No.	State	No. of Scholarships				Amount			
		General	SC	ST	Total	General	SC	ST	Total
1	Andhra Pradesh	8412	1744	492	10648	100590000	20290000	5700000	126580000
2	Assam	488	67	36	591	4880000	670000	360000	5910000
3	Bihar	116	17	0	133	1160000	170000	0	1330000
4	CBSE	12035	639	224	12898	136040000	6990000	2540000	145570000
5	Chattisgarh	1735	309	144	2188	17680000	3090000	1440000	22210000
6	Goa	212	1	11	224	2790000	10000	120000	2920000

Sr. No.	State	No. of Scholarships				Amount			
		General	SC	ST	Total	General	SC	ST	Total
7	Gujarat	4812	315	46	5173	54640000	3210000	460000	58310000
8	Haryana	4099	542	1	4642	44970000	5860000	10000	50840000
9	Himachal Pradesh	316	44	21	381	4050000	580000	260000	4890000
10	CISCE	102	4	2	108	1040000	40000	20000	1100000
11	J&K	1292	84	14	1390	13490000	840000	140000	14470000
12	Jharkhand	1	0	0	1	10000	0	0	10000
13	Karnataka	9498	1546	1016	12060	100500000	16180000	10410000	127090000
14	Kerala	4424	469	34	4927	46710000	4690000	340000	51740000
15	Madhya Pradesh	12769	1359	315	14443	150230000	14590000	3360000	168180000
16	Maharashtra	11579	564	144	12287	121280000	5680000	1460000	128420000
17	Manipur	215	36	18	269	2150000	360000	180000	2690000
18	Meghalaya	0	0	0	0	0	0	0	0
19	Mizoram	0	0	0	0	0	0	0	0
20	Nagaland	0	0	0	0	0	0	0	0
21	Odisha	2848	432	46	3326	29820000	4370000	470000	34660000
22	Puducherry	250	13	0	263	2910000	160000	0	3070000
23	Punjab	2943	222	0	3165	36460000	2930000	0	39390000
24	Rajasthan	6937	763	672	8372	81260000	8710000	7550000	97520000
25	Tamil Nadu	5197	354	8	5559	53070000	3610000	80000	56760000
26	Telangana	8527	1495	1063	11085	111600000	18800000	13470000	143870000
27	Tripura	260	71	15	346	2780000	710000	150000	3640000
28	Uttar Pradesh	8205	1039	46	9290	82060000	10400000	460000	92920000
29	Uttarakhand	271	45	4	320	2710000	450000	40000	3200000
30	West Bengal	3732	645	61	4438	38810000	6620000	610000	46040000
Total:		111275	12819	4433	128527	1243690000	140010000	49630000	1433330000

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 students of 2015, 2016 and 2017 were required to apply online for fresh and renewal scholarship through the portal.

Continuation of the scheme up to 2019-20 has been approved by the Standing Finance Committee.

Special Scholarship Scheme for Jammu & Kashmir

The Special Scholarship Scheme for Jammu & Kashmir aims at encouraging the youth from Jammu & Kashmir to take advantage of the educational institutions outside the State, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part



Meeting held on 31.5.2017 with the State Education Boards on seeding of Aadhaar and National Academic Depository (NAD)

of the mainstream. It is envisaged to provide 5000 fresh scholarships per annum (2070 for General Degree Courses, 2830 for Professional Courses and 100 For Medical Courses). There is a provision of inter-changeability of slots, subject to shortfall in the number of General degree i.e. if there is shortfall in the general stream intake, then the shortfall number is converted to seats equivalent to engineering /medical stream (1 General stream = 0.58 Engineering stream / 0.325 Medical Stream).

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

Eligibility criteria: Students of Jammu & Kashmir having family income of less than

Rs. 8.0 lakh per annum and having passed Class XII/Equivalent Examination from the State are eligible to apply under the scheme. Students who have secured admission outside the State either in allotted seats through centralized counseling as well as those students who have taken admission in Central Universities or Medical/Engineering Colleges based on Government conducted National level examination are eligible for award of scholarship. The students are required to apply online on the AICTE web portal – <http://aicte-jk-scholarship.in/>.

Technology is being used extensively to bring in transparency and accountability of the process. Certain novel initiatives were under taken in the current financial year viz. inclusion of Polytechnic Diploma students under the ambit

of the scheme, two supernumerary seats each for B. Pharmacy and B. Architecture have been created, Counseling organized at Leh for the convenience of students residing in remote areas as well as the use of Social Media including Facebook and Whatsapp, etc. Scholarship amount towards maintenance allowance is being provided directly to the students through the Direct Benefit Transfer mode. Further, to bring awareness about the scheme, 20 workshops were organised in 11 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 2017-18, ₹ 132.96 Crores has been released to All India Council for Technical Education (AICTE) for disbursing fresh and renewal scholarship to the eligible beneficiaries. During the Financial Year 2017-18, 8673 number of scholarship were disbursed.

The scheme has been continued from 2017-18 to 2019-20 coinciding with the 14th Finance Commission on the recommendation of Expenditure Finance Committee and with the approval of Finance Minister.

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 has been disbursed during the period from 1.4.2017 to 31.3.2018.

EXTERNAL SCHOLARSHIP

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

The Ministry administers and funds ‘Ms. Agatha Harrison Memorial Fellowship’ which is a research-cum-teaching fellowship in the field of History/ Economics/ Political Science. The selected fellow is placed at St. Antony College, University of Oxford, UK.

In the financial year 2017-18, Rs. 1 crore has been allocated for External Scholarship. The budget was used to meet the expenditure on holding of selection committee meetings, payment of stipend, airfare.

The details of scholarships offered by various countries during the year 2017-2018 have been provided in the table below:

(Position as on 31.03.2018)

Sl. No	Country's Name	No. of Nominated Candidates	Accepted by Donor Country	Utilized
1.	South Korea	15	Yet to be finalized by the donor country	---
2.	China	80	Yet to be finalized by the donor country	---
3.	Italy	10	10	10
4.	Israel	14	Yet to be finalized by the donor country	----
5.	UK (CSFP)	65	Yet to be finalized by the donor country	---
6.	New Zealand (CSFP)	2	2	2

In addition to the nomination for above mentioned scholarships, the Ministry also disseminated the information of the following scholarships on

its portal and within the concerned universities/institutions for its wider publicity and participation.

Sl. No.	Name of the Scholarship/Fellowship	Available for
1	Helsinki- Aalto Center for Information Security (HAIC), Finland	Master's programme on Information Security
2	International Scholar Exchange Fellowship offered by Korea Foundation for Advance Studies	University faculty and institution researchers who have a doctoral degree
3	Scholarship offered by Embassy of the Republic of Slovenia	University/college students or graduates and Ph.D.
4	On Scholarship Program for Degree Studies at St. Petersburg University SPbU', offered by the Government of Russian Federation	Degree courses
5	Government of Colombia Scholarship program	Spanish programme
6	The Cyprus School of Molecular Medicine Scholarship	M. Sc.
7	Japanese Government Scholarship [MEXT] Programme	Undergraduate, Master's and Doctoral Programme.
8	The State Scholarships Foundation of Greece Scholarship	Courses and seminars in the Modern Greek language and culture.

9	Korean Government Scholarship Program	Undergraduate degree
10	Chulabhorn Graduate Institute Post-graduate Scholarship Program' offered by Chulabhorn Graduate Institute, Bangkok	Master's degree
11	Taiwan Government Scholarship Programme	Master or PhD degree

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 fulfil 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. 705 letters of "No Obligation to Return to India" (NORI) has been issued from 01.04.2017 till 31.03.2018.

CHAPTER

09



**NATIONAL INSTITUTE OF EDUCATIONAL
PLANNING AND ADMINISTRATION**

CHAPTER 09

National Institute of Educational Planning and Administration

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

Mandate: NIEPA is actively engaged in teaching, research and advisory services in the areas of educational policy, planning and administration. The core activities of the Institute 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.

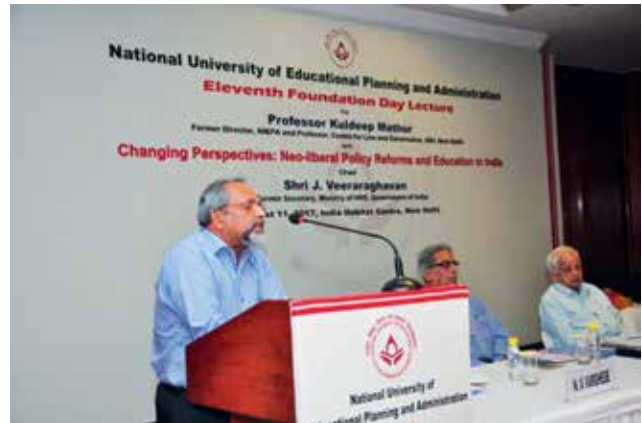
Programmes showing targets and achievements: NIEPA has started M.Phil. and Ph.D. programme in educational planning and administration with a broader inter-disciplinary social science perspective since 2007. Since then, 151 research scholars for M.Phil., 60 for Ph.D. Programme have been registered at NIEPA. As many as 99 M.Phil. and 17 Ph.D. Degrees have been awarded so far till March 2018. In 2017-18, 27 students including 18 in M.Phil. and 9 in Ph.D. programme have been enrolled at NIEPA. The Institute 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. NIEPA has also carried out several surveys, research studies and training programmes to reduce the disparity

in educational attainment and lessen the poverty and elevate their economic and social life.

During 2017-18, one hundred and forty nine training programmes have been proposed which include long-term and short-term training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators. NIEPA has organized 141 such training programmes till March-2018. Besides training programmes, NIEPA also conducts three diploma programmes every year (i) Post Graduate Diploma in Educational Planning and Administration (PGDEPA), and (ii) International Diploma in Educational Planning and Administration (IDEPA) and (iii) Post Graduate Diploma in School Leadership and Management (PGDSLM). In addition, NIEPA has completed 13 research studies in the field of educational planning and administration during 2016-17 and 48 research studies are in progress during the period 2017-18.

Till March 2018, NIEPA has provided Grants-in-Aid to 32 Government and non-Government organizations for organizing seminars/conferences/workshops on education and allied areas.

Major Policy/Reforms: Research and training programmes on Scheduled Castes, Scheduled Tribes and minorities are the areas of concern of National Institute of Educational Planning and Administration. Scheduled Castes, Scheduled Tribes and minorities are the most deprived sections of the society with extremely low levels of educational attainment. Several initiatives have been taken by the Government of India for their upliftment. NIEPA 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.



CHAPTER

10



RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN

CHAPTER 10

Rashtriya Uchchatar Shiksha Abhiyan

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally sponsored scheme being implemented by the Ministry of HRD. It is an overarching scheme, operated in mission mode for funding the state governments to achieve the aims of equity, access and excellence in higher education. The central funding flows from the Ministry to state universities and colleges through the state governments. Funding to states is made based on critical appraisal of State Higher Education Plans (SHEPs). These plans describe each state's strategy to address issues of equity, access and

excellence in higher education. The full details of the scheme are available at www.rusa.nic.in.

Funding Ratio: For General category States, the funding ratio is 60:40 between Centre and State; for special category States (North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand), the funding ratio is 90:10 and it is 100% Central grants for UTs without Legislature.

Achievements: The component-wise approvals and releases under the scheme are as below:

Component	Physical Units Approved	Total Amount Approved (Rs. crore)	Central Share Approved (Rs. crore)	Central Share Released (Rs. crore) (as on 20 th November, 2017)
Creation of Universities by way of upgradation of existing autonomous colleges	8	440	286	94.21
Creation of Universities by conversion of colleges in a cluster	8	440	330	131.23
Infrastructure grants to Universities	117	2319.53	1449.02	816.582
New Model Colleges (General) (under RUSA)	72	859.69	548.12	310.76
Upgradation of existing degree colleges to model colleges	54	212.36	149.52	79.3331
New Colleges (Professional & Technical)	29	754	556.4	182.25
Infrastructure grants to colleges	1249	2498.79	1686.45	1026.801
Research, innovation and quality improvement (State as Unit)	3	37.27	23.05	12.03

Component	Physical Units Approved	Total Amount Approved (Rs. crore)	Central Share Approved (Rs. crore)	Central Share Released (Rs. crore) (as on 20 th November, 2017)
Equity initiatives (State as Unit)	18	77.45	59.05	28.178
Faculty Recruitment Support (Posts)	253	26.2	22.27	0.6525
Faculty improvement (State as Unit)	8	41.49	28.04	8.002
Vocationalisation of Higher Education (State as Unit)	7	93.43	62.259	34.069

On 17th April, 2017, the Hon'ble Human Resource Minister (HRM) digitally launched the following projects under RUSA.

- i. Arunachal Pradesh: Up-gradation of Existing Degree Colleges to Model Degree Colleges: Academic (Commerce) Block in Dera Natung Government College, Itanagar
- ii. Haryana: Infrastructure Grants to the University: Computer Lab at Maharshi Dayanand University
- iii. Himachal Pradesh: New Colleges (Professional): Rajiv Gandhi Government Engineering College, Kangra
- iv. Jammu & Kashmir (J&K): Creation of Cluster Universities in Jammu and Srinagar (Districts), Jammu & Kashmir
- v. Jharkhand: Equity Initiatives: Digital Language Laboratory in Ghatsila College, Ghatsila, Kolhan University
- vi. Kerala: Infrastructure Grants to Universities: Solar Paneling System in Sree Sankaracharya University of Sanskrit, Kalady, Ernakulam (Kerala)
- vii. Madhya Pradesh: Infrastructure Grants to University: Academic Block, Government Rani Durgawati College, Mandla
- viii. Maharashtra: Research, Innovation and Quality Improvement in Shivaji University, Kolhapur & Savitribai Phule Pune University
- ix. Manipur: Infrastructure Grants to Colleges: Renovation of IT/Bioinformatics Centre, Laboratories in Biotechnology, Food Technology, Chemistry, Biological Science, Home Science and Geology in S. Kula Women's College, Kongkhampat, Nambol
- x. Mizoram: Infrastructure Grants to Colleges: New building for M.Ed. Classrooms, Institute of Advanced Study in Education, Republic Veng, Aizawl
- xi. Rajasthan: Infrastructure Grants to University: Smart Classrooms and Moot Court Room, Mohan Lal Sukhadia University, Udaipur
- xii. Sikkim: Preparatory Grants: Management Information Systems (MIS)
- xiii. Tamil Nadu: Infrastructure Grants to Universities: Women Hostel at Bharathiar University, Coimbatore
- xiv. Telangana: New Model Degree College (MDC) Kalwakurthy, Nagarkurnool (District), Telangana
- xv. Uttarakhand: Infrastructure Grants to University: Yogic Science Laboratory in Uttarakhand Sanskrit University, Haridwar

Process Innovations under RUSA-Geo-tagging:

To effectively monitor the implementation of scheme on the ground, the Ministry in association with Indian Space Research Organization (ISRO) is utilizing ISRO's Geo portal, Bhuvan for visualization services and earth observation data. This would ensure real time mapping, monitoring and tracking the performance of all the beneficiary institutions.

There is also an android based app called Bhuvan RUSAApp. It is a user-friendly mobile application, which enables to collect and report geo-tagged information on various physical parameters such as new construction, up-gradation work and purchase of equipment, furniture and fixtures in all RUSA beneficiary institutions. This mobile app will provide a platform for controlled crowd sourcing to build spatial database on Bhuvan Geo-platform.

Best Practices- sharing and documentation:

There is a rigorous ongoing documentation of the best practices from the beneficiary institutions and states. The documentation is both in the written as well as the audio-visual format. The best practices documentation provides an opportunity for states to highlight key reforms that are underway in their respective states, since the implementation of RUSA. The best practices also serve as an example for states to learn from one another through experience sharing. The selection/short listing of the states for the best practices also creates a healthy competition amongst them, often times resulting in 'out of the box' or 'innovative' ideas and solutions.

PFMS for better financial transparency and monitoring: RUSA has been linked with the PFMS (Public Financial Management System) for better financial transparency and monitoring



of funds flow from Central Government to beneficiary institutions via State Governments. This helps in real time capturing of component wise expenditure enabling greater transparency and accountability in funds disbursed. It also enables tracking of funds parked either, if any, at the level of the State Government or Institutions, once the funds are approved and disbursed by the Ministry of Human Resource Development. All the RUSA beneficiaries have initiated the process of boarding on to the PFMS. All implementing agencies shall be directed to carry out all expenditure using the EAT module of PFMS as per the recommendations of the EFC.

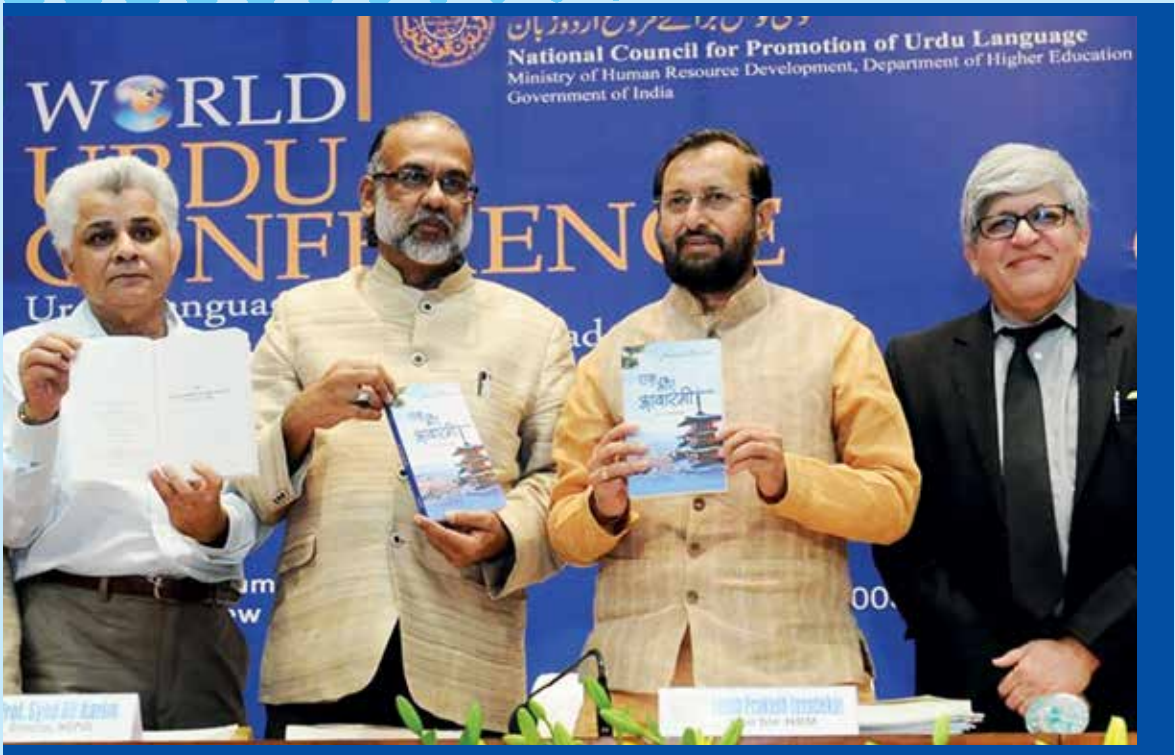
The Fund and Reform tracker: The Fund and Reform Tracker is to monitor RUSA projects from the minute they are sanctioned and track their progress till their completion. Through this, an interface is made available for the Central Government, the State Higher Education stakeholders and the institutional leaders, apart from thousands of vendors panned across India. The App is to capture the fund allocation as per the Project Approval Board (PAB) meetings, the instalment wise funds released by the Centre and the State to the institutions and further payments made to the vendors by the State/ Institutions. The App provides real time information of funds utilized and physical assets created/purchased.

The Dashboard gives an overall picture of the scheme with State and Institution wise progress under the scheme.

The Reform Tracker is a report card of states mapping their performance along various indicators. It also provides information on the progress made by States on the commitments given by them to the Ministry of Human Resource Development at the time of joining the scheme.

In sum, the following are the highlights of reforms that have been undertaken so far:

- Creation of State Higher Education Councils in 34 States/UTs.
- Creation of State Project Directorates in 31 States/UTs.
- Improvement in accreditation status in respect of Universities and Colleges. State Level Quality Assurance Cells have been constituted in almost all States and UTs to help improve the process of accreditation.
- Substantial filling up of vacancy positions in several states.
- Academic reforms such as choice based credit system (CBCS), semester system, examination reforms have been initiated.



CHAPTER 11

Language Institutions

CENTRAL HINDI DIRECTORATE

The direction given under article 351 of the Indian Constitution for the development of Hindi Language is as under-

“It shall be the duty of the Union to promote the spread of the Hindi language to develop it so that it may serve as medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in other languages of India specified in the eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages”.

In keeping with above cited constitutional injunction the Central Hindi Directorate was established on 1st March, 1960 as a subordinate office of the then Ministry of Education (which has now been renamed as Ministry of Human Resource Development, Department of Higher Education). The four regional offices of the Directorate are located in Chennai, Hyderabad Guwahati and Kolkata. This apex body of the Central Government, ever since its coming into being, has been persistently engaged in the execution of a multiplicity of important schemes for imparting an all- India character to Hindi, connecting divergent people through this language and striving consistently to get a place of prestige for it at the global level.

Directorate is implementing several important

scheme and programmes pertaining to the development, promotion and enrichment of Hindi such as the following ones:

1. Correspondence Courses.
2. Supplementary educational material.
3. Extension Programme- Non-Hindi speaking Neo-Hindi writer camp, Students Study Tour, Research Students Travel Grant, Teacher Lecture Series, National Seminars, award to non-Hindi speaking Hindi writers and Shiksha Puraskaar.
4. Scheme of Financial Assistance to voluntary Hindi Organizations for promotion of Hindi and Scheme of financial assistance for publication in Hindi.
5. Publication - Preparation and publication of Dictionaries, Journals such as Bhasha, Varshiki and Sahityamala.
6. Free Distribution of Hindi Books.
7. Book Exhibitions and sale.

(A) 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 Headquarter and 08 Regional Centres located at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneswar & Ahmedabad. These centres participate in Teachers Training Programme, Research in Comparative & Contrastive Linguistics and Preparation of Instructional Material as per the need of Hindi learners of the feeler area. Besides, it Sansthan has 03 affiliated colleges owned & governed by Govt. of Nagaland, Mizoram and Assam.

Sansthan conducts more than 17 courses of Hindi Teaching and Training. More than 83173 Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/employees have been trained by the Institute till 2016-17. 6602 Foreign students at Headquarter, Delhi centre and ICCR Colombo belonging to different countries have learnt Hindi from KHS under the program "Propagation of Hindi Abroad Scheme".

(B) TEACHING PROGRAMES

1. **Vocational Courses (Evening Programmes)**- These Programmes are conducted at Headquarter and Delhi Centre

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> (i) Post M.A. Diploma in Applied Hindi Linguistics (ii) Diploma in Translation: Theory & Practice (iii) Diploma in Mass Communication & Journalism | } | <p>Total
61
Students</p> |
|--|---|---|

2. **Hindi Teaching Programme for Foreigners** - This programme is offered under the scheme "Propagation of Hindi Abroad". During the current year 164 foreign students have been admitted, of these 85 are at Agra Headquarter and 79 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, 2017 to October, 2017, 36 such Programmes have been organized and 1560 teachers have been trained so far.

(a) **Seminar:** (Details Enclosed)

- (i) 12 National Seminars have been organized by Agra Headquarter, Bhubaneswar, Mysore, Hyderabad & Delhi centre.
- (ii) 15 Seminars are to be conducted in this session.

(b) **Audio Visual instructional Material** - 04 Video Lesson based on Remedial Hindi Pronunciation Practice are prepared during the reported session. Besides 06 interactive multimedia lesson prepared for digital language lab.

(c) **Development of Lexical Resources**

(1) **Hindi Lok Shabd Kosh Pariyojana**

- (i) Rajsthani- Hindi-English-Lok Shabdkosh- English Translation of 4000 entries.
- (ii) Haryanvi- Hindi-English-Lok Shabdkosh- Typing work of 3234 entries
- (iii) Garhwali- Hindi-English-Lok Shabdkosh- Typing work of 1711 entries
- (iv) Chhattisgarhi- Hindi-English-Lok Shabdkosh- Typing work of 1165 entries
- (v) Awadhi- Hindi-English-Lok Shabdkosh- Lexical work of 5110 entries on computer, Romanization & work for Hindi meaning.

- (vi) Bundeli- Hindi-English-Lok Shabd-kosh- Lexical work of 4200 entries on computer, Romanization & work for Hindi meaning.
- (2) **Hindi Corpora Pariyojana**-Hindi Corpora Project is developing a Hindi Spell Checker with the help of the Corpus. for this purpose, words from various dictionaries were collected.
- (3) **Laghu Hindi Vishwakosh Pariyojana**-Details of work in the period April 2017 to October, 2017 is given hereunder-
1. **Maths**- Total no. of entries are 1030. Typing & drawing work of these entries have been completed.
 2. **Science**- Total no. of entries are 1275. Typing & drawing work of these entries have been completed.
 3. **Literature**- 60 new entries received, other entries have been sent to new authors
 4. **Mass Communication**- 56 new entries have been received, other entries are in the process of writing.
 5. **Society & Life**- 272 new entries received, typing work has been completed.
 6. **History**- 205 new entries received, typing work has been completed & sent to correction.
- Psychology, Indian Healing Methods & Yoga, Public Administration & Management new subjects are included in this project.
- (4) **Activities of Department of Material**

Production for NE Regions - Total 33 workshops were organized during the reported period for preparation of Hindi-Nockte, Hindi-Konkadi, Hindi-Dogari, Hindi-Bhili, Hindi-Assamese, Hindi-Bhutiya, Hindi-Saurastri, Hindi-Surti, Hindi-Pattani, Hindi-Charottari, Hindi-Monapa, Hindi-Balti, Hindi-Nepali, Hindi-Leptcha, Hindi-Rai, Hindi-Limbu learner's dictionaries and Teachers Guide book for class 6,7 and 8 of Sikkim state.

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:-

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.

- a) Formulation of principles relating to evolution and coordination of scientific and technical terminology in Hindi and other languages.
- b) 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.

- c) The Commission may also take up preparation of standard scientific textbooks using the new terminology evolved or approved by it, preparation of scientific and technical dictionaries and translation into Indian languages of scientific books in foreign languages.

Following the recommendations of the Commission as stated above and the Presidential Orders issued thereafter, the functions and duties of the CSTT, at present can be outlined as follows:-

Duties and Functions of the Commission:

- (a) To evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopaedia.
- (b) To see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc.
- (c) To ensure proper usage/ necessary updation/ correction/ improvement on the work done (through Workshops/ Training programmes/ Orientation programmes/ Seminars) by obtaining useful feedback.
- (d) To encourage technical writings in Hindi and other Indian languages by sponsoring Seminars/ Conferences/ Symposia on scientific and technical subjects.
- (e) To coordinate with all states to ensure uniformity of terminology in Hindi and other Indian languages. (Through State Governments/ Granth Academies/ University Cells/ Glossary Clubs or other agencies).
- (f) To publish/encourage publication of books in Hindi and Indian languages for popularization and usage of standard terminology

The Commission is working on the following

main areas:

PREPARATION AND PUBLICATION OF ENGLISH-HINDI TECHNICAL DICTIONARIES/ GLOSSARIES

PREPARATION AND PUBLICATION OF ENGLISH-REGIONAL LANGUAGE TECHNICAL DICTIONARIES /GLOSSARIES

PREPARATION AND PUBLICATION OF TRILINGUAL GLOSSARIES

PREPARATION AND PUBLICATION OF DEFINITIONAL DICTIONARIES

PREPARATION AND PUBLICATION OF LEARNER'S GLOSSARIES

PREPARATION, APPROVAL/PUBLICATION OF DEPARTMENTAL GLOSSARIES

PROPAGATION, EXPANSION AND CRITICAL REVIEW OF TERMS COINED AND DEFINED

PRODUCTION OF UNIVERSITY LEVEL BOOKS IN HINDI AND REGIONAL LANGUAGES

PUBLICATION OF MONOGRAPHS

PUBLICATION OF JOURNALS

FREE DISTRIBUTION OF PUBLICATIONS

ORGANISING EXHIBITIONS

Publications

- i) Departmental Glossary of Commerce (English-Hindi)
- ii) Fundamental Glossary of Ayurveda (Sanskrit – Hindi – English)
- iii) Fundamental Glossary of Mathematics (English-Hindi-Gujarati)
- iv) Fundamental Glossary of Space Science (English-Hindi)

- v) Glossary of Space Science (English-Hindi)
- vi) Glossary of Linguistics (English-Hindi)
- vii) Glossary of Administrative (Hindi-English)
- viii) Learner's Glossary of Mathematics (English-Hindi)
- ix) Vigyan Garima Sindhu (Mathematics Special Issue)
- x) Vigyan Garima Sindhu – Vol. 93, Vol. 94, Vol. 95 and Vol. 96
- xi) Gyan Garima Sindhu – Vol. 50,51, 52 & 53.

CENTRAL INSTITUTE OF INDIAN LANGUAGES

Established in 1969, the Central Institute of Indian Languages (hereafter, CIIL) has been committedly working for the promotion of all languages of India, and through that the sustenance and conservation of linguistic diversity in the country. During the financial year 2017-18, the Institute conducted academic programmes, developed pedagogical and research materials on Indian languages, collaborated with other institutions in carrying out activities related to Indian languages, extended consultancies and advised the government on Language related issues as and when required. The Institute also collaborated and provided financial assistance to 20 institutions including IITs and Central Universities for organising conferences, seminars, symposiums and workshops of national and international scope besides organising them at its Mysore headquarters. The Institute was present in the proceedings of all major events focussing different aspects of linguistic research on the languages of India. The appointment of new officers augmented the existing workforce of the Institute. This year, Prof. DG Rao, Director and Dr L. Ramamoorthy, Reader cum RRO at this Institute visited the Mahatma Gandhi Institute, Moka, Mauritius from 11 to 14 April 2017 and conducted evaluation of programmes in Indian languages. They also gave proposals

and suggestions for LRC's smooth running. The annual report of the Institute has been summarized under categories of Major Projects and Schemes operational under the aegis of CIIL, Research & Development Units, Regional Language Centres and Other Activities. The details of these categories are as follows:

A. The Projects and Schemes

1. Centre of Testing and Evaluation National Testing Service (NTS)

NTS-I conducted 19 workshop cum training programmes; 1 National Conference; 4 material production workshops and 1 contact programme. A total of 14579 questions were prepared and 1000 question items got updated in five languages namely Hindi, Tamil, Urdu, Kannada and Telugu. 6 books were published and five manuscripts have been made ready for publication. Several in house discussions were held for the preparation of online tests (website and mobile application) for Hindi, Tamil and Urdu languages, which may come effective in the year 2018-19.

2. Centre of Corpus Linguistics

Linguistic Data Consortium for Indian Languages (LDC- IL)

LDC-IL conducted Short Term Goal Oriented Projects for 12 Indian Languages for 30-45 days and National Level Workshop cum Training for In-house staffs; organized a collaborative International Symposium, 2 collaborative International conferences, 2 collaborative National Seminars, two collaborative National Level Workshops. The Project Advisory Committee meeting of LDC-IL was held in the current year 2018.

3. Centre of Translation Studies

National Translation Mission (NTM)

NTM conducted two workshops on Compilation of Technical Terminology, Extraction of Text

wise Terminology from 7 shortlisted textbooks. Organized seven 3-week course on 'Introduction to translation', Meeting on Short-Term Certificate and Diploma Course-1 in Translation and also Publication of a Journal and a Thematic Volume. NTM re-launched its newsletter The Translation Bulletin. NTM participated in the Hyderabad Literary Festival 2018 to promote its publications and activities. NTM started procuring e-book rights along with the print version rights for translation and publication of Knowledge Texts. NTM has procured the license to translate the 7 titles in the current year. A total of 34 books have been translated in house and 13 are published and 21 books are expected to be published. NTM has received the complete manuscript of 22 books, which are in different stages of publication. NTM has also signed agreements for translation and publication of 7 books with publishers and translators from different language regions. NTM is creating high quality translation tools such as dictionaries, thesauri, word-finders, on-line look-ups and the sourcing software for translation, memory, word net etc. NTM undertakes translation assignments for Government and Other Agencies. A total of 25 events (Workshops, Subcommittee meeting, training programmes etc.) have been conducted across the country so far by NTM. NTM convened for third meeting of the Subcommittee for Copyrights and Legal Matters.

4. Centre of Excellence for Studies in Classical Kannada (CESCK)

CESCK conducted 1 National Seminar, two workshops and six training programs. CESCK had a Classical Kannada exhibition cum stall at 83rd Kannada Sahitya Samellanna held at Mysuru. The Centre felicitated Reverend F. Kittel and Narasimhachar in Belagavi and F.G. Halakatti and Dr. L. Basavaraju in Hungund, Bagalkot. Three Expert committee meetings were held with regard to smooth functioning of CESCK.

Hon'ble Minister of Human Resource Development, Shri PRAKASH JAVADEKAR, inaugurated the new premises allocated for Centre of Excellence for Studies in Classical Kannada (CESCK) at the University of Mysore (UOM) at CIIL, Mysore.

5. Composite Correspondence Course in Kannada (CCCK)

CCCK unit conducted a personal contact programme. 6 registrants passed in the correspondence course in Kannada in year 2017. In the month of November 97 students were admitted for the course.

6. Grants-in-Aid (GIA)

During the year 2017-18, all the 522 recommended proposals received under four schemes of GIA have been duly processed for release of grants by the 31st GIA meetings. The Ministry released Rs.52,00,000/- in first instalment. 160 proposals pertaining to Bulk Purchase Scheme and NER proposals have been cleared for payment of grants to the grantees. The Unit successfully conducted the 32nd GIA Committee Meeting. In 552 proposals received, 418 proposals have been recommended by the 32nd GIAC.

7. Centre of Language Documentation Scheme for Preservation and Protection of Endangered Languages (SPPEL)

SPPEL conducted 1 International Conference, 3 Workshops cum Training Programs and currently working on 26 endangered languages. It organized collaborative workshop and Web-Launch of Pictorial Dictionary prepared by SPPEL. The 6th Core Committee Meeting of SPPEL was conducted in the month of November 2017.

8. Centre of Digital Information Dissemination Bharatavani Project (BVP)

The Bharatavani portal contains digitized text in

106 Indian languages with contributions from around 157 organizations. It has 83 sub-domains. Bharatavani App contains 94 digitized and search-enabled dictionaries in multiple Indian languages. Digitizations of text identified in 121 languages are underway and are being uploaded to the Bharatavani portal on a daily basis. The National Advisory Committee (Content) met CIIL, Mysuru on the 23rd of October, 2017.

9. Centre for Folklore, Creative Writing and Lexicography

The Centre has translated 55 Hindi stories from English to various Indian languages and organised a book launch. It took an initiative to translate Bala Ramayana in 22 Indian languages. The Hon'ble Minister of MHRD, Shri PRAKASH JAVADEKAR, on 19th February, 2018 released Bala Ramayana in 17 Indian languages jointly published by EMESCO, publishers, Hyderabad. The centre has prepared 12 trilingual dictionaries and 2 books on idioms and proverbs, which are in different stages of publication. It also conducted 2 National Seminars and 1 International Seminar.

B. Research and Development Units

10. Library

Library with its specialized collection is networked with its all seven regional language Centre libraries at Mysore, Pune, Bhuvaneshwar, Guwahati, Patiala, Lucknow and Solan. More than 2 lakhs books are currently available in CIIL and regional Center libraries. During the year 2017-18, a total of 148 books were purchased and 255 complimentary books were received in form of donation.

11. Publication unit

The unit has published 14 books/ journals in the current year which includes resource books, journals, glossaries, dictionaries and text books.

C. Regional Language Centre Unit

The Regional Language Centre conducted 10-Month Diploma Courses in 20 Indian languages through seven Centres located in different parts of the country.

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 19,200 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, 2017. The officers and officials of the Sansthan took part passionately.



- ii. **Sanskrit Saptahotsava** - The Sansthan celebrated Sanskrit Saptahotsava from 4th to 10th August, 2017 in collaboration with the Ministry of Human Resource Development, Govt. of India, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, Sanskrit Bharati, University of Delhi, JNU

and other organizations at Mavalankar Hall, Constitutional Club of India, 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 Dr. Mahendra Nath Pandey, Hon'ble Minister of State for Human Resource Development, Govt. of India on 09-10-2017. The Valedictory function was held on 11th August, 2017 at Rashtriya Sanskrit Sansthan (Deemed University), New Delhi when prizes were also distributed to the winners of the competitions.



- iii. **Swachhta Hi Seva** - The Rashtriya Sanskrit Sansthan, New Delhi and all its campuses at different places of the country organized the Swachh Bharat Pakhwara from 15th September to 02nd October, 2017.

Besides practicing cleanliness at the work places, the following activities were also undertaken on this occasion:

- (a) Taking Mass pledge concerning Swachh Bharat Abhiyan, (b) Making Voluntary contribution by the Officers and (c) students towards cleaning of their residences, neighborhood & social network premises in a befitting manner.



- iv. **Hindi Pakhwara** – The Rashtriya Sanskrit Sansthan organized Hindi Pakhwara



from 14.09.2017 to 29.09.2017. 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.



- vi. The Rashtriya Sanskrit Sansthan organized **Vigilance Awareness Week** from 31st October to 5th November, 2017 and **Rashtriya Ekta Diwas** on 31st October, 2017.

During these programmes, different competitions were held and the officers, officials and students of the Sansthan took part with great enthusiasm. The winners in those competitions were given away prizes.

- v. **Foundation Day** - The Rashtriya Sanskrit Sansthan was established on 15-10-1970. The Foundation Day was celebrated on 15-10-2017 at the Head Quarters Office, New Delhi. Eminent scholars like Professor Ram Karan Sharma, former Director of Rashtriya Sanskrit Sansthan (Deemed University) and other distinguished guests graced the occasion. Prof. S. Subrahmanya Sarma, Registrar I/c, Rashtriya Sanskrit Sansthan (Deemed University) chaired this programme.





- vii. **15th Inter-Campus Sanskrit Natyamahotsava** – 15th Inter-Campus Sanskrit Natyamahotsava organized at Rashtriya Sanskrit Sansthan (Deemed University), Ekalavya Campus, Agartala (Tripura West) from 22.11.2017 to 24.11.2017. Various campus students participated in different dramas. About 500 students from all the campuses of Rashtriya Sanskrit Sansthan (Deemed University) took part in Natyamahotsava.



Financial Assistance Provided Under Various Schemes –

- (i) The Sansthan provides financial assistance for
 - (a) Sanskrit teaching towards salary of Sanskrit teachers in traditional Sanskrit Pathshalas/ Schools/Colleges, at the rate of Rs. 8000/- per month engaged in the propagation, development and promotion of Sanskrit.
 - (b) Scholarships at the rate of Rs.300/- per month to Sanskrit students.
 - (c) For construction and repair of buildings.
 - (d) For purchase of furniture and library books, etc.

During the year, 406 Sanskrit Institutions/ Organizations have been assisted with grant-in-aid amounting to Rs.721.31 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 2017-18 an amount of Rs.3700.00 lakh allocated for ASM/ASS and about 4887 students of these 25 institutions were benefited. The Sansthan also pays honorarium to 54 retired eminent Sanskrit Scholars at the rate of Rs.10,000/- per month for teaching in Campuses,

Adarsh Sanskrit Pathshalas and other State Sanskrit Colleges under the Shastra Chudamani Scheme. Financial assistance is also provided for organizing vocational training; purchase and publication of rare Sanskrit books & manuscripts and for organizing All India Elocution Contest, etc.

- (ii) **Financial Assistance to Sanskrit Dictionary Project, Pune** - The Deccan College, Post Graduate and Research Institute, Pune undertook the project for preparation of Encyclopedic Sanskrit Dictionary on Historical Principles. The main source of the expenditure of this Project is made available by the Govt. of India through Rashtriya Sanskrit Sansthan (Deemed University), New Delhi. During this Financial Year a total amount of Rs. 50 lakh has been allocated by Rashtriya Sanskrit Sansthan for this project.
- (iii) **Non-formal Sanskrit Education** - A total number of 106 centers for Non-formal Sanskrit Education (including 22 centers at NER) are functioning at different places. Each Center is imparting education at two levels. Through this programme, approx. 10,502 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 120 institutions for Modern subject teachers and 26 Sanskrit teachers of Government Schools in different States for teaching Sanskrit. Sansthan has

awarded scholarships to the extent of Rs. 390 lakh to 11665 students of traditional & modern stream from Class IX to Ph.D. level under one of the Schemes of Development of Sanskrit Education.

- (v) **Samman Rashi to Sanskrit Pandits in Indigent Circumstances** - The Sansthan also provides financial assistance in the form of Samman Rashi at Rs.36,000/- per annum to the eminent Sanskrit Pandits above the age of 65 years who are in indigent circumstances. 211 Pandits are getting Samman Rashi under this programme.
- (vi) **The Presidential Award Scheme** - Awards of Certificate of Honor for Sanskrit to 16 scholars including one international Award for NRI or Foreigner, 3 each for Arabic and Persian 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 foreign scholar for their lifetime achievement in the field of Sanskrit, 3 in Persian, 3 in Arabic, one in Pali and one in Prakrit, were also declared. 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) **Ashtaadashi (18 Projects)** - Ministry of Human Resource Development,

Govt. of India, had constituted a thirteen (13) Member Committee under the Chairmanship of Shri N. Gopalaswamy, Chancellor, Rashtriya Sanskrit Vidyapeetha, Tirupati to suggest a long-term Vision and Roadmap for the development of Sanskrit Ten-year perspective Plan. Among major recommendations of the Committee Rashtriya Sanskrit Sansthan has launched Ashtaadashi Scheme (18 projects) for much-required boost for the growth engine of Sanskrit. Accordingly, 42 project proposals at a total cost of Rs. 1,84,44,000/- have been approved.

(viii) **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.

(ix) **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.

(x) **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. 22 Non-Formal Sanskrit Education centers have been established in NE Region. Scholarship amounting to Rs. 24.85 lakh has been disbursed to 719 students in NE Region. An amount of Rs.18.00 lakh has been released for payment to 13 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.

(xi) **Mukta Swadhyaya Peetham (Institute of Distance Education)** - Mukta Swadhyaya Peetham (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. 1876 students were enrolled during the year. Teaching is supported by meetings, workshops and orientation programmes.

SHRI LAL BAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA

MISSION OF THE VIDYAPEETHA: The mission statement of the Vidyapeetha is “Vidya Vinde Amritum” that means “Education for Enlightenment”.

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 for Virtual Class Room.
2. Preparation of perspective plan for next 5 years
3. Establishment of National Sanskrit Library
4. Girls' Hostel
5. Introduction of solar power system
6. Establishment of Yoga Department for U.G. / P.G. programmes in Yoga.
7. Conversion of Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha as Central Sanskrit University.

Academic Activities at the Vidyapeetha during the year 2016- There are 5 Faculties and 10 Departments in the Vidyapeetha wherein various conferences and lectures have been organized from time to time. The department has also organized seminars and classroom presentation to encourage the bright students to participate in the discussion and also also present their views. The students also provided assignment, group activities and interactive opportunities. The Dean Students' Welfare also organized several cultural programmes for the students as per directives of the MHRD and UGC.

Course-wise details of students - 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.

Important Board / Council / Committees - The Board of Management is the principal executive Body of the Vidyapeetha responsible for the supervision, direction and control of the affairs of the Vidyapeetha. The Academic Council is the principal academic body of the Vidyapeetha. It is responsible for the maintenance and the coordination of standards of instructions, research and examination within

the Vidyapeetha. Apart from the above bodies, there are Finance Committee, Planning & Monitoring Board, Examination Board, Department Research Review Committee, Faculties and Board of Studies for the Departments, Policy, and Planning Committee etc.

Coverage of the target group including number of beneficiaries (Universities, Colleges, Teachers, Women, SC/ST, etc)

- Special Cell for the welfare of the SC/ST/OBC, category has been established in the Vidyapeetha as per the UGC guidelines. The Vidyapeetha has been providing reservation to the SC/ST/OBC and PWD in admissions and appointment. The Cell has been set up under the direct control of the Liaison Officer.
- To improve the academic knowledge, skills and linguistic proficiency of the students belonging to SC/ST/OBC (Non creamy layer) and Minority in various subjects and to raise their level of comprehension and to provide a stronger foundation for further academic work, a comprehensive programme as per UGC guidelines has been launched by the Vidyapeetha.

Publications

The Vidyapeetha has been publishing regularly refereed 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.

MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN

The Maharshi Sandipani Rashtriya Veda Vidya Pratishthan was established in January, 1987, by the Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi, with the objectives of preservation and development of the oral tradition of Vedic studies. To achieve these objectives the Pratishthan undertakes various activities such as, supporting traditional Vedic institutions and scholars, providing fellowships/scholarship, production of audio/video tapes, etc.

Various Schemes and activities of the Pratishthan

- (1) Scheme of Preservation of Oral Tradition of Vedic Recitation - Under the scheme of Preservation of Oral Tradition of Vedic Recitation, Pratishthan provides financial assistance to traditional Vedic Pathashalas and Guru Shishya Parampara Units all over the country for promotion of Vedic education culminating in award of Veda Bhushana certificates (after five years of study) and Veda Vibhushana certificate (after 7 years of study).
- (2) Vedic Conferences (Vedic Sammelans) - The Vedic Conferences play a significant role in the programmes of the Pratishthan and helpful to disseminate Vedic studies and knowledge in all over the country.
- (3) Seminars - The seminars are being organized for promotion of research in the thrust areas of the Pratishthan. These are fully or partially financed by the Pratishthan.

- (4) **Publication** – Publication of Research Journal & Monthly News Letter - Publication is an important programme of the Pratishtan to fulfil its objectives. The out of print and rare texts relating to Vedic literature are reprinted and published under this programme. Printing of critical editions and translations into various languages of certain texts, monographs on important topics and report of research work done by Fellows of Pratishtan are also undertaken.

CENTRAL INSTITUTE OF CLASSICAL TAMIL

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 function (Investiture Ceremony) was held on 9.5.2017 at Rashtrapati Bhavan in which 18 scholars were given Presidential Awards for Classical Tamil for the year 2013-14, 2014-15 and 2015-16 by the Hon'ble President of India.

Governing Board meeting was held on 26.7.2017 to review the activities of the Institute under the Chairmanship of Shri Edappadi K. Palaniswami, Hon'ble Chief Minister of Tamil Nadu. Short term projects, seminars, training programmes are financially supported by CICT for promoting Classical Tamil. During the financial year 2017-18, CICT received a grant of Rs.519.28 lakhs from the Ministry of Human Resource Development. This grants utilised including for payment of salary, Junior Resource Fellowship, Post Doctoral Fellowship, miscellaneous expenditure, etc. Additional grant of Rs. 540.00 lakhs released through supplementary towards construction of the building.



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 Cassettes related to Sindhi, published/produced during the concerned financial year for free distribution to Educational Institutions/Schools/Colleges /Public Libraries, etc;
- Financial Assistance for publication of books in Sindhi Language;
- Conducting Sindhi Language Learning Classes ; and
- Award to Sindhi Writers for Literary books.

Financial Assistance to Voluntary Organisations - NCPSL provides adhoc financial assistance to registered voluntary organizations in respect of certain promotional activities relating to Sindhi Language. Voluntary Organizations/ Societies/ Charitable Endowments/ Trusts which are registered under the relevant Central or State Act prevalent for the time being, shall be eligible for assistance under the Scheme.

Provided that such registration has been made at least three full calendar years prior to the date of application for such assistance, and Provided that the applicant organization is not of the kind that it is registered or incorporated or functions in a manner that profits of any kind arising from its activities are distributed among its members or shareholders in the form of bonus or dividend.

Bulk Purchase Scheme - The Bulk Purchase Scheme is a centrally sponsored scheme for 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 Samman 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 2017-18 (Upto 21.11.2017), NCPUL is running 452 centres with the registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology in which 30514 students including 11906 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, 71 Calligraphy and Graphic Design Centres continued to teach about 3350 students including 1900 girls registered in this course.

Grant-in-Aid (Urdu) - Financial assistance to support selected Urdu promotion activities, which consist approval of 137 NGOs/institutions/agencies for holding seminar, 52 lecture series, 143 manuscripts & 42 projects of writers and 401 Urdu books/journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion - NCPUL provided financial assistance to 337 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 1335 newspapers also provided advertisement on DAVP rate.

Publishing Activities - NCPUL is the principal Urdu publication house under the Govt. of India. Publication work done in the year consisting 24 new titles, 02 reprints, 31 course books, 07 issues of monthly magazine Urdu Duniya, 07 issues monthly magazine Bachchon Ki Duniya, 03 issues of quarterly journal Fikr-o-Tehqeeq, 04 Khawateen Duniya published.

Book Promotion - Promoting Urdu Books through sale and exhibition is done by holding annual Urdu Book Fairs. The book fair for the year 2017-18 is to be held at Solapur, MS from 23-31, December, 2017. NCPUL participated in 02 Book Fairs organized by other agencies and 04 trips of exhibition on wheel covering Bihar, Jharkhand, West Bengal, UP, Delhi, Madhya Pradesh, Maharashtra.

Academic Projects/ Collaboration - NCPUL continued the various academic projects of production consisting of 01 terminology and 06 under process, 03 dictionaries under process, 02 volumes of encyclopedias under process, 20 projects/manuscripts published and 91 under progress, 07 monograph published 12 under process. 16 meetings/workshops held, projects under Literature, Linguistics and Socio Linguistics, History of Urdu Literature and Encyclopedia, Unani Medicine, Legal Studies, Social Science, Life Science, Persian, Arabic, Islamic Studies and Creative Writing panels are under progress.

National / International Seminars / Conferences / Workshops/Cultural events - Two Days National Seminar on Constitutional & Legal Status of Urdu in India held from 29.04.2017 to 30.04.2017 at India International Centre.

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. 31 episodes produced and telecast by ETV.

Distance Education (Urdu) - NCPUL runs Urdu correspondence course through accredited centres and direct learners. 811 existing centres for making total 1263 centres (811 Urdu Diploma and 452 CABA-MDTP) which include Computer Centres for whom Urdu Diploma is compulsory for learners pursuing computer Course. About 1414 part-time Urdu teachers got employment and 86946 (56432 Urdu Diploma+30514 CABA-MDTP) students including 37300 (25394 Urdu Diploma + 11906 CABA-MDTP) girls admitted. The Urdu Online learning course launched in which 25715 learners consisting 23263 Indian and 2452 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. 695 study centres of Arabic to teach 44415 learners including 20523 girls admitted on both the courses. 24 centres One Year Certificate course in Persian are also running in which part time Persian teacher got employment to teach 1143 students registered.

Grant-in-Aid (Arabic/Persian) - Financial assistance to NGOs/institutions/agencies to support selected Arabic/Persian promotion activities for 21 manuscripts, 10 seminars, 14 projects of writers for providing printing assistance and 12 Arabic/Persian books of bonafide writers approved.

Vocational Course - Six month Certificate course in Paper Machie continued at 03 centres in collaboration with University of Kashmir in J&K state to train 120 trainees.

RASHTRIYA SANSKRIT VIDYAPEETHA

Rashtriya Sanskrit Vidyapeetha was established at Tirupati in the year 1961 by the Govt. of India and was declared as a Deemed University during 1987. The Vidyapeetha has been doing yeomen services to the cause of propagation & promotion of Sanskrit language, literature and ancient Indian wisdom for the past five decades.

Vidyapeetha has been identified as Category-I HEI for graded autonomy During March-2018, the Vidyapeetha has been categorized as Category-I institution by the MHRD/UGC as per the UGC Regulations on Graded Autonomy, and has been ranked third both among the Central HEIs and among the Deemed Universities with a NAAC Grade of A+ (3.71/4.00). The Vidyapeetha is the only Sanskrit institution which has been blessed with the honour of being one among the 60 HEIs.

Inclusion of Indian knowledge

In addition to the activities to unearth and share the knowledge contained in Sanskrit pertaining to the modern subjects like Mathematics, Physics etc. The Vidyapeetha has been offering an innovative course entitled Masters in Ancient Indian Management Techniques to train the new managers with ancient Indian techniques and practices. Other courses like Diploma Course in Vastu & Jyotisha, Online Diploma Course in Temple Culture & Temple Administration are aimed at disseminating Indian knowledge.

Shastras in Simple Standard Sanskrit

The Vidyapeetha has prepared three books which aim at introduction of Vyakarana, Sahitya & Mimamsa for Prak-Sastry students. These books will be used as model textbooks for introductory courses.

Courses in modern subjects

In addition to the traditional Sanskrit and shastra courses, the Vidyapeetha has been offering courses in modern subjects like M.Sc. (Computer Science & Sanskrit Language Technology), Diploma in Web Technology, DTP in Indian Languages.

Bridge Courses

After admitting students in Prak Sastry, Sastri, Siksha Sastry etc., spoken Sanskrit camps are conducted for novice students to enable them pick up the language and launch into their academics early.

Outreach Programs Project

During August of 2017, the Vidyapeetha started Sanskrit Vikasa Kendra with an objective of enhancing the communication skills in Sanskrit, teaching all basics of Shastras for beginners & general public by taking special classes. In addition, the Vidyapeetha, on 08-08-2017 (Sunday), has inaugurated the Balakendra, an integral organ of the Samskrita Vikasa Kendra recently launched by the Vidyapeetha. The Balakendra aims at teaching Samskrit language, inculcating values and promoting Indian Culture among the school kids through a uniquely crafted syllabus. The classes are open to all children studying

LKG to VIII Class and offered at free of cost.. As of now 17 Balakendras are imparting this instruction for 541 children in Tirupati.

MOOCS

For the first time in the history of the Vidyapeetha, MOOCs (Massive Open Online Courses) have been initiated in 17 topics covering subjects like Psychology, English, Jyotisha, Ancient Indian Scripts & Manuscripts, Sanskrit Education, Spoken Sanskrit, Mimamsa, Sahitya, Jagannatha Culture, Ancient Indian Knowledge Systems etc.

Usage of ICT

The Vidyapeetha has always been a front-runner in garnering the power of ICT in its teaching, learning, administrative and other operational areas. Mobile based attendance system for students & Biometric system for staff are ready for implementation. Vidyapeetha is participating in the National Academic Depository. The functional administrative areas are being computerized. Wi-Fi facility is under active provisioning with the association of Jio. The admission process from the past year onwards has been fully automated. The work of improvising the Audio CDs of Shastraic Discourses of Ford Foundation is under active progress.

Rashtriya Sanskrit Vidyapeetha has organized a Two day National Workshop on Digitized Sanskrit Corpus jointly with Rashtriya Sanskrit Sansthan, New Delhi and Sanskrit Bharati Bangalore during 20-21st September 2017.

An MOU has been entered into with Samskrita Bharathi, an NGO at Bangalore striving for the promotion of Sanskrit on 31 July 2017 for exchanging e-content produced by the Vidyapeetha (around 8 Lakh pages of text, around 800 digitized books and audio content) with Samskrita Bharathi, which in turn would share its content pertaining to different schools of Sanskrit & Indology.

Manuscripts

The Vidyapeetha has been identified by the National Manuscripts Mission as the Manuscripts Conservation Centre (MRC) and is eligible for financial assistance under the scheme. Proposals have been submitted to the NMM for funding the Gurukula System in the campus. A Unique programme of Tattvabodha series has been introduced with the assistance of NMM with an objective of creating awareness on the rare scientific lore available in the manuscript.

Broadcasting of Spoken Sanskrit Classes on SVBC

The Vidyapeetha has been successful to achieve another milestone in taking the task of propagation of Sanskrit language around the globe to the next level with the assistance of Tirumala-Tirupati Devasthanams that Sri Venkateswara Bhakti Channel has been all set to broadcast the Spoken Sanskrit classes in their channel very shortly. The promotional video that has been being aired on SVBC Channel. The Vidyapeetha has produced 28 episodes so far which would be broadcast by Sri Venkateswara Bhakti Channel during summer vacation commencing from the year 2018. It is an unique achievement for any Sanskrit University.

Yoga for all

Yoga Therapy Camp, which was inaugurated by Shri P.S. Pradyumna, IAS, Collector of Chittoor District on 05-05-2017 and which has been organized by the Dept. of Samkhya Yoga of the Vidyapeetha to provide medicine less treatment for Diabetes, Blood Pressure, Low Back pain and Menstrual Disorders for the benefit of the common people, has received overwhelming response. A total of 102 patients have been admitted so far into the camp and increasing demand is perceived for organizing such camps for other diseases.

Sanskrit Week Celebrations

The Vidyapeetha has organized the Sanskrit Week Celebrations throughout the month of August 2017 and conducted 50 Spoken Sanskrit camps for introducing Shastra to first year students and general public. 723 students around Tirupati have learnt Spoken Sanskrit so far.

A unique programme 'Scientific Heritage of Sanskrit' was conducted in the month of August 2017. The faculty of Vidyapeetha have delivered lectures on the theme in IIT-Tirupati, Ayurvedic College and SV Oriental College.

Environmental Consciousness

Vidyapeetha has organized Padapa Parva (Plantation of Trees) programme on Sunday i.e.16-07-2017 under NSS Scheme and planted around 500 trees arranged by the Collector, Chittoor Dist.

Extra-Curricular activities

Vidyapeetha has been organizing All India Shastrartha Training Camp 2017 during 31-05-2017 to 15-06-2017 in five Shastras viz. Navya Nyaya, Vyakarana, Sahitya, Advaita Vedanta and Dwaita Vedanta. Many reputed scholars from different parts of the country are teaching the participants on chosen topics through the demonstration of the traditional Vakyartha method.



CHAPTER 12

All India Council for Technical Education

All India Council for Technical Education (AICTE) in tune with Govt. policy envisions a credible and high-performing technical education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, globalizing, knowledge-based economy and society.

AICTE has initiated various initiatives during 2017 for planning, formulation and maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation of courses/programmes in the field of technical education to ensure coordinated and integrated development of technical education in the Country.

The Council is implementing e-governance in approval process and collects data from technical institution on self declaration basis and it is made available in the public domain. This practice led to credibility, accountability and transparency. There are 10398 institutions imparting Diploma, UG and PG level Technical Education as on today duly approved by AICTE with an intake capacity of 3551273. To motivate and encourage institutions to have accreditations of courses being conducted by them, technical institutions having atleast 50% accredited courses by NBA and if the valid accreditation period is beyond 10th April, 2019, the period of approval for such

institutions is granted for a period of a minimum of 3-years for the existing courses or the academic year upto which accreditation is valid, whichever is more. Surprise inspections are conducted to verify the correctness of information provided by the technical institutions and to verify complaints of non fulfilment of norms and standards. Based on the findings necessary punitive and corrective actions are being taken against erring technical institutions. AICTE has conducted a Surprise Visit in 311 institutes and based on the outcome of the Surprise Visit, following recommendation have been made by Standing Hearing Committee / Standing Appellate Committee as given below:-

Status of Surprise Visit	
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

EOA: Extension of Approval

Trend of closure of institutes/programs has started in last 3-years with reduction in admission. AICTE has taken a policy decision that in the courses where the admission is less than 30% of "Approved Intake" for continuous 5-years and if

the trend continues for the current academic year, such institutes/ courses shall be closed in next year.

Highlights of the Major activities undertaken during 2017 are given below:-

➤ **Online Admission Test for PG Admission for Management and Engineering Students**

COMMON MANAGEMENT ADMISSION TEST (CMAT-2017)

Common Management Admission Test (CMAT) and Graduate Pharmacy Aptitude Test (GPAT) are the national level computer based Examinations conducted by AICTE for facilitating institutions to select suitable candidates for admission in Management and Pharmacy Programmes in AICTE approved institutions and University departments. For the Academic year 2017-18, AICTE conducted national level online CMAT and GPAT-2017 examinations in 62 and 66 cities respectively on 28th and 29th January, 2017 at 343 centres nationwide and the results were declared on 15th February, 2017. Also, All India Merit List for CMAT-2017 and GPAT-2017 was shared with different State Governments/ State Admission Authorities for admissions in Post Graduate management and Pharmacy Programmes for the academic year 2017-18.

There were 69330 eligible paid registered students in CMAT-2017 Online examination and 32301 eligible students in GPAT-2017 Online examination, which comprised of 27623 female registered students in all categories apart from 6 registered transgender student in CMAT examination and 17217 registered female students in all categories apart from 2 registered transgender students for GPAT examination.

➤ **SWAYAM Project**

The main objective of SWAYAM Project 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-AICTE 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. 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 operationalise the SWAYAM platform. The second phase of the project was completed on 7th June, 2017 and Hon'ble President of India launched the SWAYAM Platform on 9th July, 2017 also declared "Go Live" and AICTE Director(SWAYAM) Dr. M S Manna was conferred the "Commendable Award" by the Hon'ble President during National Convention on Digital Initiatives in Higher Education" at Vigyan Bhawan, New Delhi during July 8-10, 2017. Total 985 Courses have been uploaded on www.swayam.gov.in and 1752934 students have registered so far for different courses under SWAYAM Platform.

➤ **SMART HACKATHON**

Smart India Hackathon 2017' was launched by AICTE in collaboration with i4c, MyGov, Persistent Systems, NASSCOM and Rambhau Mhalgi Pabodhini. It was a unique initiative to identify new and disruptive digital solutions for solving the challenges faced by our Country and giving an opportunity to young minds in Technical Institutions to be active partner in this whole exercise. This event was held during

April 1-2, 2017, i.e , 36 hrs non-stop digital product development competition during which 9544 teams of technology students built innovative digital solutions for 598 problems statements raised by 29 different central govt. ministries / departments and competed simultaneously at 26 different Nodal centers and achieved the goal successfully. It is now proposed to make it an annual event and Hardware Component/ Prototype Development would be an added feature of this event from 2017-18 onwards.

➤ **START UP INITIATIVES**

The objective of AICTE Start-up programme is to create 1,00,000 tech-based student owned start-ups and a million employment opportunities by about next 10 years by developing an ideal entrepreneurial ecosystem and promoting strong inter-institutional partnerships among Technical Institutions.

AICTE through its Startup Implementation Cell initiated many concentrated efforts towards policy and program convergences and ecosystem streamlining in association with various leading national and international ecosystem enablers at multiple level. It entered into MoU with NITI Aayog and MMSME etc. for networking etc AICTE was co-partner in organizing Start Up Summit under the aegis of India International S&T Festival held at Chennai during Oct 14-15, 2017 and Startup Contest 2017 was also held for Students, faculties and institutes. 1177 start ups submission were received for the contest and 12 start up teams received the award. Five Indian start-ups under the aegis of AICTE participated in the Global Innovator Festa (GIF) 2017, an International competition organised in South Korea. AICTE also signed MoU on 3rd

Nov 2017 with Daegu Centre for Creative Economy and Innovation (CCEI), South Korea to promote and support international start-ups and innovation ecosystems between India and South Korea.

➤ **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& 3rd Instalments 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 sum of Rs. 15.65 Crores was released to 182 institutes under MODROB and Rs. 11.66 Crores were released to 85 institutes under RPS.

➤ **ADJUNCT FACULTY:** This scheme has been initiated during 2015-16 with an objective to involve experienced professional from industry, policy makers and academicians in teaching for giving wide exposure to students and bring external perspective to regular teaching and making it relevant to the needs of industry etc. 28 beneficiary institutions were released Rs. 1.68 Crores under this scheme.

➤ **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.

Grants amounting to Rs. 1706 Lakhs was released to 75 QIP Centers.

➤ **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.

158 institutes qualified as per the eligibility criteria and a sum of Rs. 5.00 Crore 62 Lakhs was released.

➤ **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. A sum of Rs. 3.17 Crore has been released to 31 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 2017, a sum of Rs. 75.00 Lakh was released to 5-beneficiary institutions.

New Technical Institutions and Applications have also been invited for Extension of Approval.

➤ **NEW INITIATIVE FOR QUALITY EDUCATION:** Technical education at all levels in the country is witnessing a consistent growth pattern marked by the setting up of new Institutions and the improvement of the existing ones in tune with the quality assurance norms set by the regulating and accreditation agencies. The Council believes in providing a proper impetus

for the Institutions to generate competent Engineers, Architects, Pharmacists, Managers and Scientists and encourages them to think beyond the curriculum while imparting training for the advancement of knowledge. AICTE has envisaged new plan for admission at Under Graduate Level, Training Policy for Training Technical Teachers, Introduction of Modular Courses in Engineering Education for improving the pedagogical skills for teachers. Brief details of the proposed schemes are summarized as follows:-

- 1. TRAINING POLICY FOR TECHNICAL TEACHERS:** A Draft Note on Training policy for teachers was put up to Council meeting held on 14th March, 2017 for consideration and after approval of the proposal, a committee has been constituted to formulate a comprehensive teacher's training policy at induction level and thereafter.

The objectives of the training policy are as follows:

- Designing and Developing Faculty and Staff Development Strategy through mandatory training, refresher courses and generic skill training.
- Keeping upto date and enhancing professional knowledge and skills needed for better performance of individuals and organizations.
- Providing better understanding of professional requirements as well sensitization to professional, socio-economic and political environment in which work is done.

- Bringing about right attitudinal changes.
- Updating faculty on latest IT Tools and technologies and processes.
- Integrate Departmental and Individual developmental needs and goals.

Perspective Plan for Technical Education:

The Council in its meeting held on 14th March, 2017 taken a decision to prepare long term perspective plan for technical education in India, so that, quality issues being faced in technical education may be addressed in a focused and planned way and state level planning be done accordingly. A Committee under the Chairmanship of prof. H. P. Khincha, former Vice Chancellor, VTU, Bengaluru has been constituted to oversee the preparation of Perspective Plan. Terms of Reference(TOR) is being finalized for entrusting this task to third party agency for preparing comprehensive perspective plan.

2. INDUCTION PROGRAMME FOR ENGINEERING STUDENTS:

AICTE has proposed to introduce induction programme for student on admission to technical institutions to make them well acquainted with the culture of the institutions, inculcate moral values and familiarize with the essential requirement of the professional education, so that at the end of induction programme, students are committed and excited about learning and appreciate the importance of professionalism and

may establish strong bonding with fellow students and faculty.

AICTE is organizing workshops in different parts of the country to create awareness about induction programme among Principals/ Directors, Management and Faculty of the Technical Institutions and after consultations with all stakeholders will introduce mandatory Induction Programme for Students.

Model Curriculum for Engineering and Management Courses: AICTE has developed outcome based model curriculum with the help of academic and industry experts for PG and Undergraduate Degree courses in Engineering & Technology and MBA/ PGDM Courses which will be available for Universities and Institutions for adoption. This adoption will be advantageous for the students to enhance their skills and employability. A document on model curriculum was released by Shri Prakash Javadekar, Hon'ble Minister MHRD, Govt. of India on 24th Jan., 2018 during the Vice-Chancellor's conference held at AICTE headquarter, New Delhi. The model curriculum is supposed to be adopted by technical universities / institutions in the academic calendar 2018-19.

➤ RESEARCH INSTITUTION AND FACULTY DEVELOPMENT PROGRAMME

Unnat Bharat Abhiyan: Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India. Their mission is conceptualized as a movement to enable processes that connect institutes of higher education with local communities to address the development challenges of rural India

through participatory processes and appropriate technologies for accelerating sustainable growth. It also aims to create a virtuous cycle between the society and an inclusive university system by providing knowledge and practices for emerging professions and to upgrade the capabilities of both the public and the private sectors.

The scheme has been launched in the year 2016-17 and during 2017, a sum of Rs.14.00 lakhs has been released to 3 beneficiary institutions.

➤ MARGDARSHAN

Under the Margdarshan Scheme, an Institute of repute is supposed to play the role of a Mentor sharing existing facility and to serve as the hub to guide and disperse knowledge to and between around ten technical institutions to encourage best practices in teaching learning process. The secondary branches, the spokes, are additional services provided to faculty for self-improvement. Eventually, the Hub 'n Spoke System will allow for inter-hamlet information sharing, such as technical education, research and sharing of resources to the entire system. Maximum fund limit is Rs.50 lakhs per project to be distributed to the mentor institute; 100% non-recurring in first year and recurring in three instalments.

INFRASTRUCTURAL SUPPORT TO NER BASED INSTITUTIONS: Considering the day to day problems being faced by the students in taking admissions in good engineering colleges, AICTE is launching a scheme for providing logistics support to the technical institutes by extending financial assistance for providing alternative power support and internet connection and construction of rain water harvesting system in the campuses etc. These projects shall enhance the functional efficiency of the technical institutes located in far-flung areas of North East India.

The scheme is being implemented through CSIR-NISTADS and a sum of Rs. 50.00 Lakhs has been

released to NISTADS towards first instalment for organizing workshops and other spade work.

AICTE-ECI Chhatra Vishwakarma Awards 2017: All India Council for Technical Education (AICTE) in association with Engineering Council of India (ECI) organized “1st Chhatra Vishwakarma Awards 2017” for the students of AICTE approved Degree & Diploma level Technical Institutions/Universities on 19th September 2017, at AICTE Hqrs, New Delhi, to recognize and honor innovative work of the student and institute/organization displaying exceptional skill in different vocational streams.

Applications Received – 965

Application selected to display their prototype – 55

Winners – 16 teams and 03 institutes.

PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY-TI)

AICTE is implementing the Pradhan Mantri Kaushal Vikas Yojana for Technical Institutes Scheme, with an aim to impart engineering skills to the unemployed youth and help them find placement through its approved technical Institutions.

In the AY 2017-18, 1749 institutions applied for approximately three lakhs student intake. The National Steering Committee of PMKVY-TI has approved 1509 Institutions with approximately 1.70 lakhs intakes to run PMKVY-TI scheme in their institutions.

Council conducted 17 workshops across the nation for awareness of PMKVY-TI scheme to the institutes and students.

AICTE- SAANSAD ADARSH GRAM YOJANA (SAGY)

AICTE in association with Indo-European Chamber of Small and Medium Enterprises

(IECSME) has decided to take the initiative of creating Entrepreneurship and Employment opportunities in 29 subjects of Panchayati Raj in the villages adopted under Saansad Adarsh Gram Yojana (SAGY), by Hon’ble Members of Parliament. The Council has formed a committee for the identification of the Institutes in every District of the country and to link AICTE approved institutions with the villages adopted by Hon’ble MP’s for its sustainable development.

Under this initiative, the Council has organized several Workshops, National Conference, Master Training Programs and visited the villages adopted by MP’s at different parts of the Country.

Council has organized a Two Days National Conference on “Developed Village - Developed Nation” on 29th & 30th October, 2017 at AICTE HQ’s Delhi. Mapping of 8000 institutes has been done with adopted villages of Hon’ble Member of Parliament.

AICTE Clean Campus Award 2017

To recognize the contribution of AICTE approved academic institutions in implementing Swachh Bharat Mission, AICTE has decided to give “AICTE Clean Campus Award 2017” on 2nd October, 2017 the birth date of Sh. Mahatma Gandhi.

The main aim and objective of the Awards:

- To encourage all AICTE approved Institutions in the country to convert their campus into Clean and Green Campus.
- To recognize institutions that are doing a good job and to spur others into actions that lead to measurable outcomes regarding Waste management of various kinds.
- To build a culture of planning and achieving efficient waste management practices among the leadership, faculty and students.

- To build a momentum to make the maximum number of AICTE affiliated institutions into model zero waste entities.
- To encourage institutions to reach out to the community around them towards making India into a Swachh Bharat.

Total 172 institutes applied for “AICTE Clean Campus Award 2017” and 11 institutes (8 regional and 3 national) were awarded at National & Regional levels.

Kongu Engineering College, Tamil Nadu was adjudged the National Level Winner of “AICTE Clean Campus Awards 2017”.

AICTE-UKIERI Workshop under UKIERI Phase-III: AICTE signed an implementation agreement with Department for Business, Energy and Industrial Strategy (DBEIS), UK, on the joint operation of the activities under UK India Education and Research Initiative (UKIERI) Phase-III.

Under this initiative, 100 shortlisted faculties of AICTE approved Technical Institutions from 24 States have been shortlisted for the training in “**Leadership and Faculty Development Program**”.

Three workshops have successfully conducted as per the following schedule: Delhi and NITTTR Chennai ; 28th June – 30th June, 2017, C.V. Raman College of Engg., Bhubaneswar; 31st July – 2nd August, 2017; Swami Keshvanand Institute of Technology, Management & Gramothan, Jaipur (Rajasthan) 4th Oct. – 07th Oct., 2017.

AICTE-CII Survey of Industry –Linked Technical Institutions 2017: India Innovation Initiative (i3) is a national level completion organized by the CII in partnership with the Department of Science and Technology, Govt. of India and AICTE. Its aim is Communicating and

promoting Science, Technology & Innovation among the masses, and commercializing potential innovations.

The Initiative also aims to expand the entrepreneurial ecosystem of the country by fostering the spirit of innovation and entrepreneurship among citizens who have the ability to think out-of-the-box and the boldness and passion to solve contemporary industry and social challenges.

This year five institutes were awarded winners for i3 Award’ 2017.

Wheebox Employability Skill Test 2017: Council has partnered with Wheebox, a Global talent assessment company and its consortium partners United Nations Development Program (UNDP), Confederation of Indian Industry (CII), Association of Indian Universities (AIU), People Strong and LinkedIn to build & publish the “India Skills Report 2017”.

Wheebox conducts Employability Skill Test (WEST) for all pre-final and final year graduates of AICTE approved institutes. The outcome of the test will help the institute to identify core strength and improvement areas of their students in the form of transcript and certification (Jointly certified by CII & AIU).

Employability Skill Test -2017 reached all 29 States and 7 union Territories and 3,000 educational campuses across India.

The India Skills Report 2017 was released by the Union Labour Minister Shri. Bandaru Dattatreya on 9th November 2017 at Hyderabad, in association with Confederation of Indian Industry (CII), All India Council for Technical Education (AICTE), Association of Indian Universities (AIU), LinkedIn, People Strong & United nationals Development Program (UNDP).

MoU FOR SKILL DEVELOPMENT

AICTE- ICT Academy: AICTE signed a MoU with ICT Academy on 22nd February, 2017 to facilitate Technical Institutions to respond to the need of providing state of art IT/ITES and Telecom Skills to the students of AICTE approved Colleges of North-East Region the Council has signed MoU with ICT Academy.

AICTE-Monster.com: AICTE signed a MoU with Monsster.com on 22nd March, 2017. This platform will offer several tools to project AICTE Initiatives to provide employability of its students among large number of employers. It will also promote skilled candidates, across sectors among its large employer pool certified from NSDC programme, MSME –National Institute of Entrepreneurship and Small Business Development etc.

AICTE –IIWM: AICTE has signed a MoU with International Institute of Waste Management (IIWM) on 13th October, 2017 to bring a system of environmental Compliance and Waste Management System established across all the institutions under the ambit of AICTE, as “Green Campus” certified entities.

AICTE-Bhartiya Vidhya Bhawan: AICTE signed an MoU with Bhartiya Vidya Bhawan on 24th November, 2017 for the implementation of the programme on “Holistic Sciences in Sanskrit” under Sector “Culture” as an SKP under NSQF Scheme.

The Council is running Community College Scheme in 74 approved polytechnics under which Grant-in-Aid is being released in three instalments.

In addition, AICTE has various schemes/ scholarships to improve the level of education and facilities for women, handicapped, economically backward and Scheduled Castes / Scheduled

Tribes students. Details of schemes are given under following categories: -

(i) **Prerana (New Scheme of AICTE):** This scheme aims at providing financial support to institutes who are willing to put extra efforts for encouraging and training SC/ST students for GATE/GPAT/CAT/CMAT and GRE. The broad objective of the scheme is to help aspiring SC/ST students for higher education.

The AICTE shall provide financial assistance of ₹ 10 lakhs to the institute under recurring head, required for meeting the expenditure on honorarium to the Eminent Faculty Members invited for conducting sessions @ ₹ 2000/- per class of minimum 2 hours. Students will be paid the application fee for such exams through this Scheme.

(ii) **Samriddhi (New Scheme of AICTE):** The broad objective of this scheme is to help SC/ST students in designing, launching and running their own business/startup through entrepreneurship development program after formal education is over/during their education as per AICTE’s startup policy.

The AICTE shall provide a limited one-time financial assistance of ₹ 20 lakhs. A committee at the level of the institute will select 9 startups of SC/ST students, who are already registered. ₹ 2 lakhs per startup will be given as seed money, which is nonrefundable. ₹ 2 lakhs will be given to institute for meeting the expenditure on honorarium to the Eminent Faculty Members/ entrepreneurs invited for conducting sessions on entrepreneurship.

(iii) **AICTE scheme for constructing hostel for SC/ ST scheme:** Considering the accommodation problem being faced by SC/ST students taking admission in good engineering colleges, AICTE has launched

a scheme for providing financial assistance for construction of hostels for girls and boys depending upon the need of the institution. The Scheme aims to support Government / Government-aided engineering colleges for construction of girls/boys hostels for providing residential accommodation for students/researchers belonging to SC/ST category.

Government / Government-aided engineering colleges / University Departments existing for the last five years and have more than 150 SC/ST students on roll for the last three years are eligible for the grant. The proposed / approved hostel for SC/ST will receive grant of a maximum limit of ₹ 2.00 Crores to be disbursed in 03 installments.

At present there are a total of 69 hostels, out of which 12 Hostels are completed, 44 are about to complete, 07 Hostels sanctioned in 2017-18, remaining 06 where the construction started late/EVC under process. Till date, total grant of ₹ 100.84 crores have been released for construction of the existing 69 hostels from the financial year 2012-13. It is proposed to increase the number of hostels during the current financial year for which advertisement is published.

- (iv) **Skill and Personality Development Program Centre for SC/ST Students:** The broad objective of the center is to provide opportunity to SC/ST students in the Institutes to reorient themselves in the light of emerging employment opportunities for engineering undergraduate / diploma students at all level. It is to empower the SC and ST students by providing special skill trainings apart from regular study. To enhance the skills of SC/ST candidates with the help of modules on communication,

personality development and proficiency in English language. It will boost the confidence of SC and ST students and provide them with better career opportunities so that their employability in the industry increases. Maximum funding is limited to ₹ 25 lakh and duration of the project is three years. This Scheme was introduced during the year 2014-15 for which the funds were released during the year 2016-17. A total amount of ₹ 6,86,83,249/- have been released to 35 Institutions under this Scheme.

- (v) **AICTE's Post Graduate Scholarship for GATE qualified ME/M.Tech Students:** Post Graduate Scholarship is offered for GATE qualified ME/M.Tech students and GPAT qualified M.Pharm. Students irrespective of the gender. For a batch of 18 students in PG program, 02 scholarships are reserved for SC and 01 scholarship is reserved for ST boys and girls of the order of Rs 12400/- per month.

Following Schemes of AICTE are to support economically backward students for taking technical education: -

(i) Pragati Scholarship for Girls' Advancement in Technical Education

Pragati is a MHRD Scheme being implemented by AICTE aimed at providing assistance for advancement of girls pursuing 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 young women the opportunity to further pursue their education and prepare for a successful future by "Empowering Women through Technical Education"

- Total Number of Scholarship-4000 per annum (2000 for Degree and 2000 for Diploma)

AICTE has released an amount of ₹ 1656.02 Lakhs since the inception of this scheme in 2014-15 to 5574 students.

(ii) SAKSHAM Scholarship of AICTE for Differently-Abled Students

Saksham is a MHRD Scheme being implemented by of AICTE aimed at providing encouragement and support to differently-abled children to pursue Technical Education. This is an attempt to give every young student, who is otherwise differently-abled, the opportunity to study further and prepare for a successful future.

- Total Number of Scholarship-1000 per annum (500 for Degree and 500 for Diploma)

AICTE has released an amount of ₹ 21.15 Lakhs since the inception of this scheme in 2014-15 to 69 students. The applications for 2015-16 (2nd yr.) and 2016-17 (1st yr.) still under process.

(iii) Prime Ministers' Special Scholarship Scheme for Jammu & Kashmir (PMSSS)

Special Scholarship Scheme for Jammu & Kashmir students (PMSSS) envisages to build capacities of the youth of J&K to enable them to compete in the normal course. Scholarship to meet the expenditure towards tuition fees, hostel fees, cost of books and other incidental charges is provided to the eligible students, who are in the merit list.

Total 5000 scholarships are available under PMSSS every year in which 4500 for general degree courses, 250 for engineering courses and 250 for Medical / BDS courses. Scholarship to the eligible students are granted purely on Merit Basis and as per the stream wise quota i.e. 4500 seats for General degree, 250 seats for Engineering and 250 seats for Medical / BDS. Inter-se merit of 12th marks would be maintained for considering the students under the scheme. There is a provision of Inter-changeability of slots among Medical

and Engineering Streams, subject to the savings accruing from shortfall in the number of General Degree Streams.

The admissions to the students are given through counseling organized by the AICTE in cooperation with the Jammu & Kashmir Government in Srinagar and Jammu during the month of July / August every year for allotment of seats to the eligible students, subject to merit in institutions approved by the regulatory bodies of Government of India / University Grants Commission under Section 12(B) / All India Council for Technical Education, New Delhi.

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 programs and not the institutions.

In the year 2010, NBA became autonomous with the objective of assurance of quality and relevance of technical education through accreditation of programs. In the year 2013, Memorandum of Association (MOA) and rules of NBA were amended.

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

NBA does not accredit institutions. It accredits the programs which have graduated at least two batches.

Till 31st December, 2017, NBA has considered programs 701 out of which 537 programs were accredited.

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. The first edition of India Rankings 2016 was announced on 4th April, 2016 for Universities, Engineering, Management and Pharmacy disciplines. 2nd Edition of India Rankings 2017 was announced on 3rd April, 2017. The Honourable President of India presented the awards to the top institutions on 10th April, 2017 at Rashtrapati Bhawan, New Delhi.

For India Rankings 2018, the process has already been initiated based on the framework comprising of 5 parameters which are (i) Teaching Learning and Resources (ii) Research Professional Practice & Collaborative Performance (iii) Graduation Outcome (iv) Outreach & Inclusivity, and (v) Perception.



CHAPTER 13

Indian Institutes of Technology & National Institute of Technology

INDIAN INSTITUTES OF TECHNOLOGY

1. **World Class Technical Education:**

To meet the growing demand of highly skilled technical manpower, there are 23 IITs functioning in the country as on date, which impart world class education in various disciplines of science, technology and engineering. These IITs, which are designated as Institutions of the National Importance are fully funded by the Government and are provided necessary budgetary support under the Scheme, ‘Support to IITs.’ The combined student strength in these 23 IITs as on date is 85387 with a faculty strength of 5394.

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

In order to reduce regional imbalance in imparting quality technical education in the country, six new IITs were established by the Government, one each at Jammu, Bhilai, Goa, Dharwad, Tirupati and Palakkad. The Union Cabinet approved Rs.1411.80 crore in 2015 for operationalization of these IITs from temporary campuses. The proposal for construction of permanent campuses of these IITs was also approved by the Union Cabinet in November, 2017 at a total cost of Rs.7002.42 crore for Phase-A (2017-18 to 2019-20). Under this Phase, necessary

infrastructure for 1200 students will be created whereas Phase-II, which will be taken up separately after review of Phase-I, will create the facility for accommodating 2500 students.

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

- (i) **Research Parks:** Complementing the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful start-up culture in the country, five new Research Parks at IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Hyderabad, and IISc Bangalore at a total cost of Rs.75.00 crore each have been approved by the Government. Approval has also been accorded for continuation of two already approved Research Parks at IIT Bombay and IIT Kharagpur at a cost of Rs.100 crore each. The Research Park at IIT Gandhinagar at a total cost of Rs.90 crore is being funded by the Department of Science & Technology.
- (ii) **IMPRINT:** IMPRINT is a flagship

national initiative of the Government, launched on November 5, 2015, which aims at providing solutions to the most relevant engineering challenges and translating knowledge into viable technology in 10 selected technology domains, viz. health care, energy, sustainable habitat, nano technology hardware, water resources and river systems, advanced materials, Information and communication technology, manufacturing, security and defence, and environmental science and climate change. It is a pan IITs and IISc Joint Initiative seeking to develop a roadmap for research. 142 research projects at a total cost of Rs.323.16 crore with joint funding by MHRD and various participating Ministries/Departments are currently under execution under IMPRINT-I. IMPRINT-II is under process for approval.

- (iii) **Uchhatar Avishkar Yojana (UAY):** UAY was announced in the IIT Council meeting held on October 6, 2015 with a view to promoting innovation of a higher order that directly impacts the needs of the Industry and thereby improves the competitive edge of Indian manufacturing. The project envisages collaboration between the academia and industry – within or outside India. The funding pattern of the projects selected would be 25% by Industry; 25% by participating Department/Ministry; and 50% by MHRD. Currently, 87 projects at a total cost of Rs.265.59 crore with joint funding by MHRD, participating Ministries and Industry are currently under execution. In the second call

of proposals, the Apex Committee of UAY in its meeting held on 21.11.2017 has approved 65 projects at a cost of Rs.139.48 Cr for a period of 3 years.

4. **New Initiatives:**

- (i) **Improving Gender Balance :** With a view to improving female enrolment in the B.Tech Programmes in IITs, a Committee under the chairmanship of Director, IIT-Mandi was constituted by the Joint Admission Board (JAB) to suggest suitable measures. The recommendations of the Committee were considered by the IIT Council in its 51st meeting held on 28.04.2017 and decided to increase female enrolment from the current 8% to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats.
- (ii) **Premier Testing Facility:** In pursuance of the Budget Announcement 2017-18, the Union Cabinet in its meeting held on 10.11.2017 approved creation of the National Testing Agency (NTA) as an autonomous and self-sustained premier testing organization to conduct all entrance examinations for higher education institutions in the country. The NTA would initially conduct those entrance examinations which are currently being conducted by the CBSE. Other examinations will be taken up gradually after NTA is fully geared up. It will conduct examination in the online mode twice a year in order to give adequate opportunity to candidates to bring out their best, and develop Standard Operating Procedure (SOPs) for handling any glitches that may arise

in the course of conducting online examinations. In order to serve the requirements of the rural students, it would locate the centres at sub-district/district level and as far as possible would undertake hands-on training to the students.

(iii) **Project Monitoring Unit (PMU):**

In order to effectively monitor construction of campuses of all higher educational institutions under MHRD, a Project Monitoring Unit comprising experts in the field of construction has been set up. This will monitor the quality of the construction at the one hand and ensure that there is no time and cost overruns in these high value projects.

(iv) **Prime Minister's Research Fellows:**

In order to attract best talent for undertaking research in the frontier areas of science & technology, preferably those addressing the national requirements, a maximum of 3,000 most talented students from IITs/IIITs/NITs/IISERs will be selected to enrol in the doctoral program in IITs/IISc and would be incentivized by providing attractive rates of fellowship @ Rs.70,000/- per month for the first two years, Rs.75,000/- per month for the 3rd year and Rs.80,000/- per month in the 4th and 5th years. In addition, a research grant of Rs.2.00 lakh per year for a period of 5 years will be given to each fellow to meet the cost of presenting research papers in international conferences/seminars. **The Scheme has been appraised by the EFC.**

(v) **M.Tech. Teaching Assistantship (MTTA):** The MTTA seeks to groom

the bright students by equipping them with good teaching skills, depth of understanding and with a research orientation. This will address the shortage of trained faculty in engineering colleges in the country at the one hand and improve the quality of engineering education on the other. MTTA offers an enhanced assistantship of Rs. 25,000 per month for a period of two years to those students selected on the basis of rank in GATE and who are admitted in M. Tech. programme in IITs/IISc. Three batches of 2000 students each are proposed to be offered this assistantship over a period of four years. The selection criteria and other conditions of the assistantship will be as per the detailed guidelines of the scheme. **The Scheme has been appraised by the EFC.**

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, Bhubaneswar (<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 & IEST SHIBPUR

1. 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. 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. All the new NITS are now 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 (IIST), Shibpur (West Bengal) as an autonomous Institution of National Importance vide NITSER (Amendment) Act, 2014 with effect from 04.03.2014.

Admission in NITs and IIST

5. As per the present policy admissions to 50% of the seats in an NIT and IIST earmarked for students of the State, where the NIT is situated. The admission in the remaining 50% seats are filled on the basis of the All India rank of candidates from other States.
6. 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.

Recent Developments

- i) The Directors in 18 NITs have been appointed between April, 2017 to December, 2017.
- ii) Consequent upon approval of the Council of NITSER in its 10th meeting held on 26th May, 2017, the Recruitment Rules for faculty have been issued by MHRD. As a result of above step, the NITs has initiated steps to fill up vacant faculty posts. It is expected that a large no. of posts will be filled.

Statistical Details of NITs

NITs (Amount in Crore)

Heads	2013-14	2014-15	2015-16	2016-17	2017-18
Plan	1353	1474	1503	1627	2282.32*
Non-Plan	778	835	935	1117	
Total	2131	2309	2438	2744	2282.32

IIST Shibpur

(Amount in Crore)

HEADS	2013-14	2014-15	2015-16	2016-17	2017-18
Plan	5	57	65	99	90*

NIT Andhra Pradesh

(Amount in Crore)

HEADS	2016-17	2017-18
Plan	10	50*

*As on 31.12.2017

Students in 31 NITs and IEST Shibpur

Total Students (as on 31.03.2017)

Under Graduate	:	69988	
Post Graduate	:	19376	(Actual Student strength)
Ph.D.	:	10385	
Total	:	99749	

Faculty in 31 NITs and IEST Shibpur

Sanctioned	:	7436
Filled up	:	5660 (including contractual faculty)

Budget Estimates for 2017-2018

(i) 30 NITs	:	Rs.3280.00 Crore [Revenue]
(ii) IEST-Shibpur	:	Rs.110.00 Crore
(iii) NIT – Andhra Pradesh	:	Rs.50.00 Crore

List of NITs and IEST

SI 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
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	Chhatisgarh

Sl No.	Name of the Institute	Name of the State
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.	IEST SHIBPUR	West Bengal

7. The Hon'ble President of India is the Visitor of NITs and IEST – 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.



CHAPTER 14

Indian Institutes of Information Technology

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), Kancheepuram (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 Chittoor (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 Bodhjungle (Tripura), IIIT Bhopal (Madhya Pradesh), IIIT Sonapat (Haryana), IIIT Lucknow (U.P), IIIT Una (H.P), IIIT Kalyani (W.B), IIIT Kota (Rajasthan), IIIT Surat (Gujarat), IIIT Nagpur (Maharashtra), IIIT 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.

List of IIITs and their Website Address

IIITs			
	1.	ABV-Indian Institute of Information Technology and Management, (ABV-IIITM), Gwalior.	www.iiitm.ac.in
	2.	Indian Institute of Information Technology (IIIT), Allahabad.	www.iiita.ac.in
	3.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing (IIITDM), Jabalpur.	www.iiitdm.in
	4.	Indian Institute of Information Technology, Design & Manufacturing (IIITDM), Kancheepuram.	www.iiitdm.ac.in
	5.	IIITD&M Kurnool, Andhra Pradesh	www.iiitdmkl.ac.in

IITs under PPP Mode.	6.	Indian Institute of Information Technology, Chittoor	https://www.iits.ac.in
	7.	Indian Institute of Information Technology, Guwahati	www.iiitg.ac.in
	8.	Indian Institute of Information Technology, Vadodara	www.iiitvadodara.ac.in
	9.	Indian Institute of Information Technology, Sonapat	
	10.	Indian Institute of Information Technology, Una	www.iiitu.ac.in
	11.	Indian Institute of Information Technology, Dharwad	www.iiitdwd.ac.in
	12.	Indian Institute of Information Technology, Kottayam	www.iiitkottayam.ac.in
	13.	Indian Institute of Information Technology, Manipur	www.iiitmanipur.ac.in
	14.	Indian Institute of Information Technology, Kota	www.iiitkota.ac.in
	15.	Indian Institute of Information Technology, Tiruchipalli	http://www.iiitt.ac.in/
	16.	Indian Institute of Information Technology, Lucknow	https://iiitl.iiita.ac.in
	17.	Indian Institute of Information Technology, Kalyani	www.iiitkalyani.edu.in
	18.	Indian Institute of Information Technology, Pune	www.iiitp.ac.in
	19.	Indian Institute of Information Technology, Ranchi	www.iiitranchi.ac.in
	20.	Indian Institute of Information Technology, Nagpur	www.iiitn.ac.in



**NATIONAL INSTITUTES OF TECHNICAL
TEACHERS' TRAINING AND RESEARCH**

CHAPTER 15

National Institutes of Technical Teachers' Training and Research

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

National Institute of Technical Teachers' Training & Research, Bhopal

i. **Background of the institute:-** 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.

ii. **Short term Training Programmes conducted during 01/04/2017 -31/10/2017.**

Programmes	No. of Prog.	No. of Participants	No. of Participants						
			State		Caste		Type of Institution		Gender M/F
Calendar	114	3429	Maharashtra	1193	GEN	1741	Polytechnic	2356	Male
Non-Calendar	10	328	Gujarat	1262	OBC	1212	Engineering	951	2647
Workshop	01	13	Goa	162	ST	432	Others	463	Female
Conference	-	-	Chhattisgarh	208	SC	362			1123
			Madhya Pradesh	875	Other	23			
			Others	70					
Total	125	3770		3770		3770		3770	3770

iii. **Position about Student and Faculty during 2017-18**

Students Admission 2017-18			
S. No.	Name of Programme	Intake	Admission
1.	M. Tech. in CTM	36	15
2.	M.E. in SE	18	Declared Zero Year
3.	M.E. in APS	24	
4.	M. Tech. in DC	24	
5.	M. Tech. in CTA	36	
6.	MBA	60	
Total		198	15

Faculty Position 2017-18 as on 31-10-2017												
Total Sanctioned Strength of Faculty (Category-wise)							Faculty in Position (Category-wise)					
Post/Category	Gen.	SC	ST	OBC	PWD	Total	Gen.	SC	ST	OBC	PWD	Total
Professor	29	-	-	-	-	29	21 (03W)	01	-	03*	-	25
Associate Professor	25	-	-	-	-	25	14 (04W**)	01(W)	01	02	-	18
Assistant Professor	06	-	-	-	-	06	05(03W)	-	-	-	01	06
Grand Total	60	-	-	-	-	60	40 (10W)	02	01	05	01	49

Note: Women and PWD indicated as W and PWD respectively.

* One Professor (OBC) is on deputation to PSSCIVE

**One Associate Professor (W) is on deputation from NIT Raipur

iv. **Academic reforms and activities organized during April – October 2017 at NITTTR, Bhopal.**

NITTTR, Bhopal has taken up the challenge of streaming its internal capacity by improving in the priority areas of capacity development, strengthening the program offering, resource development and dissemination, and in-house 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.

- New Initiatives for Research in Technical Education System: A national research project consisting of 34 research proposals for evidence-based policymaking in education sector were formulated addressing 10

broad areas of Technical Education in India.

- For the Chhattisgarh State, the curriculum Redesign/ revision project (CRP) for the diploma programmes under Chhattisgarh Swami Vivekanand Technical University (CSVТУ), Bilai is in progress. Under this, SWOT and need analysis for Curriculum Redesign / Revision of 15 diploma have been conducted along with orientation training of core teams of CRP, CSVТУ, Bilai.
- For the Maharashtra State Board of Technical Education (MSBTE), having about 558 polytechnics affiliated to it and having a total sanctioned intake of students of about 1,60,734, NITTTR Bhopal is developing a research based curricula for MSBTE for the 18 branches of Diploma Engineering Programmes.
- To bring together Western Region TVET Institutions and discuss the TVET and skill development initiatives, Western Region Consultative Meeting (WRCM) of all the Heads of TVET and related institutions of the Western Region was organized on 22nd July 2017. The meeting culminated with the formation of The Network of Technical and Vocational Skill Development Institutions (NTVSDI).
- For migration from ISO 9001:2008 standards to ISO 9001:2015 framework and, to reinforce the quality commitment in teaching learning process, a training Programme on “Quality Policy, Objectives and Risk Assessment” was organized on 28th September 2017.
- For planning, the new training calendar programmes of the year 2018-19 a Stakeholders Interaction Meeting was organized on 5th August 2017. In the meeting, the new process of online registration and related policy was discussed, and, the feedback from the states and institutions about current and previous training programmes were taken.
- Training Need Analysis (TNA) Meetings were organized at extension centres Ahmedabad (on 15th September 2017) and Pune (on 12th October 2017) for preparation of calendar 2018-19.
- For dissemination of healthy living and inculcating yoga practices, on the occasion of International Yoga Day, 21st June 2017, the screening of documentary of “Common Protocol of Yoga Asanas to be performed” along with experiential learning activity in guidance of invited professional Yoga Trainers was conducted.
- The extension of ISO 9001:2008 certification for the year 2017-18 was awarded after successful recertification audit held on 21st April 2017.
- The Rajbhasha Karyanvayan Samiti conducted three Rajbhasha activities within the institute and also participated in the Rajbhasha programmes conducted in other central government institutions. More than 30 staff members were nominated to participate in these activities during the period.



Fig. 1: Western Region Consultative Meeting of Heads of TVET and related institution held on 22nd July 2017.



Fig. 2: Stakeholders Interaction Meeting held on 5th August 2017.



Fig. 3: Celebrating 70th Independence Day: Flag hosting ceremony on 15th August 2017.



Fig. 4: Training Need Analysis (TNA) meeting at Pune organized by NITTTR Extension Center; Pune on 15 September 2017.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING AND RESEARCH, CHANDIGARH

Summary of Achievements of the Institute during the year April to October, 2017

1. Education & 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 – Oct. 2016.

A. Long Term Programs (Master's Degree and Ph.D. Programs)

- 183 teachers, working professional from industries and fresh graduates are attending Master's Degree through modular and regular mode.
- 75 teachers are pursuing their Ph.D. in various subject areas of Civil, Mechanical, Electrical, Electronics & Communication, Computer Science.

B. Short Term Programmes:

	No. of Courses Conducted	No. of Teachers Trained
• Polytechnics and Engg Colleges	100	1418
• Training Programmes through ICT	24	4088
2. Workshops:	04	710
3. National Seminars/ Conferences:	03	880
4. Student Training (through contact mode – 35 Centres):	03	1364
5. Curriculum Development		
21 Curriculum workshops organized for developing and revising curricula for Maharaja Ranjit Singh PTU, Bathinda, PSCAS, Patiala and SBTE Haryana.		
6. Golden Jubilee National Seminar on “Promotion of Skills and Technologies for Sustainable Rural Development in India”		
Golden Jubilee National Seminar on “Promotion of Skills and Technologies for Sustainable Rural Development in India”		



was organized from 31st August to 1st September, 2017 at NITTTR, Chandigarh. The major objective of the seminar was to highlight the issues of Skill Development and Transfer of Technology for the sustainable rural development in India. In this national seminar, about 250 participants from various parts of the country participated. The experts and research scholars belong to polytechnics and engineering college system, universities, management institutes and from IITs. The Chief Guest of the seminar was Dr. HS Dhaliwal, Vice-Chancellor, Eternal University, Baru Sahib, Sirmour (HP). The Guest of Honour of the seminar was Sh. Hirday Nath Singh, Chief Patron, Unnat Bharat Abhiyan, GOI.

7. **Educational conclave on “Emerging Trends in Technical Education”** was organized from September 6-7, 2017. About 300 participants from various parts of the country participated.

8. **Instructional Resource Development:**

1. Educational Video films - 11 Nos. prepared
2. MOOCs - 10 Nos. are under preparation (100 videos recorded)

9. **हिन्दी माह का आयोजन**

संस्थान में 01 सितम्बर से 30 सितम्बर 2017 तक सितम्बर माह को हिन्दी माह के रूप में मनाया गया। संस्थान के निदेशक डा. एस एस पट्टनायक की अध्यक्षता में दिनांक 28.09.2017 को वार्षिक राजभाषा पुरस्कार वितरण समारोह आयोजित किया गया। समारोह का शुभारम्भ दीप प्रज्ज्वलन तथा संस्थान के कुल गीत के साथ किया गया। इस अवसर पर डा. श्रीमती संतोश शर्मा, सेवानिवृत्त प्रोफेसर, पत्राचार विभाग, पंजाब विश्वविद्यालय, चण्डीगढ़



को विशिष्ट अतिथि तथा श्री एम एल शर्मा, सेवानिवृत्त, अध्यक्ष नवोदय विद्यालय को मुख्य वक्ता के रूप में आमंत्रित किया गया। इस माह के दौरान हिन्दी सुलेख, हिन्दी शब्द-ज्ञान, हिन्दी श्रुतलेख, हिन्दी टाइपिंग, हिन्दी नोटिंग, हिन्दी उच्चारण एवं हिन्दी कविता पाठ नामक 07 प्रतियोगिताओं का आयोजन किया गया जिसमें संस्थान के 124 प्रतिभागियों ने भाग लिया। फैंकल्टी प्रभारी, इंजी. पी के सिंगला ने संस्थान में वर्ष के दौरान हिन्दी में किए गए कार्य की रिपोर्ट प्रस्तुत की। इस समारोह के दौरान प्रश्न मंच का भी आयोजन किया गया जिसमें संस्थान के अधिकारियों/कर्मचारियों ने बढ़-चढ़ कर भाग लिया। इसके पश्चात प्रतियोगिताओं के विजेताओं को पुरस्कृत किया गया। तत्पश्चात निदेशक महोदय ने हिन्दी के प्रचार-प्रसार हेतु सभी को प्रोत्साहित करते हुए सभी के साथ अपने विचारों को सांझा किया। डा. विनोद वासिष्ठ, वरिष्ठ अनुवादक ने कार्यक्रम का संचालन किया तथा राष्ट्रीय गान के साथ समारोह का समापन हुआ।

10. Intel Sponsored Faculty Development Programme on Machine Learning Algorithms using Python

Intel Sponsored Faculty Development Programme on Machine Learning Algorithms using Python was organised

by Department of Computer Science and Engineering from 24.07.2017 to 28.07.2017 and 39 participants from various engineering colleges, polytechnics and universities of all over India participated in the FDP. The main highlights of the programme were related to various Machine Learning Algorithms, Neural Networks concepts and implementation using Python Programming Language. The event was coordinated by Dr. C. Rama Krishna, Dr. Maitreyee Dutta and Er. Shano Solanki.

11. TECHFEST - 2017

As a part of the Golden Jubilee celebrations, NITTTR Chandigarh organized TECHFEST - 2017 on April 20-21, 2017. Dr. Manoj Arora, Director, PEC University of Technology, Chandigarh inaugurated the event. Various technical events cum competitions were organized in Civil Engineering, Computer Science Engineering, Electrical Engineering, Electronics and Communication Engineering and Mechanical Engineering for students of post graduate/ degree/ diploma levels. The technical events included LAN Gaming, Code Mania, Battle of Bread Board, Circuit Making, Poster Competition and Technical quiz. The external experts judged the participants of each event. Robo war and Line Follower were the special attractions. Approximately 250 students



from various Diploma/Degree Colleges participated in this Tech Fest. First, Second and Third prizes were awarded in each event depending on the number of participants in the events. Dr. KK Talwar, Chairman, BOG of NITTTR, Chandigarh was the Chief Guest for the closing ceremony. The event was coordinated by Prof. SP Bedi and Prof. SK Dhameja.

12. YOGA DAY CELEBRATION

The institute celebrated Yoga Day on 21 June, 2017 at the institute, which was attended by about 100 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. Two nos. Yoga Camps were conducted from 22-25 May, 2017 and 18-21 June, 2017. Yoga Competition was also held on 20 June, 2017.



In addition, a short term programme was held on 'Yoga and Meditation' at Govt. Polytechnic, Chittorgarh from October 24 to 28, 2017.

13. CELEBRATION OF NATIONAL UNITY DAY

On the occasion of birth anniversary of Late Sardar Vallabhbhai Patel, **Rashtriya Ekta Diwas ("National Unity Day")** was observed at NITTTR, Chandigarh on 31st October 2017 by organizing the events of (i) Pledge Ceremony (ii) Run for Unity and (iii) Speech, Singing, Poetry and Essay Writing Competition.

14. NSTEDB, DST, GOVT. OF INDIA SPONSORED EACs

Two-three days Entrepreneurship Awareness Camps were conducted from 28-30 August, 2017 and from 13-15 September, 2017 at Govt. Polytechnic, Kangra (Himachal Pradesh) and Govt. Institute of Garment Technology, Amritsar (Punjab) respectively in which more than 200 students (for both the programmes) participated alongwith the about 10 faculty members in each programme.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS TRAINING AND RESEARCH, CHENNAI

I Brief Background of the Institute

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 Education 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 areas and also in the interdisciplinary area of Engineering Education and offers consultancy services for the total development of Engineering Colleges, Polytechnics, Vocational institutions, Industry, Service sector and the Community at large.

II Summary of Activities during 2017-18

During the period (April to October, 2017), NITTTR, Chennai undertook programmes, projects and activities under the following areas namely: (i) Faculty Development (ii) Curriculum Development (iii) Instructional Resources Development (iv) Research Project and (v) Consultancy Project. A summary of activities in each of these areas is given below:

NAME OF THE AREA		PARTICULARS	
		No. of Courses	No. of Participants
1. Faculty Development			
a. Short-Term Courses	Polytechnic Colleges	120	1676
	Engineering Colleges	16	794
	Govt. Organization	1	72
b. Seminar/Symposium/Workshop/Special Sponsored Programme	A two-day workshop on Developing and Delivery of MOOCs on SWAYAM on 8 th and 9 th June 2017 at NITTTR, Chennai.		25
	UKIERI – AICTE workshop on “Further Education Leadership Development Programme” was conducted at NITTTR, Chennai from 28 th to 30 th June 2017.		48
	Two weeks Faculty Development Programme in Entrepreneurship sponsored by the National Science & Technology Entrepreneurship Development Board (NSTEDB), DST, Government of India, was conducted at our Institute from 10 th to 22 nd July 2017.		22
	National Workshop on “KOHA: An Open Source Integrated Library Management Software” was conducted at NITTTR, Chennai from 14 th to 18 th August 2017.		14
	A one-day International Seminar on “MOOC Pedagogy and Media Competencies for E-Learning” on 28 th August 2017 was organized at Sri Sai Ram Engineering College, Chennai.		240
	A five-day Knowledge sharing International workshop on “Adopting Water-Energy-Food Nexus Approach in India” sponsored by DST (India) and JSPS (Japan) was organized at NITTTR, Chennai from 5 th to 9 th September, 2017		27
	International Seminar on “E-Society for Nation Building and Empowerment on 6 th November 2017 was organized at Manonmaniam Sundaranar University, Tirunelveli.		186

NAME OF THE AREA		PARTICULARS
	A three-day National Workshop on Arm Cortex M4 programming organized at NITTTR, Chennai from 5 th to 7 th October 2017.	12

NAME OF THE AREA		PARTICULARS
c. Long-Term Training Programmes	Overseas Training Courses	<ol style="list-style-type: none"> 1. A special tailor-made Training Programmes for Bangladesh on “IT, Web Designing English Communication Skills and Pedagogy” from 03.05.2017 to 24.06.2017. 2. A special Training Programme on “TVET Institute Management for Bhutan” from 22.05.2017 to 02.06.2017. 3. A special Training Programme on “Economic Workforce Planning for Bhutan” from 22.05.2017 to 02.06.2017. 4. Advanced Certificate Course on “Women Empowerment through Technical and Vocational Education from 26.07.2017 to 19.09.2017. 5. Advanced Certificate Course on “Educational Media Production for E-Learning” from 26.07.2016 to 19.09.2017. 6. Advanced Certificate course on “Use of ICT for Rural Development” from 26.07.2016 to 19.09.2017. 7. Advanced Certificate Course on “Design of Educational Applications using Web Technologies” from 27.09.2017 to 21.11.2017. 8. Advanced Certificate Course on “Spatial Information Technology for Urban Planning and Management” from 27.09.2017 to 21.11.2017. 9. Advanced Certificate Course on “Sustainable Development and Environmental Management 27.09.2017 to 21.11.2017. <p>A total of 181 overseas participants from 32 countries have attended the above Nine programmes.</p>
d. Doctoral Research	Ph.D. in Engineering Education: During the period, one candidate has joined Ph.D. programme. A total of 20 scholars are on roll for Ph.D. in Engineering Education programme affiliated to University of Madras. One research scholars was awarded Ph.D. Degree.	
2. Curriculum Development	A total of 21 programmes were revised for the polytechnics of Telangana state. Each programme consists of 40 Courses.	
3. Instructional Resources Development	The institute has continuously updating the training course materials in various core Engineering subjects, Pedagogy and Management. A video series on Surveying consists of 16 titles were published.	

4. Research Projects					
S. No.	Title	Duration	Amount (Rs)	Project Coordinator and Members	Funding Agency
1	Teacher Education under SWAYAM	From Oct. 2016	495 lacs	Dr. Sudhindra Nath Panda Dr. P. Malliga Dr. G. Janardhanan Dr. V. Shanmuganeethi	MHRD, New Delhi
2	Demonstrating Environmentally Sound Technologies for Management of Open Dumpsites of MSW and Transition towards Controlled land filling Practices	From 2013 to till date	7,16,950	Dr. G. Janardhanan Dr. KSA. Dinesh Kumar	TNPCB, Chennai
5. Consultancy Projects					
1	Checking the Design & Monitoring the Land Fill Phase II & Phase III	19.03.2012 to till date	9,50,000	Dr. G. Janardhanan	Tamil Nadu Waste Management Ltd, Chennai
2	Tamil Nadu Road Sector Project Training Program	12.03.2012 to Till date	23,72,000	Dr. S. Mohan Dr. G. Janardhanan Dr. KSA. Dinesh Kumar	TNRSP Highways, Chennai
3	Computation of Volume of Filling Earth for Manali Site	16.06.2017 to 16.12.2017	1,64,450	Dr. G. Janardhanan Dr. KSA. Dinesh Kumar	TNSCB, Chennai
6. Celebration of National Days					
1. The institute celebrated 3 rd International Yoga Day from 19.06.2017 to 21.06.2017. 2. Hindi workshop was conducted on 22.06.2017 and 01.09.2017. 3. Independence Day was celebrated from 09.08.2017 to 15.08.2017. 4. Swachhta Pakhwada was celebrated from 01.09.2017 to 15.09.2017, and Swachhta Day was celebrated on 08.09.2017. 5. The Institute is implementing Swachh Bharat mission by carrying out cleaning activities on every Wednesday of a week from 3.30 to 5.30 pm. 6. Hindi Pakhwada was celebrated from 01.09.2017 to 06.09.2017 and Hindi Day was celebrated on 12.09.2017. 7. Swachhta Hi Seva was celebrated from 15.09.2017 to 02.10.2017. 8. Rashtriya Ekta Diwas (National Unity Day) was celebrated from 27.10.2017 to 31.10.2017. 9. Observance of Vigilance Awareness Week observed from 30.10.2017 to 04.11.2017.					

National workshop on Arm Cortex M4 programming



Celebration of National Days



The Institute is implementing Swachh Bharat mission by carrying out cleaning activities on every Wednesday of a week from 3.30 to 5.30 pm.



Hindi Pakhwada was celebrated from 01/09/2017 to 06/09/2017 and Hindi Day was celebrated on 12/09/2017.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING AND RESEARCH, KOLKATA

Annual Report 2017-18 (up to 31 October 2017)

Report on Various activities performed in the Institute.

I. Academic Achievement Report:

a) Training:

Institute imparted 110 training courses (Short-Term and In-House) to 2179 personnel which includes faculty members, officers and Staff members of different Polytechnics, Engineering Colleges, Universities and other organizations pan-India ramification.

Details are given below:-

Sl. No.	Venue	No. of STTP	No. of Participants
1	NITTTR, Kolkata	87	1185
2	Bhubaneswar Extension Centre	5	66
3	Guwahati Extension Centre	5	64
4	In-House Programmes	13	864
TOTAL		110	2179

b) Workshops & Seminars:

- i. 3rd Regional Workshop on Technical Education System for North Eastern States on 20 & 21 April, 2017 at Dirang, Arunachal Pradesh.
- ii. NITTTR, Kolkata conducted curriculum vetting workshop for diploma courses of Advanced Technical Training Centre, Sikkim during 27-30 June, 2017.

- iii. NITTTR, Kolkata organized collaborative International Seminar & Regional Workshop, jointly with Colombo Plan Staff College (CPSC) during 24- 28 October, 2017 to share various issues in the field of TVET. The event was participated by various Member Countries of CPSC.
 - iv. A 1-day discussion on Training Need Assessment (TNA) vis-à-vis achievement and Recommendations of 3rd Regional Workshop of Dirang, Arunachal Pradesh was held at NITTTR, Kolkata on 26 October 2017,
 - c) **Incubation Centre:** An incubation centre has been inaugurated by the Joint Secretary, Govt. of India, on 26 October, 2017. Various models designed and developed by the various polytechnics in the 1st National Innovation Talent Contest for Polytechnics (NITCP) which was held on 21 & 22 February 2017 at NITTTR, Kolkata were displayed in the ceremony.
- III. List of Various activities performed during the period:**
- o Observation of World Environment Day on 5 June, 2017
 - o Board of Governor's Meeting on 17 June, 2017.
 - o Observation of International Yoga Day on 21 June, 2017
 - o Organizing talk on GST on 30 June, 2017.
 - o Celebration of 71st Independence Day on 15 August, 2017.
 - o Visit of representatives from Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal, on 30 August, 2017.
 - o Observation of Teachers' Day on 05 September, 2017.
 - o Web Cast of Lecture of Prime Minister on 11 September, 2017.
 - o Observation of Swacch Bharat Pakhwada on 14 & 15 September, 2017.
 - o Celebration of Rajbhasa Diwas in the month of September, 2017.
 - o Organizing collaborative program with CPSC, Manila, during 24 – 28 October, 2017.
 - o Visit of Joint Secretary, Govt. of India on 26 October, 2017.
 - o Observation of Sardar Vallabhai Patel Anniversary: Rastriya Ekta Spath on 31 October, 2017.
 - o Observation of Vigilance Awareness Week during 30 October-4 November, 2017.



School of Planning and Architecture

CHAPTER 16

School of Planning & Architecture

COUNCIL OF ARCHITECTURE

1. Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by Parliament, which came into force on September 1, 1972. The Act provides for registration of Architects and matters connected therewith. The total number of architects registered with COA is approx. 87,000.
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 87,309.
3. In order to carry out the objectives of the Act and Regulations framed thereunder,

the Council has constituted the following Statutory Committees:

- (i) The Executive Committee is constituted under Section 10 of the Act and it functions as an Executive Authority of the Council.
- (ii) Disciplinary Committee is constituted by the Central Government as per Council of Architecture Rules framed by the Central Government. This committee investigates the complaints and holds enquiries relating to professional misconduct of architects and makes its recommendations to the Council for taking decision on the guilt of the Architects.
- (iii) Advisory Committee (Appeals) hears the appeals of the applicants whose applications for registration are rejected.
- (iv) Sub-Committee on Foreign Qualifications examines the references received from Central Government for recognition of Foreign Qualifications.
- (v) Scrutiny Committee scrutinizes the proposals/applications received from new institutions for introduction B.Arch. Course and from existing institutions for extension of approval/additional intake.

SCHOOL OF PLANNING AND ARCHITECTURE, DELHI

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.

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 2017-18, the school admitted 109 students in bachelor of architecture, 28 in bachelor of planning and 223 in various postgraduate programmes. A total of 60 doctoral scholars are working in different Departments of studies covering a diversity of subject area.

Apart from teaching, applied research forms the second core area of concern of the School. In 2017-18, like the previous years, a number of important research projects were sponsored by notable national and international agencies like Design Innovation Center, CLIMATRANS sponsored by the Norway Research Council,

Research Trust Project(RICS) sponsored by the University of Melbourne, UK. 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 2017- 2018, 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. 33,035,502.00 was received by the School during the year 2017-18.

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'.

The academic focus and approach of SPA, Vijayawada is a unique blend of design, creativity and objectivity with a social purpose. Students not only learn the skills required, but are also exposed to thought-provoking and intellectually inspiring sessions, through studios, field trips and research projects, which brings out the creative best in them.

The institute promotes research with a vision to develop independent and scholarly contribution to the progress of the body of knowledge. 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.

The following three post graduate programmes were introduced by the School in the academic year 2013-14 and 2014-15:

- (i) Master of Planning (Environmental Planning and Management)
- (ii) Master of Planning (Urban and Regional Planning) and
- (iii) Master of Architecture (Sustainable Architecture)

Faculty of SPA, Vijayawada has been contributing towards the enrichment of the academic programmes through their sustained efforts. The School has a dynamic mix of eminent faculty having experience in planning, architecture and allied fields of knowledge. Faculty members are constantly involved in academics, research and development activities of the School. During the academic session 2017-18, the School admitted 99 students in various bachelor programmes and 54 in various post-graduate programmes.

SPA, Vijayawada has established various labs and support facilities to aid the teaching learning process. In addition to the existing infrastructure like AutoCAD lab, Material Museum, A-view room, Construction yard and Art Lab, the facilities like Computer Center, Material Testing Lab, Climatology cum Environment Lab, Central Library, GIS Lab have been developed.

SPA, Vijayawada is presently working on the development of cluster of five (05) identified villages under Unnat Bharat Abhiyan (UBA), a flagship program of MHRD.

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 Master level Programmes Master of Landscape Architecture, Master of Architecture (Conservation) in Architecture & Master of Planning (Environmental Planning). During the session 2017-18, the school admitted 94 students in various Bachelor's programme and 90 in various postgraduate programmes.

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. Workshop on Rammed Earth Wall, Jack arch and Terracotta tube vault (Guna tiles) was held during 18-25 May, 2017. Workshop on "Resilient Cities-A Landscape Approach" during 30-31st October, 2017 was also organized at the Institute. Since inception, the School has awarded degrees to 767 students upto the year 2017-18.



CHAPTER 17

ICC & UNESCO

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

Major activities related to UNESCO/ Permanent Delegation of India to UNESCO

I. Executive board -201st Session

The 201st session of the UNESCO EXB took place at Headquarters from 19 April - 5 May 2017. The highlights are set out in the succeeding paragraphs.

1. India's Statement at the Plenary:

The National Statement was delivered by India's PR to UNESCO since Dr. Karan Singh, Indian Representative could not attend the session.

2. Education: Resolution on OER

India along with Slovenia and 19 other countries co-sponsored a Resolution on Open Education Resources. We took the floor to reiterate that we were fully cognizant of the power of open education resources in the endeavour to offer

inclusive and quality education for all. We highlighted that the National Council of Educational Research and Training- NCERT- has digitized all its textbooks from the 1st to the 12th standard, which are available online and for free. The Central Institute of Educational Technology, a constituent Unit of NCERT, has also digitized more than thousand audio and video programmes. All the educational AV material developed by CIET is presently available at the Sakshat Portal an initiative of the Ministry of Human Resource Development of the Government of India. In addition, NROER (the National Repository for Open Educational Resources) houses a variety of e content. India also said that this initiative can optimally function as a force multiplier as nations seek collectively to enhance the impact and delivery of national education programmes in the effort to offer inclusive and quality education to all and that it believes that obtaining a quality education is the foundation to improving people's lives and sustainable development. Others echoed our views in support of OER calling as well for the creation of an environment which would foster partnerships in Open Educational Resources.

3. Culture:

- (a) Strategy for the Reinforcement of UNESCO's Action for the Protection of Culture and the Promotion of Cultural Pluralism in the Event of Armed Conflict. The 38th General Conference of UNESCO had adopted a Strategy for the reinforcement of the Organization's actions for the protection of culture and the promotion of cultural pluralism in the event of armed conflict setting the path for the Organization's work through two key objectives: on the one hand, strengthening Member States' ability to prevent, mitigate, and recover the loss of cultural heritage and diversity as a result of conflict; and on the other hand, incorporating the protection of culture into humanitarian action, security strategies and peace building processes. The recently adopted United Nations Security Council Resolution 2347 (2017) was a step in this direction. In the face of unprecedented challenges, the need for new and more effective approaches by UNESCO was recognized, which would build on the existing international legal standards - notably the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict and the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and

Transfer of Ownership of Cultural Property - and enhance the scope of their application. In this regard, the Strategy adopted by the Organization's General Conference defines priority areas of action and identifies the resources required for their implementation. The Action Plan defines which specific activities – within the overall framework of the Strategy – the Organization intends to focus on during the coming six years, identifying at the same time short-, mid- and long term priorities.

- (b) Memory of the World Programme - Member states agreed that a discussion on this subject at the EXB was premature as the report of the expert Consultative Committee had not submitted its report and made its recommendations. It was agreed that this matter would be taken up again only after the report of the Consultative Committee had been submitted. South Korea's Comfort Women nomination under this programme has been controversial and has been strongly objected to by Japan.

4. Financial: Budget and Programme for 2018-21.

The programme and the budget for the period 2018-21 was extensively discussed. Member states appreciated that the new budget was in line with Agenda 2030, Agenda 2063 of the African Union, gives priority to

small states, better reflects South–South cooperation and North-South-South cooperation and refocuses UNESCO’s energies to the fields of its competence.

A gist of the main interventions made during the course of an intense debate at the EXB is given below:

- (a) For the first time, UNESCO has a C/5 that covers both the extra-budgetary and regular programme. The integrated budget is a way to strengthen ownership and responsibility to set priorities and find resources.
- (b) Several member states reiterated the need to provide the Secretariat with a sufficient and sustainable level of resources under the Regular Budget, particularly in light of ever-increasing demands placed on the Organization.
- (c) For this purpose, the UNESCO General Conference in November 2017 will have to approve the suspension of Article 5.1 of the Financial Regulation to allow the Regular Budget to be funded by multiple sources.
- (d) Four Audit reports were presented by the external auditor, those on the UNESCO office in Amman, in Bangkok, in Iraq and on reform implementation following the budget crisis.
- (e) Members expressed satisfaction with the increase of Additional Appropriation (+4%) compared

to the last biennium and expressed gratitude to those Member States that continue to support with their voluntary contributions.

- (f) Member states praised the efforts made by the Secretariat to collect all due contributions. They insisted that non-payment of assessed contribution is a serious violation of Financial Regulations (Article 5.5) and the Constitution of UNESCO, and appealed to further enforcing the collection of dues by all member states.
- (g) Intense debate took place on the prioritizing exercises entailed by the eventual application of the contingency plan. Concern was expressed on the impact for the substantive work of the Organization and on the implementation of the post 2030 agenda.

II. 6th Conference of Parties to the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 12-15 June, 2017

India’s statement was delivered by Ms. Sonal Mansingh at the opening plenary session of the 6th Conference of parties to the convention on the protection and promotion of the Diversity of Cultural Expressions in a meeting held from 12 to 15th June, 2017.

III. International Day of Yoga.

International day of Yoga 2017 was celebrated at UNESCO from 19 June through 25 June 2017. PDI adopted a double pronged strategy. One, a social media campaign in collaboration with

UNESCO, building up Tweets on Yoga that were prominently featured by UNESCO in three UN languages on the twitter handle @UNESCO. The Mission made and shared videos of 3 generations of a French family practicing yoga together to mark the celebration of the 3rd Yoga Day. It also recorded and shared messages by one of the yogacharyas belonging to the Iyengar School of yoga – Shri FaekBiria. The PDI Twitter handle @IndiaatUNESCO further contributed to this momentum. On 25 June, PDI UNESCO co-hosted an interactive discussion on Yoga: Science, Philosophy or Art with the Ramakrishna Mission GRETZ, this well attended event which also included the Mayor of GRETZ saw the audience appreciate the nuances behind this ancient Indian heritage viewed often times in a western context as physical exercise or pure meditation and sometimes religion. On this occasion a speech by given by PR of India to UNESCO.

IV. Book launch by PDI Paris on 22nd June, 2017

Permanent Delegation of India to UNESCO organized a book launch authored by VasundharaKavali- Filliozat titled ‘Splendours of Indian Iconography’.

The book is a guide to understanding the iconography of the magnificent Pattadakal temples of Karnataka which were inscribed on the World Heritage List in 1987. The author is an art historian and an epigraphist. She works alternatively in India, to explore the archaeological and literary past of her country and in France, to encourage appreciation of Indian culture in general and that of the State of Karnataka in particular. Mrs. Filliozat has been awarded by the Government of Karnataka for her efforts. She has more than 26 books and numerous

articles in Kannada, English and French to her credit.

V. Preparation of the ethical principles of climate change from 26-30 June 2017

UNESCO’s General Conference, at its 38th session (November 2015), called for preparing a preliminary text of a non-binding declaration of ethical principles in relation to climate change, a first in a United Nations setting (38 C/Resolution 42). PDI participated in the event.

The purpose of creating this new UNESCO declaration was to promote the moral basis for tackling the threat posed by climate change to people and the planet. It could serve to complement other actions, notably following up on the Paris Agreement (2015) under the United Nations Framework Agreement on Climate Change (UNFCCC). In this light, the work of developing a new declaration was presented and discussed in the sidelines of the UNFCCC 22nd Conference of Parties (COP 22), held in Marakech, Morocco, in November 2016. This intergovernmental meeting of experts finalized a draft declaration of ethical principles in relation to climate change, for its submission to the 39th UNESCO General Conference.

VI. Nomination of Ahmedabad under World Heritage during Krakow Poland WHC 5-9 July 2017

During the 41st session of the meeting of the World Heritage Committee in Krakow, Poland, the historic walled city of Ahmedabad was inscribed on the list of World Heritage site of UNESCO. The walled city of Ahmadabad, founded by Sultan Ahmad Shah in the 15th century, on the eastern bank of the Sabarmati river, presents a rich architectural heritage from

the sultanate period, notably the Bhadra citadel, the walls and gates of the Fort city and numerous mosques and tombs as well as important Hindu and Jain temples of later periods. The urban fabric is made up of densely-packed traditional houses (pols) in gated traditional streets (puras) with characteristic features such as bird feeders, public wells and religious institutions. The city continued to flourish as the capital of the State of Gujarat for six centuries, up to the present.

VII. Visit of DG UNESCO Ms. Irina Bokova from 30-31 August and 1 September, 2017

Ms. Irina Bokova, Director General of UNESCO visited India from 30th August to 2nd September, 2017. She has meeting with a number of high ranking officials including the Minister for Human Resources Development and MOS for culture. She also met Dr Karan Singh, Indian Representative to UNESCO. The discussion centred around Indian partnership with UNESCO and ways of strengthen it. She attend various event organized by MGIEP. Ms. Bokova also travelled to Gujarat to visit Rani ki Vav, a World heritage site.

VIII. Conference of Parties for International Convention against doping in Sports 25-26 Sept, 2017

The international convention on doping in sports was held at UNESCO Headquarters in Paris on 25th & 26th September, 2017. Shri Naveen Agrawal, Director General from the National Anti-doping agency of the Ministry of Youth Affairs and Sport, Government of India participated in the event. The main issue that were discussed, inter alia, were integrity in sports and value education through sports, report on measures taken by state parties every two

years, institutionalized manipulation of anti doping systems and adoption of best practices to improve management and application of UNESCO convention.

IX. Ahimsa Lecture by Nobel Laureate Ms. Tawakkul Karman.

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), located in New Delhi, India is a Category I research institute of UNESCO first and only research institute in Asia Pacific established with the support of the Government of India.

Ahimsa Lecture Series which is one of the UNESCO MGIEP Distinguished Lecture was launched last year to commemorate the International Day of Non Violence with the aim of emphasising the relevance of Gandhian principle of Ahimsa or non-violence in the 21st century. The first Ahimsa lecture was organised by UNESCO MGIEP and the Permanent Delegation of India to UNESCO in 2016. This year, the second Ahimsa Lecture was delivered and presented by Ms. Tawakkol Karman, Nobel Peace Prize winner in 2011 from Yemen on the topic of 'Working Towards Building Peace and Sustainable Development' at UNESCO headquarters. PDI, Paris jointly hosted the event with MGEIP on 2nd Oct, 2017. The event elicited a sizeable attendance and delegates posed questions to the speaker which were eloquently answered.

X. Ambassador Shri Vinay Mohan Kwatra presented his credential to DG, UNESCO on 9th October, 2017.

Shri Vinay Mohan Kwatra, Ambassador/ Permanent Representative of India to UNESCO presented his credential to Madame Irina Bokova, Director General of UNESCO in a ceremony in the office of the

Director General on 09th October, 2017 at 4:45 pm.

XI. 202nd Session of the Executive Board

The 202 session of the Executive board was held from 4th to 18th Oct, 2017 at UNESCO Headquarters. The highlights of the session from India's perspective were as follows:

- i). Dr. Karan Singh, India's representative to UNESCO attending the plenary session of the Executive board. He made a brief speech at the session.
- ii). Election of DG, UNESCO was held in the Executive board for nominating one candidate to the 39th session of the General Conference. There were initially 7 candidates contesting the elections. The elections process is a 5 stage process in which each candidate is voted upon by all the 58 members of the Executive board. If no absolute majority which is 30 votes is secured in all the rounds, then only two top candidates go to the final round. During this election, there was a tie for the second spot in the penultimate round. Hence an additional round was conducted which was an elimination round. Candidates of Egypt and France were in the elimination round with Qatar securing the top position but short of absolute majority. Candidates of France emerged victorious in the elimination round and went to the final round with Qatar. Finally Ms Audrey Azoulay, the French candidates won in the final round against Qatar. She was recommended to the General Conference as a candidate for the post of Director General.
- iii). Issues that were discussed and were of interest from India's perspective

were as follow:-

a. **Para 5 (1) L Follow up of the situation in the Autonomous Republic of Crimea**

Ukraine has taken up the issue of drastic curtailment of human rights in all areas of responsibility of UNESCO including freedom of expression, conscience and religion; the right of peaceful assembly and association; freedom of media and access to information and the right to education in one native language. Ukraine expects that the problems mentioned in the documents are duly addressed by the monitoring activities of the Secretariat. Ukraine is not bringing any detailed draft on the matter as it expects to see some constructive engagement from all countries. India has cast an "Against" vote on earlier 4 occasions. However the matter was not put to vote in this session.

b. **Para 38 & 39 Occupied Palestine & Implementation of Resolution 72 of GC 38 and Executive Decision 31 of 201 session concerning educational and cultural institutions in the occupied Arab Territories.**

UNESCO has made efforts of funds mobilization for supporting their efforts to Higher Education in Gaza, updating cultural heritage site in Gaza and has recommended

the Director General to submit a follow up report on the situation in the 204th session of the Executive board. India has voted for Palestine up to the year 2015 but had abstained during the last two session(200th& 201st) of the executive board. A draft resolution has not been prepared by Palestine.

c. **Item 15: Final report by the International Advisory Committee (IAC) on the Review process of the Memory of the World (MoW) Programme**

The Memory of the World programme has been running for the last 25 years without any problems. It is only lately that the programme has run into a problem with countries like Japan, Korea, and Russia bringing in inscription of some politically controversial documents in the Memory of the World. A new set of Statutes, Rules and Guidelines has been drafted by the International Advisory committee which envisages to review the programme in view of current development. The Final Report of the IAC is proposed to be adopted by the Executive Board.

d. **Para 10 Report of the Director General on the Finalization of the draft declaration of ethical principles in relation to climate change.**

The delegation of Brazil

presented a draft para incorporating the concept of CBDR (Common but differentiated responsibilities) which takes care of India's perspective.

e. **Para 21 Governance, procedures and working methods of the governing bodies of UNESCO**

The working group on the matter has given 134 recommendations out of which 4 are bracketed which means on which consensus could not be reached. Items 20 and 21 relates to the terms limitation of the executive board and items number 52 & 53 relates to election of the Director General. The limitation of the terms affects India who had been on the board since 1946 but the arguments goes that the board should be representative. Para 52 & 53 do not affect India's interest directly as of now.

f. **Establishment of the Indian National Centre for Ocean Information Services (INCOS) as Category 2 institute of UNESCO.**

The proposal to establish the Indian National Centre for Ocean information Service(INCOS) as Category 2 Institute of UNESCO was passed by the Assembly of the Intergovernmental Oceanographic Commission (IOC) of UNESCO during

its 29th session in Paris on 21 - 29 June 2017. It was preceded by the 50th session of the IOC Executive Council on 20 June.

The Centre will provide assistance in areas of capacity building and training, knowledge sharing and exchange of information, and hence could represent a valuable resource for UNESCO and its Intergovernmental Oceanography Commission (IOC) by enhancing the impact and visibility of UNESCO's action.

The establishment of UNESCO Category-2 Centre will provide an opportunity for India to emerge as a leading country in the Indian Ocean. This will also help India to forge cooperation and improve engagement among the countries of the Indian Ocean, including South Asian and African states bordering the Indian Ocean. The establishment of the centre would respond to the worldwide increasing need to build technical and management capacity to address marine and coastal sustainability issues and prepare the region for and react efficiently to marine natural hazards. The Centre could contribute to achieving Sustainable Development Goal-14 (SDG 14) related to building marine scientific research capacity in geographical area

of the Centre responsibility which will also fulfill the commitments to support Small Island Developing States, Least Developed Countries.

XII. Report of the 39th General Conference of UNESCO

The 39th General Conference of UNESCO took place from the 30 October to 14 November 2017. The highlights of the conference included the visit of the Hon'ble Minister of Human Resource Development, Shri Prakash Javadekar, the election and investiture ceremony of the new DG of UNESCO, Ms. Audrey Azoulay and the re-election of India to the Executive Board of UNESCO.

XIII. Visit of the HRM

Shri Prakash Javadekar, Hon'ble Minister of Human Resource Development led the delegation comprising Shri Kewal Kumar Sharma, Secretary (Higher Education), Shri Anil Swarup, Secretary (Primary and Secondary Education), Shri Sarawana Kumar, Joint Secretary (HRD) and Shri Vinay Srivastava, PS to HRM. Reachers visit of HRM.

HRM attended the Leaders forum and participated in the General Policy Debate in which he made a brief speech outlining India's priorities and its cooperation with UNESCO. On the sidelines of the Conference, HRM had interaction at bilateral level with the Education Ministers of Zimbabwe, Tunisia and Norway. He also briefly met the Education Ministers of Solomon Islands, Morocco, Tajikistan to garner support for India's Candidature to the Executive Board.

He met the current Director General of the Executive Board and also the newly elected

Director General, Ms Audrey Auzulay. He outlined the steps taken by India in the last two years such as Smart India Hecthalon, Open Innovation measures, emphasis on research and innovation in higher education and many other initiatives and how India can cooperate with UNESCO in future.

HRM has interview session with the leading newspapers in Paris. He interacted with the Chief Editor of International Economy Mr Fabrice NODE-Langlois of Le Figaro, Mr Claude Leblanc, Senior Journalist from L'Opinion and Ms Laurence defranoux from Liberation. HRM spoke at length about India's new initiate undertaken in the education sector and priorities of the Government on Education.

HRM visited the International Institute of Educational planning which is a Category 1 institute of UNESCO. He met the faculty and administrative staff of IIEP and discussed issues pertaining to teacher's motivation, accountability and curriculum development. He took keen interest in the working of the Institute and the role of the Institute in devising research policy decision to address contemporary issues in Education sector.

A reception was hosted in his honour by the Ambassador at his residence on 1st Nov., 2017 which was attended by Heads of delegations from 11 countries viz. Chad, China, Burkina Faso, Estonia, Bulgaria, Nigeria, South Africa Afghanistan, Ethiopia, Kuwait, Argentina, Haiti, Lao, Myanmar and Burundi.

Election of DG, UNESCO

The 202nd Executive Board of UNESCO was tasked with nominating to the 39th General Conference of UNESCO a candidate for the post of

DG UNESCO. The elections were held between 9 -13 October 2017 in a series of 6 private sessions. The Board decided, by secret ballot, to propose to the General Conference at its 39th session the nomination of Ms. Audrey Azoulay of France for the post of Director General of UNESCO. The General Conference, first examined in private session the Executive Board's proposal and then held a vote by secret ballot.

Results of the ballot:

- Number of Member States entitled to vote at this session: 184
- Absent: 10
- Bulletins void: 24
- Number of votes cast: 150
- Number of votes constituting the majority required to be elected: 76
- Number of votes cast by the candidate proposed by the Executive Board: 131
- Number of votes against: 19

As Ms. Azoulay received the required number of votes, she was confirmed as the new Director General of UNESO and started discharging her duties from 15 November 2017.

Re-election of India to the Executive Board of UNESCO

India made its re-election bid for the Membership of the Executive Board of UNESCO. The elections took place on 8 November 2017. Comprehensive efforts were made at the Delegation level, the Foreign Missions based in India and through Indian Missions abroad to garner support for India's re-election bid to the Executive Board of UNESCO from the 195 Member States of UNESCO of which 184 finally cast their votes. India with its 162 votes came in second behind Japan with 165. 4 other countries which were elected from the ASPAC group to which India

belongs were Bangladesh (144), China (155), Indonesia (160) and Philippines (157).

Education Commission

The item Educational and Cultural Institutions in the Occupied Arab Territories proved to a contentious issue and following multiple rounds of roll-call voting the proposed resolution and was adopted without debate. A number of delegates proposed that Member States revisit the procedural rules of the General Conference to try to prevent similar delays at future meetings. A number of Member States also expressed frustration with the heightened politicization of the Education Commission.

Three rounds of voting took place on the agenda item relating to the ‘Educational and Cultural Institutions in occupied Arab Territories’. India ‘abstained’ on each of the three issues. It may be noted that this was the first time that this issue has been voted upon and become a matter of controversy at the General Conference of UNESCO. On all previous occasions on which this item has been tabled, it has passed by full consensus.

A vote for ‘adjournment’ of this agenda item to the 40 session of the General Conference in 2019 was proposed by Israel and seconded by the USA. The motion for adjournment failed. The vote count was as follows: Yes – 06, No – 57, Abstention – 58, Absent – 62.

A vote under ‘closure of debate’ was also proposed by Israel and seconded by the USA. Their proposal was actually the reverse – they wished to reopen the debate on the agenda item. The majority of the member states did not wish to re-open the debate on the subject the motion failed. The vote count was as follows - Yes – 66, No – 03, Abstention – 49, Absent – 65.

Israel then called for the draft decision to be voted upon ‘para by para’ as per rule 91 of the rules of procedure. Hondurans seconded it. Many delegates from other member states made statements opposing this proposal. In an effort to extricate the member states from a pointless activity and allowing the entire time of the ED Commission to be high jacked by one issue, Yemen proposed the suspension of rule 91 for a vote on each paragraph in accordance with rule 114 which provides for suspension of any rule by a two-thirds majority of the Members present and voting. South Africa seconded this proposal. The vote count was as follows - Yes – 75, No – 01, Abstention – 54, Absent – 53. As the 2/3 required was 51 votes, rule 91 was suspended.

After the suspension of rule 91, Israel requested that the item be adjourned until the afternoon session according to rule 74 if necessary by a vote as he had to report the new developments and obtain instructions from capital. This request met with a lot of opposition and the Chairman of the Commission adjourned the meeting for 10 minutes to allow the member states to find the way forward.

After a discussion, the Chair announced that there was consensus among the concerned parties to:

- i. Adopt this decision by consensus
- ii. Withdraw this item from the CLT Commission
- iii. Adopt item 4.2 concerning Jerusalem and the implementation of 38/C Resolution 52 in the CLT Commission by consensus

Culture Commission

As per the agreement reached between the interested member states, the agenda item relating to ‘Educational and Cultural Institutions.

Communications and Information Commission

The most extensive debate in this Commission concerned item 4.20 on Strengthening UNESCO leadership in the implementation of the UN Plan of Action on Safety of Journalists and the issue of Impunity. In his introduction of this item, ADG/CI spoke about the Multi-stakeholder Consultation on Strengthening the Implementation of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, which included both an online consultation and a face-to-face meeting in Geneva in June 2017. He emphasized that the outcome document of that consultation presented a series of options for action. ADG/CI highlighted UNESCO's focus on the "three Ps" approach of prevention of, protection against and prosecution of attacks against journalists.

The definition of "journalist" was questioned by Cuba, Islamic Republic of Iran, Russian Federation and Zimbabwe. However, the majority argued for maintaining the language included in the draft resolution, as consistent with previous UNESCO decisions. In response to interventions made by delegates, the representative of the Director-General clarified that the Outcome Document was not a new Plan of Action, but rather an evolving suggestion of options for those actors that wish to implement the UN Plan. He emphasized that safety should be applied across the board for all journalists, regardless of whether they are "good" or bad", and that investigations into crimes against journalists must be carried out without prejudice. ADG/CI stated that the definition used in the draft resolution is consistent with previous decisions of the Executive Board, including Decision 5.1.1 adopted in spring 2017. As the debate of the draft resolution had not yet finished by the Commission's scheduled ending time of 6 p.m., the session adjourned for one hour. During this time, an informal group moderated by

the Russian Federation and Sweden met to seek consensus language.

Regarding the definition of "journalist", the Russian Federation and the Islamic Republic of Iran made the following comments: The Russian Federation does not recognize the expanded interpretation of the term "journalist", which is used in the decision of the 39th session of the General Conference under the agenda item "Strengthening the leading role of UNESCO in the implementation of the UN Action Plan to ensure the safety of journalists and the issue of impunity". They stated that so-called "social media producers" cannot be equated with the status of real journalists. When making decisions and implementing work to ensure the safety of journalists and the issue of impunity, UNESCO should adhere to the following wording: "journalists, media workers and associated personnel". The Commission recommended that the General Conference adopt the resolution as amended by the Commission.

Social and Human Sciences Commission

The Permanent Delegation of India tabled a DR titled 'Cooperation of UNESCO with the international township of Auroville, India'. The Indian delegation took the floor to state the short history of the establishment of Auroville and the importance of the principles for which it was founded. It also invited the member states to join in the commemorative activities taking place to mark the 50th anniversary of the establishment of Auroville in February 2018. The representative of the Director General then took the floor and recalled the long history of cooperation between UNESCO and Auroville. She also stated that extra-budgetary contributions would be required by UNESCO for such activities. The item was adopted without amendment and by full consensus.

Science Commission

Item 4.4 of the Science Commission was regarding the Establishment of Category 2 Institutes and Centres under the auspices of UNESCO. It contained the Proposal for the establishment of an International Training Centre on Operational Oceanography within the Indian National Centre for Ocean Information Services (INCOIS) in India which was adopted without debate and with full consensus by the Commission. A formal signing ceremony for the agreement between UNESCO and INCOIS will have to be organized for the Institute to start functioning as a Category 2 Center.

APX Commission

A. Term-limits on Membership to the EXB of UNESCO

At the 38th UNESCO General Assembly of 2015, Ad-Hoc Working Group on Governance and Working Methods of UNESCO was established with a mandate of two years, 2015-2017. The report of the working group was to be presented to the 39th General Conference of UNESCO. The purpose of establishing this Working Group is to discuss the procedures and methods of governing bodies work of UNESCO and propose changes to the things that are deemed necessary. At the end of the mandate, the Working Group had not reached a consensus on the term limitation of membership of the Executive Board.

The issue of restriction on term-limits on membership of the Executive Board is a divisive issue that resulted in long debates on the APX Commission. As per the statement made by a member state, there are 18 member states that have never left their membership on the Executive Board, though the actual number may be closer to 13. India is one of the countries alongside China, Russia and France that has always been a member of the Executive Board of UNESCO. Countries

supporting the proposed of restrictions on term limits see this mechanism as necessary to provide equal opportunities to smaller countries.

In absence of consensus, the adoption of the recommendation relating to term-limits was made by voting which received overwhelming support of the small states. Vote Count: In favor 103, Against 12, Abstention 11.

Technical matters such as maximum stretch of the membership period and the period between two re-elections will be discussed by the working group formed for the implementation of the Recommendations adopted during the 39th GC. It has been established for the period 2017-2019 and will present its report at the 40th Session of the UNESCO General Assembly in 2019.

This new working group will also consider in detail the proposal regarding nomination by EXB of 2-3 candidates for the post of DG to the GC rather than the practice of having only 1 nomination. The proposal enjoys support amongst the small countries who believe that since the DG is effectively chosen by the EXB members, the DG is not representative of the entire membership of UNESCO.

B. Impact of the Withdrawal of the USA from UNESCO on the Membership of EXB

On October 12, 2017, the United States formally submitted its resignation plan as a member of UNESCO. In accordance with the applicable Rules of Procedure, resignation will become effective on 31 December of the following year, in this case December 31, 2018. This United States resignation plan has impacts on several matters, including the change of the contributions of member countries and the possibility of changes in composition members of Group I (North America and Western Europe) on the Executive Board.

Regarding the budget aspect, from the total collective contributions of member countries that are budgeted at 581.2 million US \$ for biennium 2018-2019, there are differences in assessment for contributions in 2018 and 2019. Total expected contribution from member countries is of 326.5 million US \$ for the year 2018 and 254.7 million US \$ for the year 2019. This total difference in contribution has already taken into account United States resignation which is planned to be effective on December 31, 2018.

From the aspect of the composition of Group I members to the Executive Board, Portugal with the co-sponsors of the majority of Group I countries submitted a draft resolution to the Nomination Commission to amend the membership composition. Technically, Group I countries are proposing that Group I countries that get the fourth lowest vote in the Executive Board selection period 2017-2021 automatically occupy the vacant seat left by the United States on the Executive Board after December 31, 2018. After a debate to the Nomination Commission, the draft resolution was brought to the Plenary Session and finally not adopted, on the grounds that the United States still has time to change the decision to resign. Discussion of changes in the composition of Group I members to the Executive Board is deemed necessary to be discussed after the resignation of the United States becomes effective on 31 December 2018 and would have to be more in-depth as the member states had not had adequate time for considering a serious proposal.

C. Biennium Budget 2018-2019

The APX approved the UNESCO budget for biennial 2018-2019 to be 595.2 million USD, with an expenditure plan of 518 million USD. Assessment of member states amounted to 581.2 million US \$ and the remaining 11 million US \$ will be taken from Special Account for Management Costs.

12th session of the UNESCO Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage, 4-9 December 2017, Jeju, South Korea

The Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage under UNESCO held its 12th session at Jeju, South Korea from 4-9 December 2017. The highlight of the session was undoubtedly the inscription of 'Kumbh Mela' on the Representative List of Intangible Cultural Heritage (ICH) of Humanity.

The inscription of 'Kumbh Mela' was recommended for inscription by the Evaluation Body of the Convention which examines in detail the nominations submitted by Member States. The Committee observed that 'Kumbh Mela' is the largest peaceful congregation of pilgrims on earth. The festival, held in Allahabad, Haridwar, Ujjain and Nasik, represents a syncretic set of rituals related to worship in India. It is a social ritual and festive event closely linked to the community's perception of its own history and memory. The element is compatible with existing international human rights instruments since people from all walks of life, without any discrimination participate in the festival with equal fervour. As a religious festival, the tolerance and inclusiveness that Kumbh Mela demonstrates are especially valuable for the contemporary world.

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 for which grant of Rs. 18.00 crore was released for the year 2017-18.

Apart from this, an additional amount of Rs. 15.00 crore was also released for Celebration of 50th Anniversary of Auroville Foundation. The Golden Jubilee Celebration of Auroville Foundation was celebrated from 21 – 28 February, 2018. Hon'ble Prime Minister of India also attended the event.

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 2017-18 being Rs. 594.00 lakhs.

WTO

With the emergence of World Trade Organization (WTO) from January 1, 1995, there have been many rounds of negotiations leading to a comprehensive agreement on international trade in services with the objective of progressive liberalization of trade in services. Initially they operated under GATS & focused on goods trade. With the emergence of WTO in 1995 the scope was extended to include services & Intellectual Property. Education is identified as one of the 12 services.

GATS basic structure:

- The general obligations and disciplines contained in the main text (e.g. MFN).
- The annexes dealing with rules for specific sectors;
- The specific commitments of individual member to provide market access, any applicable applications (e.g. market access, national treatment and adherence to the reference paper).

The GATS applies in principle to all service sectors except “services supplied in the exercise of governmental authority”. These are services that are supplied neither on a commercial basis nor in competition with other suppliers. The negotiations under the Offer and request approach. Countries make offers to the Foreign Service Providers to trading access to their internal market. Similarly countries make request to their partners to grant access to their markets. GATS define services trade as occurring via four modes of supplies all

of which are relevant to education.

GATS/WTO prescribes the following four modes of trade in services including Education Services:

- **Cross Border Supply:-** delivery of education services via internet (distance education, tele-education, education testing services)
- **Consumption Abroad:** - movement of students from one country to another for higher education.
- **Commercial Presence:-** establishment of local branch campuses or subsidiaries by foreign universities in other countries, courses offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchises.
- **Movement of Natural Persons:-** temporary movements of teachers, lecturers, and education personnel to provide education services overseas.

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment. Under 'Education Services' the Indian revised offer was to open up with Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge fee to be fixed by an appropriate authority provided such fee do not lead to charging capitation fee or to profiteering. The provision of the Higher Education services would also be subject to such regulations, already in place or to be prescribed by the appropriate regulatory authority.

The main sub-sectors under the GATS in the area of education are:

- a. Primary Education (CPC 921)
- b. Secondary Education (CPC 922)

- c. Higher Education (CPC 923)
- d. Post-secondary technical and vocational, university degree or equivalent
- e. Adult Education and (CPC924)
- f. Other Education (CPC 929)

All schedules have two sections: (i) the horizontal commitment section, which establishes the limitations that apply to all sectors listed in the schedule; and (ii) the particular trade in services commitments that apply to a particular sector or sub-sector. In determining a country's sector-specific commitment, consideration must also be given to the overall horizontal commitments.

A "specific commitment" in the services schedule refers to the country's commitment to provide market access and national treatment for the service listed pursuant to the terms and conditions set forth in the schedule. Commitments are legally binding and once a specific commitment has been made, a government is "bound to the specific level of market access and national treatment and it cannot, at a later time, impose measures that would restrict entry into such markets. This serves as a guarantee to service providers in other countries that market entry conditions will not become less restrictive, as they can only improve.

Commitments and limitations to markets access and national treatment are entered in the service schedule with respect to each of the modes of supply. Therefore, a commitment on the sub-sector of higher education services (which is within the Education services sub-sector that in turn is within the broader sector classification of Education services) will have eight entries: 4 under the column of market access (one for each of the 4 different modes of supply) and 4 under the column of limitations on national treatment.

EDUCATION SERVICES		
	Market Access	National Treatment
Primary Education Services (CPC 921) Unbound	Unbound	Unbound
Secondary Education Services (CPC 922)	Unbound	Unbound
Higher Education Services (CPC 923)	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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).

INTERNATIONAL COOPERATION CELL

Australian Prime Minister Visit to India

- The Australian Prime Minister was on a visit to India from 9-12 April, 2017. Secretary (HE) has participated in the delegation level talks between Hon'ble Prime Ministers of India and Australia, on 10th April, 2017 at Hyderabad House.
- The Australian Minister for Education and Training accompanied Australian Prime Minister for the visit to India from 9-11 April, 2017. Hon'ble HRM and Secretary (HE) have attended the Australia India Knowledge Partnership dinner hosted by the Australian Education Minister on 10th April, 2017 at Hotel
- Taj Palace. A Bilateral Ministerial Meeting was also originally planned between Hon'ble HRM and Hon'ble Australian Minister for Education and Training, on
- 10th April, 2017. However, it could not happen due to busy schedule of Hon'ble HRM due to the Parliament session.

BRICS Network University

- Meeting of National Coordination Committee (NCC) of the BRICS Network University (NU) has taken place on 27th June, 2017, at Shastri Bhawan. The meeting was chaired by Secretary (HE). This was a preparatory meeting for the BRICS NU Annual Conference scheduled in China from 1 – 3 July, 2017. Discussions were held on progress on various activities/ collaborations undertaken/ to be undertaken under the six thematic areas of the BRICS NU.
- The Annual Conference of the BRICS Network University (NU) has taken place

from 1 – 3 July, 2017 at Zhengzhou, China. The meetings of the International Thematic Groups (ITGs) and the International Governing Board (IGB) of the BRICS NU were held in the Annual Conference. India was represented by Joint Secretary (ICC) and Secretary, UGC in the IGB meeting. IGB Regulations and ITG Statutes were signed during the meeting. After the meeting, a Zhengzhou consensus was also signed.

BRICS Education Ministers' Meeting

- 5th BRICS Education Ministers Meeting (EMM) has taken place at Beijing, China on 5th July, 2017. Indian delegation for the meeting was led by Hon'ble Minister of Human Resource Development. It was preceded by a Senior Officials Meeting on Education on 4th July, 2017 at Beijing, China, in which the Indian delegation was headed by Secretary (HE). Beijing Declaration on Education was signed after the EMM.
- A Bilateral Meeting between the two countries was also held on the sidelines of the 5th BRICS EMM between Hon'ble HRM and Mr. Chen Baosheng, Minister of Education, People's Republic of China to discuss education related matter between the two countries.



'The Union Minister for Human Resource Development, Shri Prakash Javadekar at the 5th BRICS Education Ministers Meeting, in Beijing, China on July 05, 2017.'

India-Belarus Inter Governmental Commission Meeting (IB-IGC)

- 8th meeting of the India – Belarus Inter Governmental Commission (IB-IGC) was held on 4th July, 2017 at New Delhi. The Indian side was headed by Additional Secretary, DIPP. It was preceded by a Technical Session on 3rd July, 2017, in which MHRD was represented by DS (ICC). A protocol has been signed after the 8th IB-IGC on 4th July, 2017.

MoU between Association of Indian Universities (AIU) and Malaysian Qualification Agency (MQA)

- MoU signed between Association of Indian Universities, India and Malaysian Qualifications Agency on Mutual Recognition of the Educational Qualifications signed on 01.04.2017 during the visit of Malaysian Prime Minister to New Delhi.

India-UAE Educational Relations

- Hon'ble Minister of State, MHRD, Dr. Mahendra Nath Pandey accompanied Hon'ble Vice President of India during his visit to UAE from May 6-9, 2017 to discuss the India-UAE educational engagement and arising issues in education.

MoU between India and Canada in the field of Education

- A Memorandum of Understanding between was signed between Government of Republic of India and Government of Canada for cooperation in higher education on 27th June, 2010 for five years. MoU has been renewed and signed on 22.02.2018 and exchanged on 23.02.2018 in the presence of Hon'ble PM of India and Canadian PM.

Guidelines for HEIs in respect of OCI Children in India

- Guidelines for All Higher Educational Institutions regarding remittance of fees by way of demand draft in dollars in respect of OCI Children studying in India while admission in Higher Educational Institutes of India have been issued. The guidelines have been issued as follows:
 - a) All the Educational Institutions may be directed to accept fees, in this case, in INR.
 - b) Exchange rate will be decided as per the rate which will be in the existence on the payment of fee.

20th Conference of Commonwealth Education Ministers

- Hon'ble MoS, Dr. Satya Pal Singh led a delegation to Fiji, to attend the 20th Conference of Commonwealth Education Ministers held at Nadi, Fiji from 19-23 February, 2018. Secretary (HE), MHRD and Chairman, UGC are the other delegation members who accompanied Hon'ble MoS for the Conference. 'Nadi Declaration' was signed at the Conference.

India's Acceded to Shanghai Cooperation Organisation (SCO) Agreement on Education

- India acceded to the June 2006 Shanghai Cooperation organization (SCO) Agreement on Cooperation in Education when it became a member of the organization in June, 2017. SCO Education Ministers meeting is proposed to be held in October 2018 preceded by two SCO Permanent Working Group (PWG) meetings.

India – France Bonjour India Festival 2017-18 and its Educational Components /Organisation of Knowledge Summit

- The Bonjour India 2017-2018 was organized from 18th November, 2017 to 25th February, 2018. Bonjour India is conceived as an Indo-French platform for innovation and creativity, which presumably transverse 33 Indian cities to present more than 90 different collaborative projects and first High-Level Indo-French Summit on Higher Education, Research and Innovation.
- The Bonjour India festival was officially launched on 18th November, 2017 at Amber Fort in Jaipur. The French Minister of Europe and Foreign Affairs, H.E. Mr. Jean-Yves Le Drian, hosted the event. Hon'ble HRM led the Indian contingent for the official inauguration of the Bonjour India Festival.
- A Bilateral meeting was also organized between the two ministers just before the commencement of the Bonjour India festival to discuss issues related to the festival.

First High-level India-France Knowledge Summit held in New Delhi on 10-11 March, 2018

First High-level India-France Knowledge Summit, 2018 was organized by Embassy of France in India and co-hosted by Ministry of Human Resource Development on 10-11 March, 2018 in New Delhi. H.E. Mrs Frederique Vidal, Minister of Higher Education, Research and Innovation, Government of the Republic of France and Mr Prakash Javadekar, Hon'ble Minister of Human Resource Development, Government of the Republic of India graced the occasion by their presence. The Knowledge Summit is the First Franco-Indian Summit for university, scientific and technologic cooperation

with the broader objective to design a roadmap of Franco-Indian cooperation for the next five years, in collaboration with companies.

This two day event offered a common moment for a common goal; increase student mobility, enlarge Research & Development collaborations and link campuses to companies by focusing on employability.

The unveiling of a large number of agreements including a long awaited and major one showcased the new dynamic of the partnership between the two countries.

During this event, various sessions and Round Tables on several topics of mutual interest of both the countries took place. The participants enthusiastically took part in the event and made the event successful.

Hon'ble Minister while opening the ceremony recalled the long-standing relationship between both the countries and emphasised the need to continue the cooperation in the fields of mutual interest including Education.

Agreement between India and France on Mutual Recognition of Academic Qualifications

The agreement between India and France on Mutual Recognition was signed by Hon'ble Human Resource Minister Sh. Prakash Javadekar and H.E. Mrs Frederique Vidal, Minister of Higher Education, Research and Innovation, Government of the Republic of France. This agreement go a long way in boosting the educational relationship between the two countries, will encourage mobility of students from both the countries by facilitating possibilities for them to continue their studies in the other country and would also promote excellence in higher education through cooperation, university and research exchanges.

As a culmination to the Bonjour India Programmes organised by the French side for collaborations in higher education, research and innovation, the Knowledge Summit witnessed eminent personalities from a number of Institutions and companies both from India and France.

This event will help in furthering the relationship between the two countries in the field of education and will go a long way in exploring the possibilities for future collaborations in various fields of mutual interest.

Various Meetings of Hon'ble HRM/ MoS with the Foreign Delegates

- Hon'ble MoS (HRD) Dr. Mahendra Nath Pandey had a meeting with Hon Karen Andrews MP, Australian Assistant Minister for Vocational Education and Skills at The Salon West, Hotel Hyatt on 29th August, 2017 (4-5pm) for the Australian side to gain an understanding of education priorities for India and seek opportunities for policy collaboration to address challenges and systemic issues that India is trying to address and to discuss ways to strengthen the existing higher education research and collaboration linkages and to Launch the Higher Education Teaching and Learning Resource, which has been a collaborative effort between Australian and Indian researchers since 2015 through the Australia India Education Council and to discuss the Australia India Education Council (AIEC) meeting in Australia.
- Hon'ble MoS (HRD) Dr. Satya Pal Singh had a meeting with a delegation from Victoria led by H.E. Ms. Linda Dessau AC, Governor of Victoria, Australia on 05th October, 2017 at Shastri Bhawan, during which, inter-alia, Victoria and India's engagement in Education, opportunities to collaborate further on engagement with Victorian educational institutions including research collaboration and student mobility were discussed.
- A delegation from Malawi, led by their Minister of Education, Science and Technology met Hon'ble HRM on 20th April, 2017 to discuss about the technical assistance from the Government of India to Malawi in the field of e-learning and establishment of OPEN university in Malawi on the lines of distance education system in India.
- US Congressman Mr. Raja Krishnamoorthi paid a courtesy call on Hon'ble HRM in August 2017 and discussed about developing closer India-US economic partnership. Mr. Raja Krishnamoorthi is a first time congressman elected from Illinois on Democratic ticket.
- Ms. Ouided Bouchamaoui, President of the Tunisian Confederation of Industry, Trade & Handicrafts (UTICA), Leader & co-founder of Tunisian National Dialogue Quartet and Nobel Peace Prize in 2015 visited India in August 2017 under the ICCR's Distinguished Visitors Programme (DVP). During her visit, she met Hon'ble HRM and discussed about education, higher education and empowerment.
- Hon'ble HRM had a meeting on 17th January, 2018 with a delegation from Victoria, Australia led by Hon Daniel Andrews MP, Premier of Victoria to discuss Victoria's New India Strategy that seeks to strengthen Victoria's connections with India over the long term, Victoria's India Strategy and Victoria's particular interest in collaborating with the Indian Government across the education sector to ensure mutually beneficial outcomes, particularly in Schools, Vocational Education and Higher Education.

- Hon'ble HRM met Syrian Ambassador to India, HE Dr. Riad Abbas on 6th March, 2018 to discuss about the proposed visit of Syrian Minister of Higher Education to India.
- Hon'ble MoS, Department of Higher Education met with Hungarian Minister for Trade and Investment on 6th March, 2018 regarding educational cooperation between the two countries.



**OTHER TECHNICAL & VOCATIONAL
INSTITUTIONS**

CHAPTER 18

Other Technical & Vocational Institutions

National Apprenticeship Training Scheme (NATS)

The National Apprenticeship Training Scheme (NATS), in respect of graduate engineers, diploma holders (technicians) and vocational pass outs is implemented through four Regional Boards of Apprenticeship/Practical (BOATs/BOPT) at Mumbai, Kanpur, Chennai & Kolkata. The NATS provides opportunities for practical training to graduate engineers, 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. The details of stipend rates payable to various categories of apprentices are as follows :-

Category of Apprentices	Rates enhanced w.e.f 19 th December, 2014
Graduate Apprentices	4984
Graduate Apprentices (Sandwich)	3542
Technician Apprentices	3542
Technician Apprentices (Sandwich)	2890
Technician (Vocational) Apprentices	2758

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.

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 2017-18 (upto 30th November, 2017)

(Rs. in lakh)

Heads	Budget Estimates	Release (upto 30 th November)
Establishment Head	1900.00	1169.65
Stipendiary Head	11000.00	6228.43

National Institute of Industrial Engineering (NITIE), Mumbai

The National Institute of Industrial Engineering (NITIE) is a premier Indian institution, engaged in Industrial Engineering and Management education. The Institute was set up by the Government of India in 1963 with the assistance of the United Nations Development Programme (UNDP) through the International Labour Organization (ILO). NITIE has served industry for five decades now and today its post graduate curricula and management development programmes proudly reflect this symbiotic relationship.

NITIE campus is located in one of the most picturesque surroundings of Mumbai flanked by Powai and Vihar Lakes, occupying 63 acres on a hillock.

NITIE is administered through a Board of Governors representing industry, government, labour, and professional bodies with Prof. Sanjay G. Dhande, as Chairman, NITIE Board of Governors and Prof (Ms) Karuna Jain as Director.

A pioneer in Productivity Improvement, Operations and Manufacturing Management, today NITIE stands tall among the country's few academic institutes that have successfully blended technology and management. It commands national standing in Quality Management, Materials Management, Logistics, Business Process Re-engineering (BPR), Enterprise Resource Planning (ERP, Supply Chain Management and Technology Management. NITIE is also recognized as a pre-eminent Indian institution engaged in Management Development Programmes (MDPs), professional industrial consultancy and applied research, in Industrial Engineering and allied areas.

NITIE FACULTY: NITIE's faculty members are drawn from diverse basic disciplines in humanities, technology and management. Most have hands-on experience in business, industry or government as well. Many are distinguished professionals, trainers and leading authors in management. As instructors they regularly engage students, practicing managers and administrators to inspire them toward superior quality decision making and a solicitous execution of their responsibilities.

ACADEMIC ACTIVITIES: NITIE offers the following two-year residential Post Graduate Diploma programmes:

1. Post Graduate Diploma in Industrial Engineering (PGDIE)

2. Post Graduate Diploma in Industrial Management (PGDIM)
3. Post Graduate Diploma in Industrial Safety & Environmental Management (PGDISEM)
4. Post Graduate Diploma in Manufacturing Management (PGDMM)
5. Post Graduate Diploma in Project Management (PGDPM)
6. Post Graduate Programme for Executives in Visionary Leadership for Manufacturing (PGPEX-VLFM) jointly with IIT Delhi.

FELLOW PROGRAMME

Admission Criteria : Master's degree or equivalent in Engineering/Technology, Management, Economics, Commerce, Social Science, Life Sciences and Pure Sciences with 60% aggregate marks {relaxable 5% in case of SC/ST/PwD (Person with Disability) candidates} from recognized University/Institution, CA/ICWA and ACS. Those appearing for final examination in the respective disciplines can also apply.

Admission Criteria based on GATE: POST GRADUATE DIPLOMA IN INDUSTRIAL ENGINEERING (PGDIE) is equivalent to Master's Degree in Industrial Engineering, recognized by the Government of India,

Association of Indian Universities, and All India council for Technical Education. Currently, NITIE is conducting 46th Batch of PGDIE.

POST GRADUATE DIPLOMA IN MANUFACTURING MANAGEMENT (PGDMM) and POST GRADUATE DIPLOMA IN PROJECT MANAGEMENT (PGDPM): Currently, NITIE is conducting 3rd Batch of PGDMM and PGDPM.

Admission is restricted to the candidates who qualify through Graduate Aptitude Test in Engineering (GATE), followed by Group Discussion and Personal Interview. Industry Sponsored candidates fulfilling eligibility criteria are also considered for admission.

Admission Criteria based on CAT: POST GRADUATE DIPLOMA IN INDUSTRIAL MANAGEMENT (PGDIM) and POST GRADUATE DIPLOMA IN INDUSTRIAL SAFETY & ENVIRONMENTAL MANAGEMENT (PGDISEM) recognized by All India Council for Technical Education. Currently, NITIE is conducting 23rd Batch PGDIM and 16th Batch of PGDISEM.

Admission to PGDIM and PGDISEM are restricted to Engineering Graduates who qualify through Common Admission Test (CAT) conducted by the IIMs followed by Group Discussion and Personal Interview.

PG Admission Details 2016

PROGRAMME	Intake Capacity	UR	ISP	SC	ST	OBC	TOTAL
PGDIE	126	56	6	18	5	31	116
PGDIM	274	131	0	36	1	54	226
PGDISEM	39	10	1	5	0	2	18
PGDMM	40	8	1	6	0	9	24
PGDPM	40	15	0	8	0	10	33

POST GRADUATE PROGRAMME FOR EXECUTIVES IN VISIONARY LEADERSHIP FOR MANUFACTURING (PGPEX-VLFM) jointly with IIT Delhi from year 2017. This programme is specially designed for experienced engineers with 5 - 12 years of experience in manufacturing domain. With an intake capacity of 30 students for this programme, seventeen students have taken admission in the first batch.

XXIII Convocation

XXIII Convocation was held on 23rd September 2017. **Dr. Satya Pal Singh, Honourable Minister of State for Human Resource Development (Higher Education) was the Chief Guest on the occasion. 401 Postgraduate Diploma students and 22 Fellow were awarded on the occasion.**

1. **Summer Internship** : In all 406 students out of total 406 students of PGDIE, PGDIM, PGDISEM, PGDMM & PGDPM first year Batches have been placed in 118 organizations across the country for 8-weeks Summer Internship.
2. **Final Placements** : Out of total 384 students available for final placement from PGDIE, PGDIM, PGDISEM, PGDMM & PGDPM (second year) have been placed in 115 organizations across the country by May 2017.

NITIE Awards & Rankings-2017

NIRF Ranking 2016

1. 12th among all the Management Institutes in the country and 36th among all the Engineering Institutes in the country.
2. In the state of Maharashtra NITIE is ranked 4th in Engineering education and First in Management education.
3. Ranked 12th in career 360 B-school ranking 2016.

4. NITIE is ranked 3rd in CSR-GHRDC B-school survey 2016 under top govt. B-schools of India category.

SHORT TERM / LONG TERM PROGRAMMES CONDUCTED BY NITIE

Additionally, NITIE conducts over 100 Management Development Programmes (MDPs) every year of a week's duration each in various areas of Industrial Engineering and Management. It also offers Unit Based Programmes (UBPs) that are tailor-made to requirements specific to clients/organizations. NITIE's training emphasizes learning with a purpose and an abiding concern of man. Besides training, NITIE conducts applied research in management and undertakes public and private sectors' special projects.

During the year 2016-17 NITIE has conducted 17 MDPs in various areas of Industrial Engineering and Management and trained 138 executives from various Public and Private Sector organizations and 37 UBPs for different organizations and 876 executives attended these programmes.

CONSULTANCIES CONDUCTED BY NITIE

NITIE offers professional consultancy in the different facets of Industrial Engineering, Operations Management, Business Modeling, Information Systems and IT, Corporate Environmental Management, Marketing, and other related productivity and management domains.

This activity helps us not only to generate resources, but it also adds to the body of knowledge. NITIE has completed 02 consultancy assignments 05 consultancy assignments are in progress in all the areas related to Industrial Engineering during the year 2016-17.

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

National Institute of Foundry and Forge Technology (NIFFT), Ranchi, was established in 1966 by the government of India in collaboration with UNDP-UNESCO. It is registered as a society under the societies registration Act of 1860. The management of the Institute is vested with board of governors with chairman as its apex and members drawn from All India Council of Technical Education (AICTE), Ministry of Human Resource and Development (MHRD), Private and Public Enterprises, Technical and R & D institutions.

Ever since its inception NIFFT has been looked upon by the public sector and industry to provide qualified engineers and well trained specialists in the field of foundry technology, forge technology and other allied manufacturing areas. The institute has earned reputation as a leading institute for imparting technical education and organizing teaching and training programmes in these engineering disciplines. The Institute has also been tenaciously and meticulously conducting, Industrial research, design and development in the relevant areas and providing consultancy and documentation services to the industries.

❖ Academic Programmes:

NIFFT has five departments of study namely:

- Foundry Technology
- Forge Technology
- Manufacturing Engineering
- Materials and Metallurgical Engineering
- Applied Sciences and Humanities.

The Institute offers the following regular programmes:

- Research Level
 - I. Doctoral Programme

- Post Graduation Level (Master of Technology (M.Tech.))
 - I. M.Tech in Foundry-Forge Technology
 - II. M.Tech in Manufacturing Engineering
 - III. M.Tech in Environmental Engineering
 - IV. M.Tech in Materials Science and Engineering
- Undergraduate Level (Bachelor of Technology (B.Tech.))
 - I. B.Tech in Manufacturing Engineering
 - II. B.Tech course in Metallurgy and Materials Engineering
- Advanced Diploma level (Advanced Diploma Course (ADC))
 - I. ADC in Foundry Technology
 - II. ADC in Forge Technology

From 2018 academic session, B.Tech programme in Mechanical Engineering is proposed.

All the academic programmes have been approved by AICTE, New Delhi. Students are selected for admission through All India Engineering Entrance Examination (conducted by CBSE all over India) for B.Tech. Courses; GATE for M.Tech courses; through written examination conducted by NIFFT for advanced diploma courses; and through written test/interview for doctoral program.

Ranchi University awards the degree at research level, post graduate and under graduate degrees. Advanced Diploma is awarded by the Institute itself.

❖ Continuing Education

Continuing education at all levels such as part time research programmes, refresher and special courses in established and emerging practices for industry personal is one of the most important activities of the institute contributing towards the development of society.

The programmes are usually of 1-2 weeks duration offering a wide range of topics covering foundry and forge technology, pollution control, energy conservation and management, manufacturing processes, materials characterization and other fields of industrial importance.

The activities also include unit based programmes of short term duration on request from the industries or organizations as per their need either at their premises or at the institute.

The institute also has a privilege of imparting training to people from other developing countries of South-East Asia and Africa. Students from countries like Burma, Sri Lanka and Nigeria have undergone training at institute in the past. The institute has also conducted unit based programmes in Foundry Technology for Nepalese and Sri Lankan engineers.

❖ **Research Activities**

One of the main objective of the institute is to carry out industrial research and development work in foundry, forge and associated scientific and engineering fields. All infrastructural facilities exist in the institute for carrying out research activities. R&D programmes cover areas like pattern design and manufacture, sand system design, melting, methoding of castings, forging process simulation, die life estimation, evaluation of lubricants, CAD & CAM of casting and forging, failure analysis, environment & pollution control, metal matrix composites and powder metallurgy forging. Most of the faculty members are holding Ph.D. The faculty members continuously participate in various seminars/symposia/conferences to present their research works. Many research papers are also published in different national and international journals of repute.

❖ **Consultancy Services**

The institute provides consultancy services to the industries in the field of foundry, forge and allied fields. Consultancy services are extended in the form of preparation of feasibility reports, preparation and execution of technical projects, selection and evaluation of equipment and machinery, testing of raw materials and quality control of products.

❖ **Placement**

Institute enjoys almost 100% placement in all courses of B. Tech & ADC Level.

❖ **Golden Jubilee**

In the year 2016, institute has completed its 50 years of service to the nation. Following National and International seminars/conferences were organized to commemorate the same.

- International Conference on Advances in Materials and Manufacturing (ICAMM).
- Seminar on Human Resource for Metal Component Manufacturing (HRMCM).
- National Conference on Emerging Technology in Foundry and Forge (ETFF).
- National Conference on Environmental Issues, Challenges and Solution (EICS)

❖ **Academia-Industry Interface**

Memorandum of Understanding (MoU) with Research & Development Centre for Iron & Steel (RDCIS), Ranchi.

MoU with M/s Heavy Engineering Corporation Ltd.(HEC), Ranchi.

MoU with M/s Ramkrishna Forgings Ltd. Jamshedpur.

Common Engineering Facility Centre

NIFFT is the knowledge partner for Common Engineering Facility Centre established in collaboration with M/s Heavy Engineering Corporation Ltd.(HEC) and Indian Institute of Technology Kharagpur.

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

Perched in the untrammled 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 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 2017 - 18 for the development of the Institute under Deemed to be 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. The activities as taken up for the year 2017 - 18 are detailed below.

D) 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. Each and every department has well equipped laboratories and workshops for conducting practical classes to the students.

It is to report that 6th Convocation of NERIST was held on 10.11.2017 with H.E. Brig. Dr. B.D. Mishra, (Retd), the Governor of Arunachal Pradesh and President NERIST Society as Chief Guest. Altogether, 1086 student received Certificates and Degree including 50 students who were awarded Gold Medals and 37 scholars received Ph.D Degree.

The Institute has observed all programs like International Yoga Day (21st June), Swatch Bharat Programs etc. along with the Nation.

NERIST has signed an MOU with RGU, Doimukh on 10th October, 2017 for Cooperation on research and other academic activities.

Hon’ble Minister of State (Home), Govt. of India, Shri Kiran Rijiju inaugurated new Central Library on 30th October, 2017.

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.

Central Institute of Technology (CIT), Kokrajhar, Assam

Central Institute of Technology (CIT), Kokrajhar is a centrally funded Institute under Ministry of Human Resource Development, Government of India which is situated at a serene landscape near the Head Quarter of Kokrajhar District of Bodoland Territorial Council (BTC) in Assam. The Institute was established on the 6th day of December, 2006. The genesis of this Institute was the memorandum of Settlement on Bodoland Territorial Council (BTC) signed between the Union Government, the Govt. of Assam and the Bodo Liberation Tigers, on February 10, 2003. The Institute is an autonomous body registered under the Societies Registration Act., 1860 and functions under a Board of Governors (BOG).

CIT is mandated to impart Technical and Vocational Education such as Information Technology, Bio-Technology, Food Processing, Rural Industries, Business Management, etc. as part of the concerted efforts being made by the Government of India and the Government of Assam to fulfil the aspirations of the Local people of Assam.

Major Progress in the Past Year (April 2016 – March 2017)

1. Starting of Bachelor of Design programme:

CIT initiated its Bachelor of Design (B. Des.) programme in 2016. It is a 4 year / 8 semester programme offering bachelor's degree in Multimedia Communication and Design. It is a one of its kind programme offering a range of knowledge by mixing creativity and technology. The programme is being conducted by Department of Multimedia Communication and Design and the first was batch started in July 2016. CIT also started its association with IIT Bombay for taking students into B. Des. Programme through UCEED exam conducted by IIT Bombay.

2. Progress in Research and Development:

Currently three projects have been in progress with details as follows –

a) Project – 1

Name of the Award: Early Carrier Research Award

Funding Agency: DST-SERB India

Project's reference no. : ECR/2016/000713

Project Name: Study of Co/Ni multilayers and Co-Tb alloys based bit patterned media based on auto-assembled anodic alumina hexagonal nanobump arrays for hard disk drive application.

Budget: 37, 63,530 INR

Project Period: 2017-2020

Name of Principle Investigator: Dr. Sandeep Kumar Srivastava, Associate Professor, Department of Basic Sciences (Physics), CIT Kokrajhar.

b) Project – 2

Name of the Award: Early Carrier Research Award

Funding Agency: DST-SERB India

Project's reference no. : ECR/2015/000334

Project Name: Theoretical and experimental studies of the physicochemical properties of small amino acid sequences, their water-clusters, binary metallic and ternary metal-peptide-nucleobase complexes.

Budget: 36, 00,000 INR

Project Period: 2016-2019

Name of Principle Investigator: Dr. Gunajyoti Das, Assistant Professor, Department of Basic Sciences (Chemistry), CIT Kokrajhar.

c) Project – 3 Project

Name: Bank filtration as a sustainable solution for drinking water supply at Kokrajhar.

Funding Agency: Assam Science Technology and Environment Council (ASTECC)

Budget: 2, 60,000 INR

Project start date: March 2016

Name of Co-investigator: Mr. Pranjal Barman, Assistant Professor Department of Civil Engineering, CIT Kokrajhar.

3. Starting of new library:

State of the Art New Library Interior with Building and with all modern facilities has been started from 12th August-2016. Central Library, CIT Kokrajhar is situated as independent building and covered 2200 sq. Feet with all state of the art facilities. It has a collection of more than 92000 Books, 150356 E-RESOURCES (INCLUDING E-JOURNAL, E-BOOKS, CONFERENCE PROCEEDINGS, and STANDARDS), 5000 CDS, Newspapers and 1621 Popular Magazines for users. Local and National newspapers are subscribed for the users for keeping them up-to-date. The library subscribes a good number

of E-Resources both E-Books and E-Journals through Elsevier, Science Direct, ASME, ASCE, Springer, Taylor & Francis and IEEE Explore and so on. The Central Library has Installed Software for University Libraries (SOUL) 2.0 which is a state-of-the-art integrated library management software and RFID Technology for the Quality of library management and Services.

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, Govt. of India in the memory of Sri Ghani Khan Choudhury who had contributed immensely to societal development of the region. The Institute is located at Malda, West Bengal with the bordering districts of Bihar, Jharkhand and North Eastern states. Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda 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. It is committed to provide best possible technical education at grass route level and to cater to the specific needs of women, school dropouts and other disadvantaged sections of society by organizing a large no of short/long term skills orientation programme for economic upliftment and inclusive growth of society. It was formulated that the institute, besides catering to the needs of formal education would undertake the non-formal education to prepare the skilled and qualified manpower for self-employment. Further, the institute would take up a strategic research and development activities which along with entrepreneurship

will help in extending the efforts of the institute in imparting education to the unemployed and working population by updating and upgrading their technical skills. GKCIET is devoted to provide leadership, organizational expertise, technical assistance and the other resources required to meet the demand of North Bengal and adjoining region.

Vision

GKCIET shall strive to be a unique Technical-Vocational University for inclusive growth and development of technical manpower through Formal and Non-Formal mode with multi-entry and exit system, mitigating the skilled manpower requirement of the nation.

Mission

- Technical Education and skill training in formal and non-formal sectors
- Competency based curriculum development
- Development of ICT based courseware for professional courses
- Research and development in Science & Technology and pedagogy.
- Development of occupation standards in collaboration with the stake holders
- Institute community interface
- Institute industry partnership
- Collaboration with national and international centres of excellence

ACADEMIC

Institute Instructional Programmes

Institute follows unique modular pattern of technical education with Non-Formal, Certificate, Diploma and Degree level programmes following SLIET, Longwal pattern with 50% each of horizontal intake and vertical mobility at each

stage. Its Non-Formal programmes aimed at skill development to school dropouts and other under privileged sections of the youth are conducted at the rented premises at their Kaliachak aimed at better employability and entrepreneurial development and self-employment.

Report on Academics, GKCIET Malda

The academics in this Institute provides technical excellence through offering formal and non-formal technical education to meet the changing global needs of the society. The Institute offers a flexible modular and multi-entry & multi-exit programs, i.e., Certificate Course of 2 years duration after 10th Board or Metric pass, Diploma of 2 years duration after 12th Board or 2 years Certificate of GKCIET or equivalent programme in the departments of (i) Civil Engineering (CE), (ii) Computer Science & Engineering (CSE), (iii) Electrical Engineering (EE), (iv) Food Technology (FT), (v) Mechanical Engineering (ME), (vi) Chemical Technology (ChT), and (vii) Sericulture & Textile Technology (STT). Both the Certificate and Diploma Courses are affiliated to the West Bengal State Council of Technical & Vocational Education and Skill Development (WBSCT&VE&SD), Kolkata. However, the students of Certificate Course from the departments of Chemical Technology (ChT) and Sericulture & Textile Technology (STT) are promoted to the higher Diploma module in the Department of Computer Science & Engineering (CSE). This institute is finally aimed to become a fountain-head by transforming itself into a Technical University offering the Degree and post graduate (PG) programs.

NON-FORMAL EDUCATION

Catering Skill Training and Vocational Education is one of the most priority area of services of Ghani Khan Choudhury Institute of Engineering & Technology, GKCIET, Malda. Non-Formal

Education was establish 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. It is committed to provide best possible technical education at grass route level and to cater to the specific needs of women, school dropouts and other disadvantaged sections of the society by organizing a larger number of short term skills orientation programmes for economic up-liftment and inclusive growth of the society. The main objective of the section to prepare the skilled and qualified manpower for self-employment and provide the opportunity to return in main stream through NVEQF.

For Academic year 2016-17 Non Formal section, GKCIET, Malda applied for “Pradhan Mantri Kaushal Vikas Yojana for Technical Institute (PMKVY-TI) by AICTE & NVEQF and got affiliated in following sectors and also prepared for Academic Year 2017-18:

Industrial Training

The institute programmes contains adequate provision for industrial training to its students in each of the modules in reputed industries like Railways, PGCI, NHPC, Farakka Barrage WBSEBCL etc in Govt, sector and other private sector industries like Tata Motors and other nearby industries.

Infrastructure

GKCIET started the construction works for its permanent building at Narayanpur, Malda on near about 100 acres of land which have been gifted by the family members of late Ghani Khan Choudhury. Almost 78.48 acres of land have been muted/ recorded in respect of Ghani Khan Choudhury Institute of Engineering & Technology, Malda.

Assistance to Asian Institute of Technology (AIT), Bangkok

The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical educational need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with management being entrusted to an International Board of Trustees. At present India's Ambassador in Bangkok is a member of the Board of Trustees of AIT, Bangkok. The Institute is an autonomous International Post-graduate Institute which provides advanced education in engineering, science and allied fields. The Government of India provides support to the AIT by way of secondment of Indian Faculty for a period of 16 weeks in selected areas of specialization and reimbursement is made to the seconded faculty every year. The Ministry has deputed 8 candidates for August, 2017 semester and 5 candidates for January, 2018 semester. The Government of India also provides financial support to AIT to the tune of `50 lakh which includes `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.



**TECHNICAL EDUCATION QUALITY
IMPROVEMENT PROGRAMME**

CHAPTER 19

Technical Education Quality Improvement Programme

(i) Brief:

To improve the quality of technical education the Technical Education Quality Improvement Programme (TEQIP) commenced in 2003 with World Bank assistance as a long term programme to be implemented in 3 phases. The first phase of Technical Education Quality Improvement Programme (TEQIP) commenced in 2003 and ended on March 31st, 2009. It covered 127 institutes across 13 States including 18 Centrally Funded Technical Institutions (CFTIs). TEQIP-II commenced in August 2010, covering 23 States/Union Territories (UTs) and 191 Institutes (including 26 CFTIs). TEQIP-II and concluded in March, 2017. Both projects have had a positive impact on the infrastructure and educational standards in the technical institutions where they were taken up. Institutions in the central, eastern and north-eastern region and hill States are at present in need of similar and specific interventions. Project TEQIP-III initiated as a Central Sector Scheme arose from the need to bridge this gap. Under this (19) States/ Union Territory (UT), with approximately (100) institutions/affiliating technical universities (ATUs) would be covered, along with (100) other institutions/ATUs for twinning purposes.

TEQIP-III is the third phase of World Bank assisted project of Government of India, designed to improve the quality of the engineering education system in India. Expenditure Finance Committee

(EFC) approved the project TEQIP-III as 'Central Sector Scheme' on 19th April, 2016 with a cost of Rs. 2660 crore and Cabinet Committee for Economic Affairs (CCEA) approved it on 12th September, 2016. The duration of the Project is from F.Y. 2017-18 to F.Y. 2019-20 coterminous with Fourteenth Finance Committee cycle. TEQIP-III officially initiated from 1st April 2017.

♦ **Objective:**

Objective of the Project is to enhance quality and equity in selected engineering education institutes and improve the efficiency of the engineering education system in Focus States (7 Low Income States, 3 Hilly States, 8 North Eastern States and UT of Andaman & Nicobar Islands). The Project is composed of the following Components and Sub-components:

(ii) Coverage :

- All AICTE approved State Govt. funded/ aided engineering institutions/ technical universities in Focus States and new National Institutes of Technology (NITs) in North-Eastern States and Jammu & Kashmir
- Affiliating Technical Universities (ATUs) of Focus States

- High-performing TEQIP-I/TEQIP-II State Government Funded/ Aided institutions/ non-affiliating technical universities/ Centrally Funded Technical Institutions and ATUs across the country for twinning arrangements

(iii) Salient features

1. For improvement in quality of technical education¹ in Focus States
2. Participation of Affiliating Technical Universities (ATUs) to improve the quality of education of unaided institutes affiliated to ATU
3. Mentoring of institutes in focus states through Twinning arrangement
 - Well performing TEQIP-I & TEQIP-II institutes selected as mentor
 - Through challenge method
 - One mentor for each mentee institute of focus state
 - Twinning agreement to decide the areas of guidance
4. Student Learning Assessment (SLA) by Stanford University
5. Direct Fund Transfer System (DFTS) based on EAT module of PFMS
 - One bank account (designated as Central Pool Account) for utilization of funds by all participating institutes
 - Virtual budget (allocation) to all institutes
 - Component-wise allocation and booking of expenditure
 - Initiation of e-payment directly from Central Pool Account by all institutes

- Approval of payments using Digital Signature Certificates (DSC)
- Direct payment/credit to the vendor/beneficiary of institutes
- Just-in-time credit of payments
- Quick and Transparent system
- In alignment to GoI initiative of Digital India

6. Disbursement Linked Indicators (DLIs) as defined to assess the progress of the project implementation. World Bank will reimburse the funds on the basis of achievement of DLIs by participating institutes. The DLIs for TEQIP-III are as under:-
 - NBA Accreditation
 - UGC Autonomy
 - Achievement of qualifying score in GATE
 - Implementation of GATE as mandatory exit exam

(iv) Present Status:-

- 173 institutes including 13 ATUs have already been selected and orientation workshops conducted for better understanding of project activities and preparation of action plan
- All Institutes/ATUs twinned with one mentor institute/ATU for better guidance. Mentor institutions made responsible for adequate improvement in quality of education at mentee institution, based on which continuation of mentor institution in project will depend
- State Project Implementation Units (SPIUs) established for all focus states

- All agencies registered/mapped under Public Financial Management System (PFMS) for direct receipt of funds
- DFTS initiated successfully and implemented by all participating agencies
- 1225 contract faculty (Assistant Professors on 3 years contract) recruited in 53 participating engineering colleges and Induction Workshops for these faculty conducted at different IITs participating under scheme
 - o Total workshops conducted: 26
 - o Total number of institutes covered: 53
 - o Total number of faculty trained: 1200
- 10-Point AICTE mandate incorporated in Project Implementation Plan (PIP) of TEQIP-III and same incorporated by institutions/ATUs in their Institutional Development Plan (IDP) and made part of action plan
- Sensitization workshop for heads of institutes and TEQIP Coordinators on induction programme for new students
- Workshops conducted for promoting start-ups activities and coordinators in each institute/ ATUs appointed
 - o Total workshops conducted: 6
 - o Total number of beneficiaries (Start-up Coordinators): 160
- Workshops conducted in all focus state institutes on outcome-based education
- Good Governance summits conducted for BOG chairpersons and Directors / Principals
- Outcome Based Education (OBE) Workshops – ABET Criteria for accreditation
 - o Total Workshops Conducted: 66 and 24 are under-way
 - o Total number of institutes covered: 66 institutes
 - o Total number of Beneficiary Faculty: 5000 faculty
- IITs/IIMs Interventions: KIT guidelines prepared, training calendar of IIMs prepared. So far 10 PDTs conducted by IIMs.



CHAPTER 20

Higher Education Financing Agency

- As per announcement at Para 62 of the Finance Minister's Budget speech 2016-17, a Higher Education Financing Agency (HEFA), a not-for-profit organisation with an initial capital base of Rs.1,000 crores, is to be set up to leverage funds from the market and supplement them with donations and CSR funds to finance improvement in infrastructure in top institutions serviced through internal accruals.
- Accordingly, in implementation process for the above Budget announcement, EFC in its meeting held on 04-07-2016 and the Cabinet considered and approved the proposal for establishment of HEFA on 12th September, 2016.
- Canara Bank was identified and appointed as Joint Venture partner on 29.12.2016 for establishment of Higher Education Financing Agency (HEFA) to manage the financing agency incorporated under the Companies Act, 2013 and also registered with RBI as NBFC. An MOU was signed on 9th February, 2017 between MHRD and Canara Bank for the same. Later, Joint Venture Agreement (JVA) was also signed between MHRD and Canara Bank on 16th March, 2017.
- The investment in the equity of the JVC by MHRD, GOI and Canara Bank shall be in the following proportion:

S. No.	Party	Contribution (in Rs.)	Shareholding Percentage
1.	GoI	Rs. 1000,00,00,000/-	90.91
2.	Canara Bank	Rs. 100,00,00,000/-	9.09

- HEFA has now been incorporated as Section 8 Company under the Companies Act, 2013 on 31.5.2017. The following subscription of

equity has so far been made too HEFA by MHRD and Canara Bank:

Name of the Subscriber	Amount (Rs. In Crores)
GoI, MHRD, Department of Higher Education	250
Canara Bank	50
Total	300

- The first and second Meeting of the Board of Directors of HEFA were held on 12-06-2017 and 11-8-2017 respectively. HEFA is now functional and institutes have accordingly been informed alongwith

format of application to take the benefit of HEFA on 16 -8-2017. The third Meeting of the Board of Directors of HEFA was held on 29-11-2017 in which the following loan applications to HEFA were considered:

S. No.	Name of the Institution	Proposed Loan amount (Rs. in Crore)
1	IIT – Kanpur	391
2	IIT – Delhi	200
3	IIT - Kharagpur	500
4	IIT- Madras	300
5	IIT- Bombay	521
6	NIT - Surathkal	80
	Total	1992



Indian Council of
Social Science Research

CHAPTER 21

Research Councils & Other Bodies

Indian Council of Social Science Research (ICSSR), Delhi

The Indian Council of Social Science Research (ICSSR), New Delhi is a premier social science research organisation with 24 Research Institutes, six Regional Centres and five Recognised Research Institutes located in different parts of India. It was established by the Government of India through an official notification on 12th December 1968 and started functioning on 12th May 1969 to promote and fund Social Science Research in the country. It is an autonomous organization fully funded by the Central Government and works under the Ministry of Human Resource Development (MHRD).

During the last forty-nine years of its establishment, the ICSSR has been actively promoting and funding social science research in the country.

- It provides regular maintenance and development grants to all its research institutes to study local issues from multi-disciplinary perspective.
- The Council has international agreements with 11 countries in the form of exchange of scholars and collaborative and joint research projects/seminars/conferences/publications.
- The ICSSR also participates in the activities of the international social science organizations like International Federation of Social Science Organisations (Quezon

City, Philippines), International Social Science Council (Paris, France), Association of Asian Social Science Research Councils (Canberra, Australia), Science Council of Asia (Tokyo, Japan) etc. as their important member.

- Since its inception, the ICSSR has awarded thousands of Doctoral, Post-Doctoral, Senior and National Fellowships, granted several thousand major, minor and collaborative research projects, provided financial assistance to numerous scholars for paper presentation in seminars or data collection abroad, sponsored several hundred training & capacity building programmes for young faculties and researchers, funded numerous national and international conferences, provided financial assistance to hundreds of scholars and professional organizations for publication of their research report/journals, conducted six rounds of surveys of current state of research in various social science disciplines and provided research services like library, documentation, data and e-resources to several hundred social scientists.
- Moreover, the ICSSR has been offering its research-based advice to the Government of India on relevant academic issues and contributed in the Newton-Vivekanand program with the UK, the establishment of the Ambedkar University of Social Sciences at Mhow, Madhya Pradesh etc. It has also

carried out studies for various Ministries such as the Ministry of Social Justice & Empowerment, Ministry of Minority Affairs etc. from time to time.

The Ministry of Human Resource Development (MHRD), had released Rs. 17,813.03 lakh to the ICSSR for the year 2017-18.

The ICSSR had undertaken the following activities and programmes in 2017-18.

- i) The Council has sanctioned 425 Major, Minor & Collaborative Research Projects, and 764 Fellowships including Senior, Post-Doctoral and Doctoral Fellowships to young and established researchers and faculties to undertake research on important social science issues.
- ii) During the reporting year, the Council provided grant to various universities, colleges and research organisations to organise 51 Training and Capacity Building Courses for young faculties and Ph. D & Post-Doctoral students on Research Methodology and Computer Application, use of Statistics in research, Environmental Economics, Psychological Research, Geography etc. in Social Sciences.
- iii) Financial Assistance was provided to Universities/Colleges, Research Institutes and Professional Associations of Social Scientists for organising 363 International/National Seminars/Conferences.
- iv) 'Cultural Exchange Programmes' were strengthened with France, Japan, Thailand, U.K., Netherlands, Germany, South Africa etc. The Council continued to collaborate with International Social Sciences Council (ISSC), Association of Asian Social Sciences Research Councils (AASSREC), Science Council of Asia (SCA) and the UNESCO etc. Financial Assistance was provided to 214 scholars for presenting their papers in International Seminars/Conferences or Data Collection abroad.
- v) The Council continued to support 24 Research Institutes and Six Regional Centres by providing maintenance and development grants.
- vi) The ICSSR published 22 Doctoral Theses and Research Reports under 'Publication Grant Scheme' and also provided financial assistance to 41 Professional Organizations/Associations of social scientists for publishing their research journals and to 3 organisations towards their professional development.
- vii) The ICSSR published 'ICSSR Journal of Abstracts & Reviews' in the disciplines of Political Science, Geography, Economics and Psychology in digitized form. 'Research Survey' plays an important role in promoting and disseminating research findings for further research as well as for policy making. The Council conducted Sixth Round of Research Survey in five disciplines, i.e. Economics, Geography, Political Science, Psychology and Sociology and Social Anthropology. The final report of Psychology is in the press and likely to be published by April, 2018. The Oxford University Press (OUP) has already published the final reports of Economics, Geography, Political Science, and Sociology and Social Anthropology.
- viii) The Council's Documentation Centre known as 'National Social Science Documentation Centre' (NASSDOC) provides information support to social science community. It has a wide range of collection of reference sources (39,000) like bibliographies, encyclopaedias, directories, Journals, Doctoral Theses, Research Projects/ Fellowship Reports etc. The Centre provides facility for information

search from digital resources like Internet, CD-ROM etc. During the reporting year, NASSDOC also organised seminars and workshops under the 'Continuing Education Programme'.

- ix) Some of the many significant activities of the ICSSR in the financial year include: conducting research studies on crucial issues in special regions (supported by the Govt. of India), reviving the ICSSR's flagship Indian Social Science Journal, finalising the EU-India Platform for the Social Sciences and Humanities (EqUIP) Joint Pilot Call on "Sustainability, Equity, Wellbeing and Cultural Connections" etc.

Indian Council of Philosophical Research (ICPR), Delhi

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

The Council was set up by the Government of India with the following aims and objectives: (1) to review the progress of research in Philosophy from time to time; (2) to sponsor or assist projects or programmes of research in Philosophy; (3) to give financial support to institutions and organizations engaged in the conduct of research in Philosophy; (4) to provide technical assistance or guidance for the formulation of research projects and programmes in Philosophy, by individuals or institutions, and/or organize and support institutional or other arrangements for training in research methodology; (5) to indicate periodically areas in and topics on which research in Philosophy should be promoted and to adopt special measures for the development of research in neglected or developing areas in Philosophy; (6) to co-ordinate research activities in Philosophy and to encourage programme of interdisciplinary

research; (7) to organize, sponsor and assist seminars, special courses, study circles, working groups/parties, and conferences for promoting research in Philosophy, and to establish institutes for the same purpose; (8) to give grants for publication of digests, journals, periodicals and scholarly works devoted to research in Philosophy and also to undertake their publication; (9) To institute and administer fellowships, scholarships and awards for research in Philosophy by students, teachers and others; (10) to develop and support documentation services, including maintenance and supply of data, preparation of an inventory of current research in Philosophy and compilation of a national register of philosophers.

During the year 2017-18, the Council received a grant of Rs 1960 Lakh from the Ministry of HRD.

Under its fellowship programme during the year 2017-18, the Council awarded 16 General Fellowships, 39 Junior Research Fellowships, 2 National Fellowships, 2 Senior Fellowships. There were 14 General Fellows and 63 Junior Research Fellows of 2016-17 who continued their research work. The Council organized one Fellows' Meet programme and the Education Day Programme.

The Council organized/extended financial assistance for 35 Seminars/conference/symposia, 7 philosophy associations, 3 Workshops, supported 3 plenary sessions and 4 international conferences/seminar/summer schools.

The Council released grants to 11 scholars to undertake research projects, 4 other projects were accepted in principle whereas 20 research Projects sanctioned in the previous year were also continued during this year.

Under the Lecture Programme, the Council organized the 6 lectures of National Visiting Professor (overseas) ICPR and 13 lectures of Visiting Professors (Indian) and 2 local lectures

of foreign visiting scholars. The Council also organized 3 national lectures of its National Fellows. The Council sanctioned grants to 63 colleges for organizing periodic lectures meant in the form of promoting philosophy at local level. Similarly, under the World Philosophy Day celebration, the Council sanctioned grants to 30 Department of various Universities around the Country. The International Yoga Day programme took place at the Academic Centre, Lucknow.

The Council remains in process for international academic collaboration with countries like U.S.A. P.R.China, and IRAN. The Council also in process for establishing a Sanskrit Cell as per the MHRD report of the committee regarding long term vision and road map development Sanskrit. The Council is also in process for establishing Regional Centre at two different places namely at J&K and NER.

The Council has its Academic Centre at Lucknow of which remained active as rich library hosting more than 32,000 books on Philosophy and also organized 6 different academic programmes. During the year, the Council acquired 4500 gifted books in Philosophy and inter-disciplinary area to its library collections.

The Council also organized Hindi Pakhawara and Hindi Timahiwar Nibandha Pratiyogita and observed Vigilance Week Celebration Under the publication, the Council brought out 3 issues of its Journal of Indian Council of Philosophical Research.

Indian Council of Historical Research (ICHR), Delhi

Indian Council of Historical of Research (ICHR) is an autonomous organization which was established under Societies Registration Act (Act XXI of 1860) in 1972. The prime objectives of the Council are to give a proper direction to historical research and to encourage and foster objective and

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

Brief details of Programmes showing targets and achievements for the year 2017-2018 (as on 26th March, 2018) :-

S. No.	Programme	Targets	Targets Achieved
1	Research Projects	NA	31
2	Senior Academic Fellowship	10	07
3	Foreign Travel Grant	NA	19
4	Publication Subsidy	NA	54
5	Junior Research Fellowship	80	80
6	Post –Doctoral Fellowship	10	10
7	Study-cum-Travel Grant	NA	70
8	Seminar/Symposia/Conferences, etc. by professional organizations of historians.	NA	170
9	National Fellowship	03	01

The Council is also executing various special projects of national and international importance such as (i) Dictionary of Social, Economic and

Administrative Terms in Indian Inscriptions. (ii) History of Science and Technology in India. (iii) Historical Encyclopedia of Towns and Villages in India. (iv) Translation of Foreign Sources on India. (v) Modern India: Princely States. (vi) Modern India: Politics and Demography (vii) Environmental History of India. (viii) Documents on Economic History during British Rule in India, Northern and Western India in Late Nineteenth Century: Quality of Life. (ix) Survey, Collection, Documentation and Digitization of Archival Sources of North East India. (x) Epigraphical Records on Indian Education.

Out of Rs.24.00 Crore total sanction grants, an amount of Rs.19.51 Crore has been spent upto 23rd March 2018.

National Council of Rural Institutes (NCRI), Hyderabad

National Council of Rural Institutes (NCRI), an autonomous organisation registered under the Andhra Pradesh (Telangana Area) Public Societies Registration Act, 1350F (Act No.1 of 1350F) was established by the Department of Higher Education in the Government of India in the year 1995 as per the Programme of Action (PoA) on National Policy on Education (NPE)-1986 under the Ministry of Human Resource Development (MHRD).

National Council of Rural Institutes strives to promote resilient rural India through Higher Education interventions. NCRI designs, develops and promotes curriculum inputs for higher education programmes offered by Universities and Autonomous Institutions in India and seeks to usher in rural change and inclusive growth as a catalyst organization with the following main objectives:

- (i) to promote Higher Education covering rural concerns

- (ii) to regulate the quality of education of universities in the area of rural higher education in India
- (iii) to design a variety of courses at the tertiary level around emerging rural occupations
- (iv) to encourage field-oriented courses of universities and
- (v) to promote action research as a tool for social and rural reconstruction and advise the Government on all such matters pertaining to higher education on rural aspects as may be referred from time to time

Development of higher education curriculum addressing the needs of backward rural areas and their representative higher educational institutions, boosting the flagship social and rural development programmes with focus on education, skill development, employment and livelihoods comprise the core initiatives. The NCRI seeks to strengthen the rural higher education curriculum and the faculty members transacting it. The higher educational streams of focus for NCRI include: Rural Studies, Rural Development, Rural Management, Social Work and Education. Capacity building and professionalization of Rural Institutes, skill development, entrepreneurship, livelihoods, community initiatives, creativity of local groups and proactive development action constitute the core content of NCRI research and interventions.

During the year 2017-18, the Ministry of Human Resource Development (MHRD) allocated a budget of Rs.270.00 Lakh. Further, in addition to the budget allocation, the MHRD had allocated an additional budget of Rs.102.00 Lakh for the year 2017-18 is Rs.377.00 Lakh.

During the year 2017-18, the Council entered into partnership Memorandum of Understanding (MoUs) with various Central / State Universities for promoting Rural Education and Curriculum

Development. NCRI sponsored for Ph.D Fellowships for duration of three years to various Central / State Universities.

During the year, the Council conducted workshops/seminars/orientation/round table conferences in collaboration with Central Universities, State Universities of Telangana State, NITs, NSS on “Curriculum Development for Rural Engagement” and promotion of Rural concerns such as capacity building, rural education, curriculum development, rural communication.

UNICEF Project

In order to Mainstreaming Sendai Framework on Disaster Risk Reduction for Building Rural Resilience in Universities in Telangana State, UNICEF has sponsored a project in two phases. Ten Universities in Telangana State are covered in this project with round tables, curriculum development workshops and faculty development programmes for which an amount of Rs.38.58 lakhs is the total project cost. Out of which Rs.20.48 Lakh was released in the first phase and Rs.18.10 Lakh is released in the second phase.

Two day workshop on “Mainstreaming SFDRR & Rural Resilience in University Curriculum of Telangana State, State level consultation workshop on Capacity Building” at NCRI, Hyderabad on 30 – 31.10.17.

Under this project the 10 curriculum development programmes were conducted in ten universities & Telangana State.

Research Surveys :

- Research study of the villages of Khutiya and Paldev in Madhya Pradesh from 13 –15.07.17
- Study of Farmers Resilience through Central University of Karnataka, Central University of Tamil Nadu and Andhra

University was initiated in Karnataka and Andhra Pradesh

Rural Immersion Camp :

- Three day Rural Immersion Camp in collaboration with University of Hyderabad in 10 villages of Telangana State from 01 – 03.09.17
- Two day Rural Immersion Orientation Programme for NSS officers at Osmania University, Hyderabad on 08 – 09.11.17
- Two day NSS Rural Immersion Camp at JNTU, Hyderabad on 11 – 12.11.17

Seven days Faculty Development Programmes (FDPs) in 9 universities in different states were conducted.

In addition to the above programmes, the Council undertaken the following activities:-

Summer Internship programme : The Council conducted a two months Summer Internship Programme with 43 students of the universities and higher education institutions from throughout the country during the months of May, 2017 to September, 2017.

Publications : Published the half yearly Journal titled “Indian Journal of Rural Education and Engagement (IJREE)” and monthly newsletter titled “Connect”.

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 IAS. During the year 2017-18, 03 National Fellows, 02 Tagore Fellows, 21 Fellows and 2 Guest Fellows were at the Institute. Besides, the Institute invites scholars of eminence to deliver lectures at the Institute. In this regard, 2 Visiting Professors and 6 Visiting Scholars visited the Institute during the period under report. The Institute organises a large number of seminars, conferences, study weeks, schools, symposia and round tables on the themes of national and international importance. During the period under report 11 seminars, conferences, study weeks, schools, symposia and round tables were held. Some of the themes were: National Seminar on “Indian Literature and Social Development: Theory, Practice and Community Impact” at IAS (05-07 April, 2017) International Seminar on “Regional Cultures and New Media Technologies” at IAS (26-28 April 2017) International Conference on “Purifying the Dialect of the Tribe: Cross-Cultural Concerns in Colonial and Postcolonial India” at IAS (17-19 May 2017) National Seminar on CHAMPARAN CENTENARY “Gandhi and the Champaran Satyagraha: An Endeavour, A Legacy and Contemporary India” at IAS (29 -31 May 2017); International Conference on “Indian Media Studies: Contemporary Perspectives” at IAS (25-26 July 2017) International conference on “Retrieving the Voices from the Margins: Thinkers of Modern India” at Banaras (11-13 August 2017); National Seminar on “Need for Inclusive Reforms: Varying Perspectives” at IAS (21-23 August 2017); National seminar on “Indian Music and Dance: The Absence of Critical Attention and Analysis” at IAS (04-06 September 2017); National seminar on “Land Questions in Neoliberal India” at IAS (09-11 October 2017); International seminar on

“Paradigm Shift in Indian Linguistics and its Implications for Applied Disciplines” at IAS (30 October – 01 November 2017); National Seminar on “The Scourge of Scavenging: Revisiting the Question of Sanitation/Scavenging/Scavengers” at IAS (08-10 November 2017).

Tagore Centre for the Study of Culture and Civilization: In addition to the above, the Tagore Centre for the Study of Culture and Civilization (TCSCC) was established at the Institute. So far, 4 Tagore Memorial Lectures have been organized at IAS.

Inter-University Centre for Humanities and Social Sciences: The IAS is also an Inter-University Centre of the University Grants Commission 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 2017, a number of 73 scholars had visited the IAS as IUC Associates.

Publication: 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 and monographs. These are published as IAS publications and sometimes in collaboration with the leading commercial publisher, such as Orient Blackswan, Oxford University Press, Permanent Black, Routledge, SAGE, Springer and the like. The Institute has over 460 such publications to its credit. These are available at the IAS book shop which is located within the Fire-Station café/they can also be procured online via the Institute’s website <http://books.ias.org/>. The IAS has published 16 books and 2 journals and 1 Himanjali 14th Vol. issues till November 2017. 8 books and 1 Journal and 1 Himanjali 15th Vol.

In addition to these the Institute also published its own peer-reviewed Journals, Studies in Humanities and Social Sciences which is a biannual double-blind peer-reviewed interdisciplinary journal, with its first issue rolling out in 1994. The Journal engages, 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. The Institute also published summer hill which is its biannual review journal, further, with the establishment of the Tagore Centre for the Study of Culture and Civilization in the Institute.

Details pertaining to these journals as well as other publications of the Institute can be had from Institutes website iias.ac.in.

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 inception of the library was boosted by the patronage of scholars like R.C. Majumdar, Abdul Majid Khan, H.C. Ray Chaudhury, Ajit Ghosh, and Sir Tej Bahadur Sapru, who donated their private collections to the Library.

During 2017-18, the library acquired 1500 books upto December and 800 more books are likely to be acquiring by the end of this financial year. Library also subscribes 200 print journals and e-journals from Sage publication, Duke University Press and ACLS Humanities e books.

This library is a member of E-Shodh Sindhu and has access to all major e-resources under the consortium in the field of Humanities and Social Science. The library is fully computerized and catalogue is online. By using the Internet, users can access library catalogue 24x7 hours from

anywhere at any time. The library has enrolled 13 external members and 16 short term members by charging membership fee and 1583 numbers of walk in users visited from January to December 2017.

Library has organized two workshop/ training program in collaboration with Inffibnet Centre, Ghandhinagar and IIT Khargpur on library automation software Soul 2.0 and Indian digital repository (IDR) for NDL project respectively.

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: Out of the sanctioned budget of Rs.3915 Lakh, a sum of Rs.904.50 Lakh was received during the year up to 31.03.2018 and by adjusting the unspent balance of Rs.1394.30 Lakh, a total of Rs.2298.80 Lakh was available for the utilization and up to 31.03.2018, the Institute has utilized a sum of Rs.1,701.07 Lakh only.

Association of Indian Universities (AIU), New Delhi

Association of Indian Universities (AIU), established in 1925 as the Inter University Board (IUB), was registered as a society on 29th September, 1967 under the Societies Registration Act 1860, and acquired its new name as Association of Indian Universities (AIU) in 1973. The main objectives of AIU are (a) to serve as an Inter-University Organisation; (b) to act as a bureau of information and to facilitate communication, coordination and mutual consultation amongst universities; (c) to act as a liaison between the

universities and the Government (Central as well as the State Governments) and to co-operate with other universities or bodies (national or international) in matters of common interest; (d) to act as the representative of universities of India; (e) to promote or to undertake such programmes as would help to improve standards of instruction, examination, research, textbooks, scholarly publications, library organisation and such other programmes as may contribute to the growth and propagation of knowledge; (f) to help universities to maintain their autonomous character; (g) to facilitate exchange of members of the teaching and research staff; (h) to appoint or recommend where necessary a common representative of the Association at any Conference, national or international, on higher education; (i) to assist universities in obtaining recognition for their degrees, diplomas and examinations from other universities, Indian as well as foreign; (j) to undertake, organise and facilitate conferences, seminars workshops, lectures and research in higher learning; (k) to establishment and maintain a sports organisation for promoting sports among Member-Universities; (l) to establish and maintain organisation dealing with youth welfare, student services, cultural programmes, adult education and such other activities as are conducive to the betterment and welfare of students or teachers and others connected with universities; (m) to act as a service agency to universities in whatever manner it may be required or prescribed; and (n) to undertake, facilitate and provide for the publication of newsletters, research papers, books and journals. To discharge its responsibilities, AIU functions through its various Divisions viz Research Division, Evaluation Division, International Division, Students Information Service, Publication & Sales, Sports, Youth Affairs, Library and Documentation, Meetings, Finance, Administration.

Funding: Substantially financed by the

annual subscription received from the member Universities, revenue generated through sale of its Publications and Equivalence of Qualifications, AIU receives grants from the Government of India, Ministry of Human Resource Development. During the year 2017-18, against sanctioned amount of Rs. 250 Lakhs AIU received Rs. 208.04 Lakh as on 10th March 2018.

Membership: As on date, 705 universities are members of AIU. These include Central Universities (43), State Universities (313), Private Universities (183), Institutions Deemed to be Universities (100) and Institutions of National Importance (49). In addition 15 international universities are also Associate Members.

Annual and Zonal Meets of the Vice Chancellors/Directors: Continuing with its objectives to facilitate communication, coordination and mutual consultation amongst universities, AIU organised five Zonal Meets and one Annual General Meet of the Vice Chancellors/Directors. During the year, the Annual General Meet of the Vice Chancellors was held during March 19-21, 2018 at the Central Institute of Tibetan Studies, Sarnath. As regards Zonal Meets, these were held at Rajiv Gandhi Pradyogiki Viswavidyalaya, Bhopal during December 12-13, 2017, (Central Zone), Manipur University, Imphal, Manipur during November 17-18, 2017 (East Zone), Amity University Haryana, Manesar during December 4-5, 2017 (North Zone), Calicut University, Calicut during December 18-19, 2017 (South Zone) and Indian Institute of Teacher Education (IITE), Gandhinagar, during November 27-28, 2017 (West Zone).

Round Table of the Vice Chancellors/Directors: In order to discuss specific issues and challenges faced by specific types of universities, AIU organises Round Tables of Vice Chancellors/Directors. During the Year, AIU organised: (a) Roundtable of Vice Chancellors of Health

Science Universities at Sri Venkateswara Institute of Medical Science University, Tirupati during October 10-11, 2017; (b) Roundtable of Vice Chancellors of Public Funded Universities at Osmania University, Hyderabad April 27-28, 2017 on the occasion of the ‘Centenary Celebrations’ of Osmania University.

National Seminars: During the year, AIU organised: (a) National Seminar on ‘Celebrating Successes of Higher Education in India’ held on 5th February 2017 coinciding with the Annual General Meet of the Vice Chancellor at Sri Venkateswara University, Tirupati; (b) National Seminar on “Higher Education in the Era of Innovation, Entrepreneurship and Disruptive Technologies with focus on Human Values in the Age of Disruption” was held on March 20, 2018 coinciding with the Annual General Meet of the Vice Chancellor at the Central Institute of Tibetan Studies, Sarnath; (c) Conference on Building Entrepreneurial Education Ecosystem: Role and Contribution of Universities on February 23, 2017 in collaboration with the ASSOCHAM at Hotel Imperial, New Delhi; and (d) An International Conference on “Changing Landscape of Internationalisation of Higher Education” at Symbiosis International University, Pune during April 8-10, 2017.

Capacity Building Seminars/Workshops/Conferences: AIU organises capacity building seminars/conferences/workshops for improving the quality and efficiency of the higher education institutions. During the year, AIU Organised: (a) National Workshop on Management of University Administration at M S University of Baroda, Vadodara During March 21-23, 2017; (b) National Workshop on Emerging Trends in Information Technology in University Management during August 28-30, 2017 at Shivaji University, Kolhapur; (c) National Workshop on Research Methodology in Social Sciences during October 24-30, 2017 at Mizoram University, Aizawl; (d)

National Workshop on Examination Reform in Higher Education during November 14-16, 2017 at Deccan College Postgraduate & Research Institute Deemed University, Pune, Maharashtra; (e) National Workshop on Research Methodology in Social Sciences held during December 05-11, 2017 at Goa University, Goa; (f) National Workshop on Emerging Trends in Information Technology in University Management held during December 19-21, 2017 at Central University of Gujarat, Gandhinagar; (g) National Workshop on Management of University Administration held during January 03-05, 2018 at Kannur University, Kannur, Kerala; (h) National Workshop on Examination Reform in Higher Education held during January 15-17, 2018 at Devi Ahilya University Indore, Madhya Pradesh; (i) National Workshop on Research Methodology in Social Sciences held during February 05-11, 2018 at Sri Krishnadevaraya University, Anantapuramu, Andhra Pradesh; (j) National Workshop on Management of University Administration held during March 05-07, 2018 at Mahatma Gandhi University, Khanapara, Meghalaya; (k) National Seminar on Gender Studies and Women Empowerment held during March 08-09, 2018 at The NorthCap University, Gurgaon, Haryana.

Research Projects: During the year, AIU undertook and completed a Project on “Regulation of Higher Education in India and Abroad: A Study of Select Countries”. In addition, the Projects undergoing include: (a) Social Exclusion and Inclusive Policies in Higher Education: A Study of Policies Effectiveness; (b) An Evaluation of Best Practices amongst Governance Structures in non public universities in India in collaboration with Kerala Veterinary and Animal Sciences University, Wayanad, Kerala; (c) Excellence in Higher Education: An Empirical Study on Quality sustainability of select Universities of Northern India in collaboration with Maharaja Agrasen University Baddi, Solan.

Publications: During the year, AIU published: (a) Governance in Action: Memoirs of Vice Chancellors; (b) Report of Consultative Meet on Internationalisation of Indian Higher Education; (c) Anveshan: Compendium of Research Projects (2016-17); (d) Bibliographies of Doctoral Dissertation in 6 volumes covering Social Sciences, Humanities and Science and Technology for the year 2015 and 2016. Another 3 Volumes of the Doctoral Dissertation for the Year 2017 are in progress; (e) Internationalisation of Higher Education: Annual Survey of International Students in Indian Universities (2014-15); (f) University News, in all 52 issues including seven Special Issues were brought out. During the year the following occasional papers were also published: a) Mitigating Faculty Shortages in Institutions of Higher Education by Prof Furqan Qamar; b) AIU's Views on the Revision of Pay Scales of Teachers and Academic Staff of Universities and Colleges by Prof Furqan Qamar and Dr R K Chauhan; c) AIU's Views on the New National Policy on Education by Prof Furqan Qamar and Prof P B Sharma; d) Reforming the Regulatory Framework for promoting Excellence in Higher Education.

Universities Handbook: AIU brings out, once in every two years a comprehensive details of universities in the country. These details span over two volumes comprising more than 3000 pages pages and serves as the only comprehensive compendium of higher education in India. During the year, work is in progress for bringing out the 34th Edition of the Universities Handbook.

Anveshan: The Students Research Convention: With a view to enriching research culture in the higher education institutions and to inspire researchers throughout the country, AIU has taken a pioneering initiative to organize student research conventions. The endeavour is directed towards accelerating scientific temperament and harnessing the innovative aptitude of the young

researchers for the welfare and development of society, percolating to the grass root level. This pioneering initiative has been applauded across the country for providing an innovative platform to students and creating a culture for innovative research among youth. The projects are invited from bonafide, full time UG, PG and Research students of Indian Universities/ University level Institutions in the following five areas: (a) Agriculture; (b) Basic Sciences; (c) Engineering & Technology; (d) Health Sciences & Allied Disciplines; and (e) Social Sciences, Humanities, Commerce & Law.

During the year 2016-17, AIU organised Anveshan: (a) North Zone Anveshan: Student Research Convention at Chitkara University, Punjab during January 20-21, 2017; (b) South Zone Anveshan: Student Research Convention at Tumkur University, Tumkur, Karnataka during February 14-15, 2017; (c) East Zone Anveshan: Student Research Convention at Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh during February 20-21, 2017; (d) Central Zone Anveshan: Student Research Convention at Dr C V Raman University, Bilaspur, Chhattisgarh during February 28-March 01, 2017; (e) West Zone Anveshan: Student Research Convention at NIMS University, Jaipur, Rajasthan during March 07-08, 2017 and (f) National Anveshan: Student Research Convention at Annamalai University, Annamalaiagar, Tamil Nadu during March 27-29, 2017.

During the year 2017-18, the research convention proposed and in progress are: (a) Central Zone Anveshan: Student Research Convention during November 22-23, 2017 at Ravenshaw University, Cuttack, Odisha; (b) West Zone Anveshan: Student Research Convention during February 14-15, 2018 at Ganpat University, Mehsana (Gujarat); (c) South Zone Anveshan: Student Research Convention during February 21-22, 2018 at Bharathiar University, Coimbatore;

(d) East Zone Anveshan: Student Research Convention during February 24-25, 2018 at Dr Ram Manohar Lohia Avadh University, Faizabad, Uttar Pradesh; (e) North Zone Anveshan: Student Research Convention during February 26-28, 2018 at Manav Rachna International University, Faridabad, Haryana; and (f) National Anveshan: Student Research Convention during March 14-16, 2018 at Chitkara University, Punjab.

Equivalence and Recognition of Qualifications:

AIU is the nodal agency for granting equivalence to the degrees awarded by the accredited foreign universities and institutions for the purpose of admission to higher academic courses and employment. During the Financial Year 2016-17, AIU issued 2,900 Equivalence Certificate. During the year 2017-18 (From April 2017 to November 2017), 2,125 Equivalence Certificates has been issued to students. A brochure containing the detailed procedure of issuing Equivalence has been brought out by AIU. Besides, AIU has so far also accorded equivalence to two year full time PG Diploma programmes of 69 Autonomous Management Institutions. Besides these, throughout the year the Evaluation Division has provided professional assistance on the status of foreign qualifications to universities, Ministries of Government of India, Union Public Service Commission, Indian Council for Cultural Relations, Medical Council of India and other Central/State Government agencies dealing with nomination/selection of prospective foreign students intending to pursue higher education in Indian Universities.

International Collaboration: AIU has been playing a proactive role in promoting international collaboration in the field of higher education. AIU supports MHRD by providing input and comments on MoUs and educational exchange and development programmes with other countries at the bilateral as well as at the

multilateral level. AIU entered into MoU with the (a) Malaysian Qualification Authority for facilitation and recognition of qualification; (b) Association of Commonwealth Universities (ACU), London.

Students Information Services: AIU has continued to serve students, academics, parents and other stakeholders by providing information on the status of Indian institutions of higher education, professional bodies, etc. as well as on the courses offered by Indian Universities and other institutions recognised by statutory bodies.

Sports Activities: Continuing with its practice, AIU organises Inter-University Tournaments at Zonal and Inter-Zonal (National) levels across 206 sporting events/games involving 5.25 Lakh university/college students. Besides, Indian University Teams also participate in the national and international sports championship including World University Games/Championships, Asian University Games/Championship. Further, AIU also organises national seminar on University Sports for Updating Professional Knowledge and Technical Skills of the Sports Staff.

Youth Affairs - Youth Festivals: Like earlier years, AIU organised five Inter-University Zonal Youth Festivals at AISECT, Bhopal during November 2-6, 2017 (Central Zone), Mohan Lal Sukhadia University Udaipur during 15-19th December 2017, Hindustan (Deemed University) during December 18-22, 2017 (South Zone), Gauhati University, Assam during 5-9th January 2018 (East Zone) and Maharishi Markandeshwar (Deemed University), Mullana during 12-16th January 2018. The National Youth Festival (UNIFEST) held at Ranchi University, Jharkhand during 16-20th February 2018. The South Asian Universities Youth Festival (SAUFEST) held at Ganpat University, Mehsana during March 2-6, 2018.

Library: AIU maintains a specialized library on higher education comprising 20,700 Volumes and 150 Journals both subscribed and received on exchange/gratis basis. The library has special

collection of educational commission and committee reports, acts and statutes of universities and compendium of Supreme Court judgments on education.



CHAPTER 22

Technology Enabled Learning

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) On line education and (b) Dissemination that includes providing connectivity for institutions and learners. It seeks to bridge the digital divide, i.e. the gap in skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. It plans to focus on

National Digital Library, Open source software development, Robotics, appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners and launch of 32 Direct to Home (DTH) educational Channels on 24X7 basis for delivery of courses.

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 be 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. Out of 41 Central Universities, 34 Central Universities is now Wi-Fi enabled. Remaining Central Universities will be Wi-Fi enabled soon.

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 9, that have been entrusted with the responsibilities to ensure MOOCs are developed & delivered in various disciplines. 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 NITTTRs are developing MOOCs for teachers training program; All India Council of Technical Education (AICTE), assigned the task of managing MOOCs in subjects not handled by other 8 and from foreign universities.

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, undergraduate, post-graduate, engineering, law and other professional courses. It is expected to support 3 Crore users with a 10 lakh concurrent connections, in few years.

Hon’ble President of India Shri Pranab Mukherjee has officially launched SWAYAM, on July 9th, 2017. At present about 1000+ MOOCs courses are listed on SWAYAM and about 828 MOOCs are running, wherein about 20 Lakhs (5,92,178) students have registered for these courses.

The Online Courses are planned in such a way 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 Assistant (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 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) in the process of talks on 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 1,50,000 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.

NDL Portal (<https://ndl.iitkgp.ac.in>) went live in February 2016 with users from selected CFTIs, opened to all in February 2017 (with release of Mobile App), with daily website hits: ~50K. User base - Registered: 26+ Lakhs, Active: 11+ Lakhs Content items: 140 Lakhs. Sources: 185 and IDR Sources: 90. Mobile App (Android): Launched in January, 2017, 8.5 Lakhs download and daily Android hits: ~50K. Training & awareness development IDR workshops: 24 and user workshops: 12.

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 skilful 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 100 virtual labs in 9 Engineering & Science disciplines, comprising about 2200 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 Initiative (eLSI),

e-Yantra Symposium (eYS) and e-Yantra Resource Development Centre (eYRDC).

This year in the Robotics competition, there were 28000 registrations from 6000 teams in 550+ colleges. Labs have been set up in 260 colleges across India. Task based training are being regularly conducted. 45 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.



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 120 courses, 465 resources, 220 case studies, 35 showcases, 18 workshop, 7 Quizzes, 3 Competition, 14 Exhibitions, 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 2,500 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-ShodhSindhu: 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-ShodhSindhu: 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. Upgraded Access to IEEE journals: For all NITs and IIITs (34 institutions). 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.

e-Shodh Sindhu (ESS) have further integrated additional features to facilitate seamless access to e-resources such as: a) The INFLIBNET Access Management Federation (INFED) – Shibboleth Authentication and authorization of users. b) InfiStats - COUNTER & SHUSHI - Data Service usages compliance. c) JGatePlus for Document Delivery Service (DDS), Meta Harvesting and Discovery Services (DS).

Launch of Educational DTH Channels (SWAYAM PRABHA) : SWAYAM Prabha is an initiative to provide 32 high quality educational channels through DTH (Direct to Home) across the length and breadth of the country on 24X7 bases. This would enable to deliver e-education in a most cost effective manner. The Department of Space has allotted two Transponders of GSAT-15 for the same.

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. These educational programmes delivered over DTH shall also be made available at Youtube as archival data. The information related to channel schedules, subject, archival link etc are available on SWAYAM Prabha portal (<https://swayamprabha.gov.in/>) which is developed by INFLIBNET Gandhinagar.

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. 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.

CHAPTER

23



EDCIL (INDIA) LIMITED

CHAPTER 23

EdCIL (India) Limited

EdCIL (India) Limited, is an ISO 9001-2008 & 14001:2004 certified Government of India Enterprise, under the Ministry of Human Resource Development (MHRD), Government of India.

EdCIL is the only consultancy organization in the education sector enveloping the entire spectrum of education and human resources development activities on turnkey basis and modular basis as key enabler to set new standards in quality education. EdCIL is also acting as a nodal agency for promotion of Indian education overseas and coordinating as a single window agency for admission of international students to institutions in India. EdCIL seeks to provide comprehensive solutions through its varied scope of services while addressing the social, economic, and cultural changes including the development of Human Resources.

To be most trusted consultancy organization to provide educational and human resource consultancy services.

Technical Assistance Services

EdCIL has successfully managed projects in countries with diverse economic and political landscapes. The services rendered by the Technical Assistance division of EdCIL includes:

- Educational Planning and Administration
- Feasibility Reports for Educational Institutions
- 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

About EdCIL:

EdCIL India Ltd. is a 100% government owned central Public sector enterprise under the administrative control of Ministry of Human Resource Development, Government of India. The Company is a “MiniRatna, CPSE” and an ISO 9001 certified organization. Based on the sustained financial growth, the company was upgraded to be a “Category-I” Miniratna company during the Financial Year. The Company has been rated as “Excellent” by the Department of Public Enterprises on the basis of MOU ratings during FY-2015-16. The company has been offering project management and consultancy services in all areas of education and human resource development in India and abroad during the last three decades.

Verticals:

- **Online Testing & Assessment Services (OTAS)**

Based on two decades of expertise in handling offline recruitment tests, the company switched over to offering online



recruitment solutions to bring in higher transparency and efficiency to the system.

Presently, this is the biggest vertical of EdCIL which has during the year received overwhelming market response. The clients include Central and State Govts, large PSUs and Autonomous bodies etc. The vertical Organizes online recruitment tests across multiple segments of employees covering varied sectors of the economy. Being a PSU targeted towards meeting educational needs, the company focuses on organizing online examinations for recruitment of teachers & principals as a specialized service. The Company has rendered critical online recruitment services to organizations covering varied sectors such as Education, Coal, transportation, Labour and Civil Aviation.

- **Advisory Services (AS)**

Following key services are offered by the Advisory vertical in the Education (School Chains and Higher education) and HR advisory space:

- Preparation of Detailed Project Reports (DPRs) (Greenfield and Brown field)
- Organization Restructuring (sectoral/institutional)
- Improving Operational Efficiency

- Digitization Planning
- Training Designing
- Impact Assessment (ICT / other schemes)
- Designing of new education schemes
- Education content Design

The Company renders education consulting services for both green field and brown field projects.

- **Digital Education Systems (DES)**

The Company strongly believes that digitization will be a game changer in addressing of quality, quantity and governance needs in both Schools and Higher education. The Company accordingly focuses on all emerging areas of IT/ICT applications in the sector.

Following key services are provided by vertical as part of the Digital Education System:

- Wi-Fi and Network Solutions
- ERP implementation
- Digitization of Records
- E-content preparation
- Virtual Classrooms
- Smart Campuses
- Online Admission System
- Computer labs



- **Education Infrastructure Services (EIS)**

Following key services are provided by the vertical covering Educational infrastructure management (turnkey execution and project management consultancy) services:

- Concept Design
- Detailed Drawings
- Detailed Project estimate with Bill of Material
- Construction Schedule /Procurement Plan



- RFP documents
- RFP Process Management
- Project construction monitoring
- Incident monitoring
- Modifications in schedule
- Quality Assurance and Control
- Billing and Payments
- Getting Completion / Occupancy Certificates from Statutory Authorities
- Final Project Completion Report with Expense Analysis

- **Education Procurement Services (EPS)**

The Company assists in the capacity building of educational and training institutions in India and abroad through procurement of educational aid



ranging from IT equipments to hi-tech laboratory equipments. We have been providing procurement services on turnkey basis meeting the client requirements by facilitating optimal utilisation of client resources.

Leveraging three decades of experience in domestic and overseas sector, following key services are provided by the vertical as part of the Procurement Services focusing on maximizing TCO in educational and human resource development space:

- Educational Product research
- Vendor empanelment
- Demand Aggregation
- Development of Sourcing Strategy
- E-Tendering
- Bid Analysis
- Finalization of contract
- Order Placement
- Monitoring receipt of shipment including Quality check at client site
- Annual maintenance services

EdCIL in Mauritius:

EdCIL (India) Limited became the first Indian PSU to successfully complete any project in Mauritius. The Company brought a wind of change in the classroom teaching format in the island by successfully exporting 24000 tablets for Grade 1 and Grade 2 students.



Ministry of Education and Human Resource, Tertiary Education and Scientific Research, Government of Mauritius has further intended to award two more projects to the Company involving the extension of the EDLP for Class 3, at an estimated 36 crores and installing a Campus Management System for various universities in Mauritius, worth Rs 42 crore.

• **Technical Support Group (TSG)**



This is EDCIL’s project management and logistical support vertical (also known as Technical Support Group –TSG) to extend operational support to MHRD in implementing several Mega Pan-India projects. The company provides Logistic Support for national level implementation of prestigious social sector projects of Government of India and International Funding Agencies. The services include:

- Logistical support to various large MHRD schemes (e.g. SSA, MDM, RUSA and RMSA)
- Outsourcing of consultants etc.
- Event management support
- Procurement services
- Transportation support

V Overseas Business:

• **Overseas Education Services (OES)**

Student Placement is one of the core services of the Company. The objective is to place International/ NRIs /PIO students in reputed and accredited Indian Institutions. The Company has been designated by the Ministry of Human Resource Development, Government of India as the exclusive “Coordinating agency and Single Window facility” for the direct admission of eligible Foreign Nationals / Persons of Indian Origin (PIOs) / Non-Resident Indians (NRIs) to Undergraduate, Postgraduate and Research programs. The Company places International/ PIO/NRI students in more than 150 associated/ MoU institutions which have accreditations by regulatory bodies like UGC, NAAC, NBA, MCI etc.

Based on strong MEA/MHRD endorsement with in India, client confidence and alliances gained globally over three decades, the vertical executes sponsored and aggregated inbound overseas student admissions and faculty hiring and also effectively meets the individual needs of inbound



students wanting to study in India. The company presently executes aggregated student placement of about 3000 students from Afghanistan, Nepal and Bhutan. The vertical focuses on high potential target markets covering mostly SAARC, Middle East and African nations.

The following services are specifically offered:

- Placement of Overseas Students in accredited Indian Institutes (sponsored schemes as well as SFS segments)
- Placement of Indian faculty in overseas institutes
- Student/faculty exchanges
- All other Project management and consulting services extended in domestic sector
- **STUDY IN INDIA CAMPAIGN:**

Internationalization of education is a critical component of India's proposed **New Education Policy** (NEP). It is also pivotal to India's aspiration to grow as a strategic global force in the near future.

India has emerged as an Asian economic and strategic powerhouse. The time is now ripe to enhance India's Asian and global stature in the educational sphere and be regarded as one of the top education destinations of the world.

However, India is yet to harness the full potential of its wide education network to attract international students. Currently, India attracts about ~45,000 international students every year and is ranked ~26th among the top destinations for International student mobility globally. India's aspiration should be to grow 3.5 to 5.5 times to attract 1.5 to 2.5 lakh international students every year by 2022, beating popular education destinations such as Singapore and Belgium. This will double India's market share of global education exports from less than 1 percent to 2 percent in five years.

To achieve this goal, India must launch a comprehensive **"Study in India"** programme, similar to countries like Australia, Malaysia, Singapore and Canada which are now among the top destinations for international students.

Based on a detailed analysis of government interventions in these benchmark countries and expert insights, the following three key pillars have been suggested for the **"Study In India"** programme which, we propose, should be implemented / spearheaded by a nodal agency:

1. **A. Unlock demand from source countries:**
This has the following key components—
 - a. Developing a comprehensive social media driven go to market strategy with a special focus towards target countries.

- b. Setting up a “Study in India” web platform to offer a highly credible and a single stop information and transactional platform for foreign students, NRIs and PIOs aspiring to study in India.
2. **B. Strengthen supply:** This comprises three key initiatives to improve the overall quality of Indian institutes making them international friendly and creating value-for-money seats in popular disciplines for international students
- Improvement of quality and readiness of institutes catering to International Students by increasing participation of premier education institutions in India.
 - As part of the accreditation framework, create an internationally accepted system for ranking and accreditation of internationally friendly institutions
 - Creating value-for-money seats for international students
3. **C. Create an enabling governance environment: This includes -**
- Improving ease of entry and

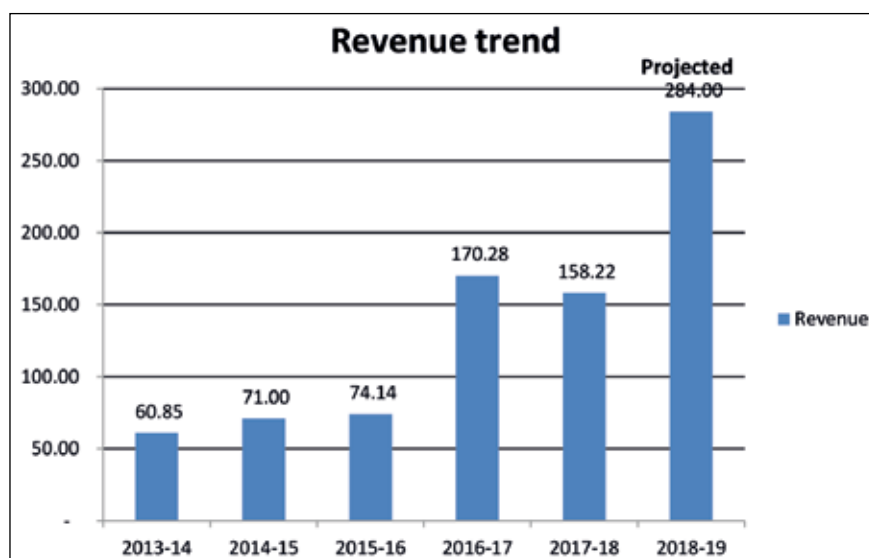
stay of international students by recommending policy changes (e.g., visa, internship, job related policies for international students etc.) to the concerned regulatory authorities.

- Nodal agency orchestrating tie up of various govt. entities (e.g. MEA, MHRD etc.) and forming an interdepartmental taskforce that will look into the administrative problems, plaguing international students coming to India, in a comprehensive manner.

Financial overview:

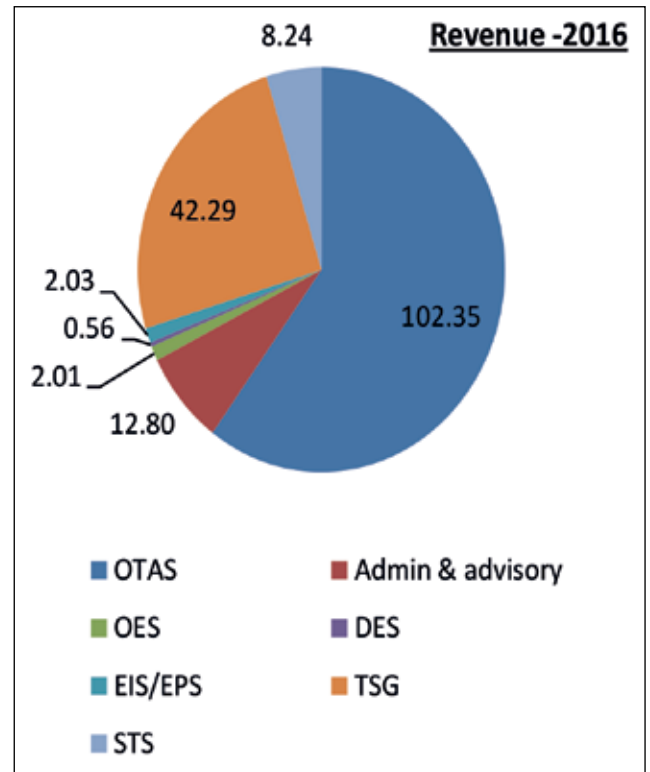
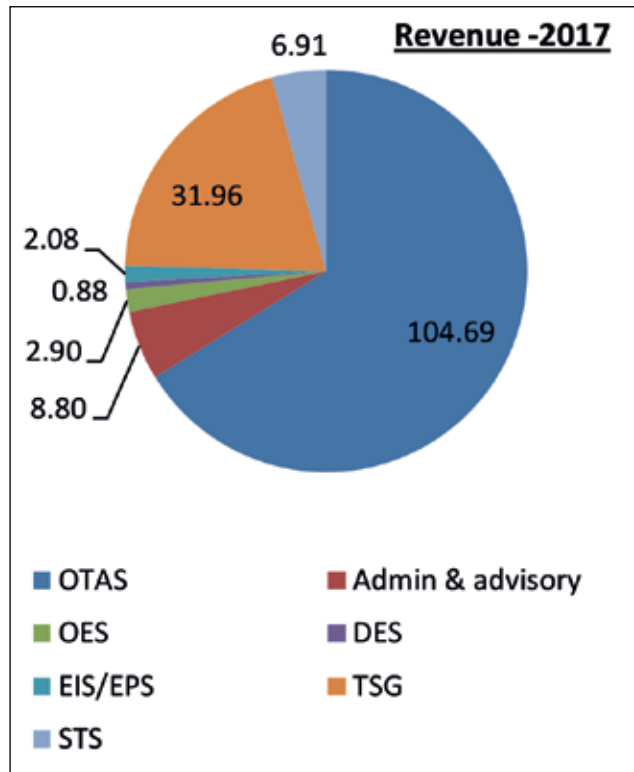
The revenue from operations for the FY 18 is set to almost double itself to Rs. 280 crores as compared to Rs.158 crores in FY 17. This would be the second such instance in the last five years when the revenues of the Company would mark an year on year growth of more than 75% .

The operating profit of the Company has crossed all previous records of profits so far in the FY 17 reaching to Rs. 47.28 and expected cross the total of Rs. 50 crores in the FY 18. Given the nature of Project management and consultancy offering, the major asset of the company, “manpower” has



contributed to the growth over time with revenues per manpower being Rs. 163.75 lakhs in FY 17 which is expected increase further in FY18.

Revenues from Verticals (Amounts in Crores)



Highlights of major events:

1) 36th Annual day

The Company celebrated its annual day on June 22, 2017 at Sirifort Auditorium marking 36th year of glory. The event was one of its kind in the history of EdCIL and was attended by Shri Satyapal Singh, Hon’ble Minister of State



(Higher Education), Shri K.K. Sharma, Secretary (Higher Education) and Shri R Subrahmanyam, Additional Secretary (Technical Education).

2) Study in India meet

EdCIL under the aegis of MHRD organized the first “Study in India” brainstorming session at India Habitat Center on 30-jan 2018.



Representatives from various NAAC accredited and NIRF top 100 colleges/ universities, both government and private were invited and their views and suggestions on the envisaged scheme and strategy were recorded. The meeting was also attended by the JS-ICC, Dr. Saravana Kumar who further articulated and supplemented the discussion.

3) Vigilance week



4) Dividend to MHRD

Following the trend of the previous years and following the DIPAM guidelines on Dividend, the Company paid Rs. 10 Crores as dividend to Ministry of Human Resource Development. Shri Diptiman Das, CMD, EdCIL presented the dividend cheque to Shri Prakash Javadekar, Minister of Human Resource Development, in the presence of Shri Satyapal Singh, Minister of State (Higher Education), Shri K.K. Sharma, Secretary (Higher Education) and Shri R Subrahmanyam, Additional Secretary (Technical Education) and senior officials of EdCIL.





CHAPTER 24

Book Promotion

NATIONAL BOOK TRUST, INDIA (NBT)

The National Book Trust, India, an autonomous organization under the Ministry of Human Resource Development, Government of India, was established in 1957. The Trust is mandated by the Government of India to produce and encourage the publication of good books and to make them available at moderate prices to the public. The Trust is also mandated to arrange Book Fairs/ Exhibitions and take all necessary steps to make the people book minded in the country.

Activities of the Trust

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 through exchange of creative literature of different regions (i) Indian Literature (j) Indian Diaspora Studies (k) General series (l) Braille books (m) Veergatha series (n) Women Pioneers and (o) Navalekhan Mala.

The publishing in India is presently undergoing rapid changes due to 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 2017-18, the Trust has brought out 1168 titles in English, Hindi and other Indian languages as under:

Number of titles brought out by NBT in 2017-18

S. No.	Language	Original	Translation	Reprint	Revised	Total
1.	Asamiya	0	0	64	0	64
2.	Bangla	1	0	117	0	118
3.	Bodo	0	25	6	0	31
4.	English	12	0	272	3	288
5.	Garhwali	0	3	0	0	3
6.	Hindi	47	9	469	2	527
7.	Kannada	1	5	19	0	25
8.	Kumaoni	0	3	0	0	3
9.	Malayalam	0	0	74	0	74
10.	Marathi	0	3	0	0	3
11.	Odia	2	15	0	0	17
12.	Punjabi	0	1	0	0	1
13.	Sanskrit	2	0	1	0	3
14.	Sindhi	1	0	0	0	1
15.	Telugu	0	1	7	0	7
16.	Urdu	2	0	2	0	4
	Total	68	65	1030	5	1168

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; as well as at its Book Promotion Centres at Chennai, Kochi, Hyderabad, Patna, Guwahati and Cuttack. Besides, following an MoU with Delhi Metro Rail Corporation (DMRC), NBT books are now available at Kashmere Gate and Vishwavidyalaya Metro Stations. During the period under review, the Trust has registered a gross sale of publications amounting to Rs 17,91,21,991 (approx).

Organization of Book Fairs in India

During the period from April 2017 to March 2018, the Trust organised 10 Book Fairs across

the country including Amritsar Book Fair (22 – 30 April 2017), Shimla Book Fair (13 – 21 May 2017), Tiruvannamalai Book Fair (18 – 27 August 2017), Dehradun Book Fair (28 August to 5 September 2017), Varanasi Book Fair (9-17 September 2017), Tirunelveli Book Fair (3 – 11 February 2018), Brahmaputra Literary Festival (9 – 11 February 2018), Gaya Book Fair (10 – 18 February 2018), Rashtriya Panchayat Book Fair, Srinagar, Uttarakhand (24 – 28 February 2018), and Agra Book Fair (10 – 18 March 2018).

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 Brahmaputra Literary Festival

(9-11 February 2018); National Tribal Book Festival (17-20 March 2018) and Bodo language Translation Workshop (24 March 2018).

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 organized a seminar on 'Status of Children's Literature in Kashmiri Language,' and storytelling session among others.

Organization of New Delhi World Book Fair 2018

The Trust organised the annual New Delhi World Book Fair, 2018 from 6 to 14 January 2018 at Pragati Maidan, New Delhi. The Fair was organised in association with India Trade Promotion Organisation (ITPO). Shri Prakash Javadekar, Hon'ble Minister for Human Resource Development, Government of India inaugurated the Fair through a video address. H.E. Mr. Tomasz Kozlowski, Hon'ble Ambassador of the European Union to India was the Guest of Honour. Ms Sunita Narain, distinguished environmentalist and Ms Kallia Papadaki, well-known author from Greece and recipient of European Union Prize for Literature, 2017 were the special guests on the occasion.

New Delhi World Book Fair 2018 focused on 'Environment and Climate Change.' The Theme Pavilion highlighted serious environment-related issues like climate change, global warming, water pollution, among others in the many panel discussions, deliberations, interactions with environmentalists as well as cultural performances. The Pavilion exhibited over 300 select books on environment in English, Hindi, Indian and foreign languages in various genres

including autobiographies, memoirs, travelogues, creative literature, children's literature, etc. A special photo-exhibition, panels and posters on the Theme were also put up at the Pavilion. Nearly 800 publishers, booksellers and distributors participated in the Fair including foreign participants from 20 countries like, Belgium, Canada, China, Denmark, Egypt, France, Germany, Hungary, Iran, Italy, Mexico, Nepal, Pakistan, Poland, Slovenia, Spain, Sri Lanka, Sweden, UAE, and United Kingdom. Besides, international organizations like UNESCO and WHO were also at the Fair.

The other major features of the New Delhi World Book Fair were Authors' Corner, CEOspeak 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 350 International Book Fairs. During the period under review, the Trust participated in 13 such International Book Fairs, including Bologna Children's Book Fair (3 - 6 April 2017), Abu Dhabi International Book Fair (26 April to 2 May 2017), Tehran International Book Fair (3 - 13 May 2017), Asian Festival of Children's Content, Singapore (17 - 21 May 2017), Nepal International Book Fair (10 - 16 August 2017), Beijing International Book Fair (23 - 27 August 2017), Indonesia Book Fair (6-10 September 2017) Colombo International Book Fair (15 - 24 September 2017), Frankfurt Book Fair (11 - 15 October 2017), Guadalajara International Book Fair (25 November - 2 December 2017), Cairo International Book Fair (27 January - 10 February 2018) and Bologna Children's Book Fair (26 - 29 March 2018).

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. So far financial assistance has been extended for: *The Missing Queen* by Samhita Arni (originally published by Zubaan) published by Lit Edizioni SRL in Italian; *My Little India* by Manoj Das (originally published by NBT, India) published by Booksea Publishing in Korean; *Looking Back: India in 20th Century* (originally published by NBT, India) published by Booksea Publishing in Korean and *Stories by Ambai* by Ambai (originally published by Kalachuvadu) published by Editions Zulma in French. As part of this programme, the Trust organized the sixth Rights Table Forum for publishers during the New Delhi World Book Fair, 2018, in which over 60 publishers from India and abroad participated. Besides, major publishers from across India, foreign participants included publishers from Egypt, Japan, Nepal, Saudi Arabia, Slovenia and United States of America.

Pustak Parikrama - Organizing Village Level Mobile Exhibitions

The Trust has been organizing village level Mobile Book Exhibitions to make books available at remote areas throughout the country where sufficient bookshops are not available. So far it has organised more than 16000 Mobile Exhibitions throughout the country including the Northeastern states. During the period under report, the Trust organised Mobile Book Exhibitions at about 677 places in 17 states including Assam, Bihar, Chhattisgarh, Delhi/NCR, Gujarat, Goa, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamil Nadu, 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 164 Readers' Clubs, besides organizing meet-the-author programmes, storytelling sessions, workshops, seminars, Readers' Club Orientation programmes and other children's activities in various parts of the country. In addition, four quarterly issues of *Readers' Club Bulletin*, a bilingual magazine for promotion of reading habit among children were also brought out. During the period, over 60 programmes for children were held at different places across the country.

Celebration of NBT Foundation Day

In 2017, the National Book Trust, India celebrated 60 years of its foundation. Besides, panel discussions and special book fairs that

were organized across the country, the Trust also organized a two-day seminar 'Bhartiya Sahitya Mein Rashtriyata Ka Bodh' at IIC, New Delhi from 1 to 2 August 2017. Shri Prakash Javadekar, Union Minister for Human Resource Development inaugurated the seminar through a video address. Dr Krishna Gopal, renowned scholar, thinker and writer, was the chief speaker and Dr Kuldip Chand Agnihotri, Vice Chancellor, Central University, Himachal Pradesh was the special guest on the occasion. Smt Mridula Sinha, noted author and Governor of Goa, presided over the function. Prof. Baldeo Bhai Sharma, Chairman, and Dr. Rita Chowdhury, Director, NBT also spoke on the occasion. Some of the NBT's recent publications namely *Physics in Ancient India*, *Mahajeevan: Shyama Prasad Mukherjee*, *Bharat Ki Maulik Ekta*, *Bihar Indradhanushiye Lok Rang*, *Bharat Rashtra Aur Uski Shiksha Padhati*, were also released on the occasion. During the seminar several discussions on nationalism in literature, challenges in children's writing, and nationalism and identity, among others were organized in which well known scholars, litterateurs, authors participated. Dr. Mahendra Nath Pandey, Hon'ble Minister of State of Human Resource Development, Government of India was the chief guest at the closing ceremony of the seminar. Shri Rangahari, well-known author and Shri Narendra Kohli, were the special guests on the occasion.

Besides, the seventh NBT Foundation Day Lecture on 'Books and Reading in Today's India' was organised at India International Centre, New Delhi on 1 August 2018. The lecture was delivered by Prof. Makarand R. Paranjape.

New Initiatives

As part of 60 years of celebrations, NBT initiated some new outreach programmes including Panchayat and Sanskrit book Fairs, Publishing courses for girl students and collaboration with Indian Public Library Movement for book

promotion through libraries.

For promoting women writers, the Trust introduced the Mahila Lekhan Protsahan Yojna, under which three titles in Hindi, namely *Ya Se Yashaswini*, *Ya Se Yatra*, authored by Ms Yashaswini Pande; *Johadi*, authored by Ms Kaushal Panwar and *Rani Kamlapati* authored by Ms Indira Dangi were published.

As part of its endeavour to promote Sanskrit Language, the Trust has published the book *Charaiveti Charaiveti*, authored by Shri Ram Naik, Hon'ble Governor of Uttar Pradesh; and *Gandhi-Tattva-Shatakam* authored by M V Nadkarni.

In its objectives to reach books to the underprivileged children, the NBT in association with Snapdeal initiated the project of *Har Haath Ek Kitaab*, where individuals were encouraged to donate books for the underprivileged children.

Book Clubs

The Book Club scheme is playing a major role in promotion of books and reading habit among the masses. The Trust enrolled 3404 new Book Club members during the period. The Scheme provides 20% discount on all NBT publications.

Organizing of Literary Activities like Seminars, Workshops and Book Release Functions and Publishers and Authors' Meet

During the period under review, the Trust organized over 150 literary activities like seminars; meet-the-author programmes, advisory panel meetings, workshops for book promotion and book release functions including discussions on 'Role of Literature' and 'Role of Media in Literature', the release of recently published NBT titles *Kakori Se Pehle*, *Kakori Ke Baad*, *Kamaal Ka Jadu*, *Charaiveti Charaiveti* etc; seminar on 'Reading Habit' and a lecture on 'My Vision-Corruption-free India'.

Sardar Vallabhbhai Patel's Birth Anniversary

On the occasion of 142nd birth anniversary of Sardar Vallabhbhai Patel, National Book Trust, India organized a discussion on the life and contribution of Sardar Vallabhbhai Patel at Kendriya Vidyalaya No. 1, Bikaner on 1 November 2017. The speakers on the occasion were Dr Bulaki Sharma, noted author and Sahitya Akademi award winner; Shri Madhu Acharya Ashawadi, well-known author; Dr Meghna Sharma, Professor, Gangasharan University; Dr Neeraj Daiya, well-known critic; and Shri Sarjeet Singh, Principial, Kendriya Vidyalaya, Bikaner. Prof. Baldeo Bhai Sharma, Chairman, NBT was also present on the occasion. Later, an essay competition was organized in which more than hundred students participated.

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 67 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.20,50,531.

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, six short-term publishing courses were held in New Delhi (18-25 April 2017); Kochi (19-26 July 2017); Bawana (4-11 August 2017); Hyderabad (4-11 October 2017); Port Blair (24-31 October

2017) and Agra (20-27 February 2018).

India China Translation Programme

In a significant initiative in cultural diplomacy, the Government of India and the Government of Republic of China have put forward an ambitious translation programme that includes translation of 25 each classical and contemporary literary works from Chinese into Hindi and Indian literary works into Chinese. To give effect to this initiative a Memorandum of Understanding was signed between the Ministry of External Affairs, Government of India and the State Administration of Press, Publication, Radio, Film and Television of the People's Republic of China in Cooperation in Mutual Translation and Publication of Classic and Contemporary Works. It was signed during the visit of Premier Li Keqiang to India.

The project is being taken forward by National Book Trust, India. To implement this project the External Publicity and Public Diplomacy Division of Ministry of External Affairs, Government of India and the National Book Trust, India signed an MoU, to translate the 25 Chinese works into Hindi.

About 20 Chinese literary works have been assigned for translation of which six are under various stages of production. Among which the book *Confucius Ke Chaar Granth*, translated by Prof. B R Deepak has since been published.

Brahmaputra Literary Festival

National Book Trust, India in collaboration with Publication Board, Assam organised the second edition of Brahmaputra Literary Festival at Srimanta Sankardeva Kalakshetra, Guwahati from 9 to 11 February 2018. Shri Sarbananda Sonowal, Hon'ble Chief Minister of Assam inaugurated the second edition of Brahmaputra Literary Festival. Shri Indranath Choudhuri well-known author and David Collin, noted French author were the

special guests on the occasion. Shri Naba Kumar Doley, Minister of State for Cultural Affairs; Shri Hrishikesh Goswami, Media Advisor to the Hon'ble Chief Minister; Shri Santanu Bharali, Legal Advisor to the Hon'ble Chief Minister; Shri Vinod Kumar Pipersenia, Chief Secretary, Government of Assam; Shri V B Pyarelal, Additional Chief Secretary, Government of Assam; and Shri Ajay Tewari, Principal Secretary, Government of Assam were also present on the occasion. Prof. Baldeo Bhai Sharma, Chairman, NBT; Dr Rita Chowdhury, Director, NBT and Shri Pramod Kalita, Secretary, Publication Board, Assam were also present on the occasion.

The three day gala event saw a number of discussions, conversations and reading sessions being organised on various important issues of contemporary times like media, democracy, children's writings, literature from Northeast, Hindi literature, oral literature, Indian cinema among others. Well-known authors from India and abroad like Anant Vijay, Bee Rowlatt, Avanijesh Awasthi, Erode Tamilanban, Vani Tripathi, Yatindra Mishra, Oinam Doren, Malini Awasthi, Suresh Rituparna, Santiago Ruy Sanchez, Delphim Desilva, Charles Chasie, Ravi Tekchandani, Vayu Naidu, Jemimah Marak, Ashok Ferry, Kula Saikia, etc. participated in the Festival.



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

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

- GS1 element
- Registration group element
- Registrant element
- Publication element
- Check digit

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

1. The administration of the ISBN system within a registration group is the responsibility of the ISBN registration agency and in the case of India, it is the Raja Rammohun Roy National Agency for ISBN (RRRNA) presently located at the Jeevan Deep Building, Parliament Street,

New Delhi. The ISBN registration agency provides publishers with all the forms of guidance that they need in order to receive ISBNs. The Raja Rammohun Roy National Agency for ISBN allots ISBNs to Publishers, Authors, Government Organizations, Universities and Institutions, etc., who are based in India.

2. Over a period of time, with the growth of the publishing industry and awareness about ISBN, the requests for issue of ISBN has increased exponentially. Efforts have been made from time to time to streamline the operation of the agency which caters to the requirement of the applicants of the entire country. To this end and to further

streamline the process, the allotment of ISBN has been made completely online through the web portal <http://isbn.gov.in>. Thus, with effect from 30th April 2016, all the ISBN applications are being processed through the online portal. During the period 1st April, 2017 to 31st March, 2018, over 11085 new users have been registered on the portal, 16810 applications have been received for issue of ISBN numbers, and 1,52,249 ISBN numbers have been issued to publishers / authors / seminars against their titles. Depending upon the requirement / usage, the number of ISBNs allotted under various categories during the period 1st April, 2017 to 31st March, 2018 are:

Category	No. of registered users allotted ISBNs (Approx.)
(10 ISBNs)	4713
(100 ISBNs)	1626
(1000 ISBNs)	30
Author/ Seminars cum Publishers	6934



**EDUCATION OF SCHEDULED CASTES &
SCHEDULE TRIBES**

CHAPTER 25

Education of Schedule Castes & Schedule Tribes

Educational development plays a vital role for the socio-economic betterment of the weaker sections of the society which includes Scheduled Castes, Scheduled Tribes and Persons with Disabilities. The Government of India has taken several measures to promote the interests of the weaker sections of the society and ensure equity. Efforts have also been made to ensure better access by increasing the number of educational institutes.

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 2017-18 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-2017-18)

(Rs. in Crores)

Department	BE	SCSP	TSP
School Education and Literacy	46356.25	8473.94	4533.36
Higher Education	33329.70	2953.00	1477.00

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.

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.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA):

This 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 prescribes norms, removal of gender, social-economic and disability barriers and universal retention by 2020.

The educational development of children belonging to educationally backward groups including SCs and STs is the special focus of RMSA. Under RMSA, the districts with high concentration of population of SCs, STs and Minority have been identified as Special Focus Districts (SFDs). Total 61 districts have been identified as SC concentration districts and 109 districts have been identified as ST concentration districts. 90 Minority Concentration Districts identified by M/o Minority Affairs as a part of PM's 15 point programme are also identified as SFDs.

Under RMSA the following items have been approved in SC, ST and minority concentration districts till 2017-18:

S. No.	Component	Total number approved	Approved in SC concentration districts	Approved in ST concentration districts	Approved in minority concentration districts
1	New/upgraded Govt. Secondary Schools	12682	1221	2862	1375
2	Strengthening of existing govt. secondary schools	37779	3857	4685	3038
3	Girls Hostel	2549	174	477	350
4	Information & Communication Technology (ICT) in School	88757	9136	7968	9261
5	Vocational Education	8227	1520	1002	948

The Gross Enrolment Ratio (GER) at Secondary level (Class IX-X) for SC/ST students is as under:

year	GER of SC at secondary level (Class IX-X)	GER of ST at secondary level (Class IX-X)
2013-14	78.02	69.43
2014-15	81.95	71.35
2015-16	85.32	74.53

**as per UDISE*

Kendriya Vidyalayas (Central Schools):

The Kendriya Vidyalaya Sangathan was registered as a society under the Societies Registration Act (XXI of 1860) on 15th December 1965. The primary aim of the Sangathan is to provide, establish, endow, maintain, control and manage the Central Schools (Kendriya Vidyalayas) located all over India and abroad. The Government of India wholly finances the Sangathan. Over the years, the number of Kendriya Vidyalayas steadily increased to 1183 as on 31.10.2017 including three KVs abroad (Kathmandu, Moscow, Tehran).

15% seats for Scheduled Caste and 7.5% seats for Scheduled Tribes are reserved in all fresh

admissions in all Kendriya Vidyalayas. Those SC/ST students who are admitted under RTE quota are exempted from payment of fee and also are provided with free books, uniform and transportation. All the SC/ST students are exempted from payment of tuition fee up to class XII.

National Council of Educational Research and Training (NCERT):

Since its inception, NCERT is working in the area of education of children belonging to socially disadvantaged groups, such as SCs, STs and minorities. The Council hosts a cell called Minority Cell with a view to focus on promotion of education and welfare of minorities. The Council conducts researches to review the existing activities and suggest new initiatives in the field of education of those belonging to Scheduled Castes, Scheduled Tribes and the Minorities, organize training programmes, both face-to-face and through EDUSAT, for teachers, teacher educators and policy makers for sensitizing and training them in strategies for providing quality education in SC/ST and Minority concentrated areas.

During the year 2017-18, the Council has undertaken research studies in the areas of Ashram Schools from a gender perspective, effectiveness of the RTE Act, 2009 and RMSA provisions in the schools in tribal areas, issues of teaching-learning Marathi language at secondary level in Ashram Schools, laboratory skills and process skills in biology at senior secondary level, effective pedagogical strategies in teaching- learning of English language at secondary level, etc. In order to ensure quality teaching-learning process in the field of school and teacher education in SC/ST dominated areas, the Council conducted capacity building programmes in the areas of quality improvement in school management, quality of education in schools at elementary stage, gender issues in education, social sciences, ICT in teaching of science, Urdu, multilingual education, adolescence education, use of virtual laboratories in science, constructivist pedagogy, inclusive education, use of science and mathematics kit developed by NCERT, etc.

National Rural & Tribal Youth Convention was conducted at RIE, Bhubaneswar in December 2017 to nurture the creative talents of the rural tribal youths from different parts of the country and also enrich their knowledge about cultural integration and social harmony.

National Council for Teacher Education:

NCTE in its Statutory Role grants recognition to Teacher Education Institutions as mandated to it through its Act. The regulation framed from time to time make a mention that the candidates belong to reserved categories while seeking admission for teacher education programmes would be given due weightage as per the extant policy of Central Govt. State Govt. etc.. The relevant provision is follows: “The reservation and relaxation in marks for SC/ST/OBC/PwD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.”

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 6.03 percent from 2015-16 to 2016-17. The Gross Enrolment Ratio of STs has shown an increase of approximately 8.45 percent from 2015-16 to 2016-17. 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
2016-17	25.2	21.1	15.4

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 Education 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 Uchchatar 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 (Now renamed as National Fellowship for Higher Education of SC/ST students):** This Scheme is funded by the Ministry of Social Justice & Empowerment and Ministry of Tribal affairs and implemented by the UGC. The objective of this scheme is to provide fellowships in the form of financial assistance to unemployed students belonging to SC/ST to pursue higher studies leading to M.Phil and Ph. D. Degree (full time) in Sciences, Humanities and Social Sciences and Engineering & Technology in Indian Universities/ Institutions/Colleges Since inception from 2005-06 to 2015-16 a total of 20707 and 7664 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 7896 candidates have been selected under this scheme up to 2015-16

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 1042 candidates have been selected under this scheme upto 2015-17.
4. **Remedial Coaching for SC/ST / OBC (non-creamy layer) & Minorities:** Remedial Coaching for the benefit of Undergraduate (UG) / Post-graduate (PG) students with a view to improve & strengthen their knowledge, academic skills and linguistic proficiency in various subjects and to improve overall performance in the examination.

Financial assistance for the above scheme is as under:

Ceiling of the grant for university

Non-Recurring	Rs. 5.00 lakh (One time)
Recurring	Rs. 7.00 per annum

Ceiling of the grant for college

Non-Recurring	Rs. 5.00 lakh (One time)
Recurring	Rs.2.00 per annum

UGC has sanctioned Rs.1372.30 Lakh under the scheme of Remedial Coaching for SC/ST/OBC (non-creamy layer) & Minorities Community Students to 32 Universities and 144 Colleges during the year 2015-16.

5. **Coaching for NET/SET for SC / ST/ OBC (non-creamy layer) & Minorities :** Coaching for NET/SET with the objective

to prepare SC/ST/OBC and Minority Community candidates for National eligibility Test (NET) or the State Eligibility Test (SET) Examination, which is an essential eligibility condition for becoming a Lecturer in Universities & Colleges.

Financial assistance for each of the above scheme is as under :

Ceiling of the grant for university

Non-Recurring	Rs. 5.00 lakh (One time)
Recurring	Rs. 7.00 per annum

Ceiling of the grant for college

Non-Recurring	Rs.3.50 lakhs (one time)
Recurring	Rs.1.50 per annum

UGC has sanctioned Rs. 23.48 Crore under the scheme of coaching for NET/SET for SC/ST/OBC (non-creamy layer) & Minority Community Students to 735 Universities and colleges during the year XII plan (2012-17).

6. **Residential Coaching Academics of SC/ST/Minorities:** The UGC has provided financial support under the scheme of Residential Coaching Academy in five universities i.e. Aligarh Muslim University, Maulana Azad National Urdu University, Baba Saheb Bhimrao Ambedkar, Jamia Millia Islamia and Jamia Hamdard for establishment of Residential Coaching Academies for Minorities, Women/SCs/STs.

The main objective of the Residential Academy for Minorities/ SC/ST and Women is to provide equal opportunities to all section of society for equitable growth which entails affirmative action for Minorities, SC/STs and women by providing Coaching programme to the student, with Hostel facilities with free of cost/nominal fee, without tuition fee of

the above category for coaching for entry into Central/State Governments and other services such as SSC, Banking etc.

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
BBAU	283	08	195	43	--	529
MANUU	--	--	--	--	--	542
AMU	27	08	90	741	--	866
JMI	22	13	50	115		200
Jamia Hamdard	12	12	---	72	72	168

7. **Equal Opportunity Cells in Universities/ Colleges:** To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC had planned to establish Equal Opportunity Cell (EOC) in Colleges and Universities to oversee the effective implementation of policies and programmes for these groups and to provide guidance and counseling in academic, financial, social and other matters.

Eligibility: Financial assistance under the scheme is available to such universities and colleges which come within the purview of section 2(f) and fit to receive central assistance under Section 12(B) of the UGC Act, 1956.

Ceiling of the grant for University:

Rs.2.00 lakh per plan

Ceiling of the grant for College:

Post Graduate Rs.75,000/- per annum

Under Graduate Rs.55,000/- per annum

UGC has sanctioned Rs. 8.55 Crore under the scheme of Equal Opportunity cell, 1820 Universities and Colleges during the XII plan (2012-2017).

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.

Objectives:

- ✓ Conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity/religion;
- ✓ Developing understanding of the nature and dynamics of discrimination and exclusion;
- ✓ Contextualizing and problematizing discrimination, exclusion and inclusion;
- ✓ Developing an understanding of discrimination at an empirical level;
- ✓ Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

Functions:

- ✓ Teaching Courses at the M.A and M.Phil levels, leading eventuality to full-fledged M.A and even M.Phil programmes in Social Exclusion Studies.

- ✓ Undertaking M.Phil and Ph. D. supervision.
- ✓ Undertaking empirical studies with theoretical perspective and build time series data bank for comparative studies and policy/programmes evaluation.
- ✓ Carrying out detailed rigorous analyses based on the socio-economic data generated by government agencies.
- ✓ Organizing conferences, seminars and symposia on the theme of Social Exclusion.
- ✓ Publishing regularly the research findings of the faculty and students.
- ✓ Organizing public lectures on the subject by eminent scholars,
- ✓ Reaching out to scholars, especially young scholars, in other universities and colleges through an active programme of inviting Visiting Faculty.
- ✓ Establishing links with Civil Society Organizations engaged in combating Social Exclusion.
- ✓ Conducting short-term Orientation courses for political leaders, Parliamentarians, government officials, trade unionists and media personalities.

The UGC provides financial assistance on 100% basis to the selected universities for proper functioning of the Centres for recurring & non-recurring items.

Since the inception of this scheme, UGC has established 35 centers in different universities. UGC has Sanctioned Rs. 28.07 Crore during the XII plan (2012-2017).

9. **Establishment of Special Cells for Scheduled Castes and Scheduled Tribes in Universities:** The Commission introduced the scheme of Establishment of SC/ST Cells in Universities in the year 1983 with the following objectives:

Objectives:

- ✓ To ensure effective implementation and monitoring of the reservation policy for SC/STs and programs of the Govt. of India and UGC in Universities and Colleges.
 - ✓ To collect data regarding implementation of policies in respect of admissions, appointments to teaching and non-teaching positions etc. and
 - ✓ To take such follow-up measures, this can help in achieving the target laid-down for the purpose.
 - ✓ UGC has established 126 SC/ST Cells in universities.
10. Coaching Classes for entry in services for SC/ST/OBC (Non-creamy layer) & Minorities Community Students: In order to get useful employment in Group A, B or C Central services and State services or equivalent positions in the private sector, the University Grants Commission formulated and implemented the coaching scheme for Entry into Services for SC/ST/OBC (non-creamy layer) & Minority Community Students. The Centres are provided due assistance to undertake the academic activities.

Financial assistance for the above scheme is as under :

Ceiling of the grant for university

Non-Recurring	Rs.5.00lakh(Onetime)
Recurring	Rs. 7.00 per annum

Ceiling of the grant for college

Non-Recurring	Rs.5.00lakh(Onetime)
Recurring	Rs.2.00 per annum

UGC has sanctioned Grant 68.11 Crore under the scheme Coaching Classes for entry in services for SC/ST/OBC (non-creamy layer) & Minority Community Students 2360 Universities and Colleges during the XII Plan (2012-2017).

11. Scheme of Scholarship for College and University Students: Scholarship is provided to those eligible Class XII pass out students, who are above 80th percentile, from a particular Board of Examination and having family income of less than Rs. 6 lakh per annum.

The annual target is 82000 scholarships (41000 for boys and 41000 for girls) which is divided amongst the State Education Boards based on the State's population in the age group of 18-25 years. The rate of scholarship is Rs. 10,000/- per annum for the first three years and Rs. 20,000/- per annum for the fourth and fifth year.

Central Reservation policy is adopted i.e 15 % is earmarked for SCs, 7.5. % for STs and 27 % for OBCs and 5% horizontal reservation for Persons with Disabilities (PwDs) in all the categories.

Disbursement Method: Direct Benefit Transfer (DBT): The scheme is covered under the Direct Benefit Transfer (DBT) w.e.f. 1.1.2013, wherein the scholarship amount is credited directly into the beneficiaries' bank account.

Year	Total Budget outlay	Amount allocated under		Expenditure incurred under		No. of fresh/renewal scholarship disbursed	
		SCSP	TSP	SCSP	TSP	SCSP	TSP
2017-18	Rs.257.50 Cr (FG)	Rs. 41.10 Cr (FG)	19.40 Cr (FG)	Rs. 14 Cr	Rs. 4.96 Cr	12819	4433

New Initiatives: ‘Central Sector Scheme of Scholarship for College and University Students’ has on boarded the National Scholarship Portal www.scholarships.gov.in.

12. **Special scholarship Scheme for Jammu & Kashmir:-** The Special Scholarship Scheme for Jammu & Kashmir aims at encouraging the youth from Jammu & Kashmir to take advantage of the educational institutions outside the state, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream. Students who are in the final merit list and take admission in allotted institutions or Central Universities or Medical/Engineering colleges based on Government conducted National level examination are eligible for scholarship under the Scheme. Five thousand (5000) fresh scholarships are available every year, of which 2070 scholarships are for general degree courses, 2830 for technical courses and 100 for medical studies.

The scholarship towards tuition fees is disbursed directly to the Institution and scholarship towards maintenance allowance is credited directly into the beneficiaries’ bank account.

The Scheme is implemented by All India Council for Technical Education (AICTE). Students are required to apply on the AICTE portal. Under the scheme, supernumerary quota seats have been created for Engineering, Pharmacy, Architecture, Nursing and General Degree Courses.

In the current financial year (30.11.2017) an amount of Rs. 85 crore has been released to the AICTE for disbursement of fresh and renewal scholarships.

J&K State Reservation Policy is adopted i.e. 8% earmarked for Scheduled Castes, 11% for Scheduled Tribes and 25% for Socially and Economically Backward Classes (SEBC).

13. **Interest Subsidy on Educational Loans:** There is a Central Sector Scheme called Central Sector Interest Subsidy (CSIS) Scheme, which began on 01.04.2009. Under the Scheme, Interest Subsidy is given to economically weaker sections of the society i.e. to the students whose parental income is up to Rs. 4.5 lakh per annum for undergoing approved professional/technical courses duly recognised & approved by the concerned bodies of higher education in India. Category-wise details of beneficiaries along with claims settled since the inception of the Scheme in 2009 till the Financial year 2016-17 are as under:-

Category	Students	Amount (Rs. In crores)
General	13,25,424	5,098.90
OBC	9,39,367	3,225.75
SC	1,69,129	579.42
ST	56,125	199.88
Total	24,90,045	9,103.95
Minority (out of total students)	8,84,526	2,560.54

Category-wise actual expenditure in respect of Interest Subsidy Scheme for the last 3 years is as under:-

Category	FY 2014-15	FY 2015-16	FY 2016-17	Total
General	1,225.27	1,400.75	1,409.00	4,035.02
SC	173.55	158.22	111.02	442.80
ST	44.27	35.25	50.10	129.63
Total	1,443.09	1,594.22	1,570.13	4,607.45

14. **Rashtriya Uchchar Shiksha Abhiyan (RUSA):** The Central Government has launched a Centrally Sponsored Scheme (CSS) namely Rashtriya Uchchar Shiksha Abhiyan (RUSA) during 12th Plan in order to 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 CSS 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 6UTs are participating in RUSA. The Budget estimate 2017-18, provided for Rashtriya Uchchar Shiksha Abhiyan (RUSA) is Rs. 1300 crores. 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.

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 Uchchar Shiksha Abhiyan (RUSA).

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 employability of the students pursuing higher education on recommendations of a committee of Conference of the State Education Minister held in February, 2012 a scheme of 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 199 community colleges entailing a financial outlay of 109.90 crore which would lying direct benefit to students studying in vocational programme in these institutions.

17. **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%.
18. **Ishaan Uday:** The UGC launched scheme of “Ishaan Uday” Special Scholarship Scheme for North Eastern Region from the academic session 2014-15. The Scheme envisages grant has launched a Special Scholarship Scheme for Students of North East Region of 10,000 scholarships to students from North East Region whose parental income is below 4.5 lakh per annum and would be provided scholarship ranging from 5,400 to 7,800 per month for studying at under graduate level in Colleges/Universities of the country.

19. **AICTE scheme for constructing hostel for SC/ ST scheme:** Considering the accommodation problem being faced by SC/ST students taking admission in good engineering colleges, AICTE has launched a scheme for providing financial assistance for construction of hostels for girls and boys depending upon the need of the institution. The Scheme aims to support Government/ Government-aided engineering colleges for construction of girls/boys hostels for providing residential accommodation for students/researchers belonging to SC/ ST category. Government/Government-aided engineering colleges/University Departments existing for the last five years and have more than 150 SC/ST students on roll for the last three years are eligible for the grant. The proposed/approved hostel for SC/ST will receive grant of a maximum limit of Rs. 2.00 Crores to be disbursed in 03 installments.

At present there are a total of 69 hostels, out of which 16 Hostels are completed, 37 are about to complete, 07 Hostels sanctioned in 2017-18, remaining 09 where the construction started late/EVC under process. Till date, total grant of Rs. 101.50 crores have been released for construction of the existing 69 hostels from the financial year 2012-13. It is proposed to increase the number of hostels during the current financial year for which Advertisement is published. Applications are received and being processed for disbursement of fund.

S. No.	Year	No of beneficiary Institutes	Amount disbursed
1	2016-17	28 Institutes	Rs.20,01,45,977/-
2	2017-18 (07 Old Cases approved / rest is spent on second and 3 rd installment of ongoing construction of hostel)	12 Institutes	Rs.3,76,25,968/-
	Total	40	Rs. 23,77,71,945

Notes:

- i. No. of Hostels proposed to be sanctioned during 20
 - ii. 17-18=50 Nos
 - iii. Total grant to be released for these hostels = Rs 50 crores being the 1st installment
 - iv. Applications are invited through open newspaper advertisement on
 - a). 27th August 2017
 - b). LD extended till 30th Nov 2017
 - v. No. of applications received online =93
 - vi. Drawings and other details received in hard copies =50 (out of 93)
20. **AICTE scheme for Skill and Personality Development Programme Centre for SC/ST Students:** The broad objective of the centre is to provide opportunity to SC/ST students in the Institutes to reorient themselves in the light of emerging employment opportunities in Engineering

undergraduate/Diploma students at all level. It is to empower the SC and ST students by providing special skill trainings apart from regular study. To enhance the skills of Scheduled Caste (SC)/Scheduled Tribe (ST) candidates with the help of modules on communication, personality development and proficiency in English language.

It will boost the confidence of SC and ST students and provide them with better career opportunities so that their employability in the industry increases. Maximum funding is limited to 25 lakh and duration of the project is three years. This Scheme was introduced during the year 2014-15 for which the funds were released during the year 2016-17. A total amount of Rs. 6,86,83,249/- was recommended for release of funds to 31 Institutions. Out of which Rs. 3,17,33,249/- has been released to above 31 Institutions as 50% of the amount recommended during the current financial year 2017-18.

S. No.	Year	No of beneficiary Institutes	Amount disbursed
1	2016-17	3	Rs.25,30,000/-
2	2017-18	31	Rs.3,17,33,249/-
	Total	34	Rs.3,42,63,249/-

21. **AICTE's Post Graduate Scholarship for GATE qualified ME/M.Tech students:** Post Graduate Scholarship is offered for GATE qualified ME/M.Tech students and GPAT qualified M. Pharma. Students irrespective of the gender. For a batch of 18

students in PG programme, 2 scholarships are reserved for SC and 1 scholarship is reserved for ST boys and girls. Details of funds released during the last 5years (2012-13 to 2016-17 and upto 24.10.2017 of the current financial year as under:

S. No.	Financial Year	SC (students)	Amount Disbursed	ST (students)	Amount Disbursed
1.	2016-17	5718	515598859	908	80106608
2.	2017-18	3010	221236611	479	35013335
	Total	8728	736835470	1387	115119943

22. **Providing Assistance to Girls' Advancement in Technical Education Initiative (PRAGATI) - AICTE:** This scheme envisages selection of one girl per family where income less than 6 lakhs/annum on merit at the qualifying examination to pursue technical education. 4000 girls are expected to get benefit of scholarship every year. The scholarship

amount is 30,000 or tuition fees or actual whichever is less and 2000/- month for ten months as contingency allowance. Reservation is SC 15%, ST 7.5% and OBC 27%. The details of the SC/ST students benefited under the Scheme during the last 3 years and current financial year is as under:

Year-wise details in respect of the scholarship released under (PRAGATI) to SC/ST Students				
Years	SC (Students)	SC (Amount) (Rs.)	ST (Students)	ST (Amount) (Rs.)
2014-15	82	2550250	18	531560
2015-16	287	6192447	101	2254557
2016-17	20	400000	4	85350
2017-18 (till date)	258	5248323	77	1609900

23. **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.

24. **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%.

25. **SAKSHAM Scholarship of AICTE for differently abled students:** AICTE has decided to award 4000 scholarship per annum under SAKSHAM to differently abled students to pursue technical education based on merit in the qualifying examination to pursue technical education. The scholarship amount would be 30000 or tuition fees or actual whichever is less and 2000/- months for ten months as contingency allowance. Reservation for SC is 15%, ST is 7.5% and for OBC is 27%. For the batch 2014-15 a total of 34 Students were benefited and grant of Rs.10.06 lakhs has been released. For the batch 2015-16 a total of 12 Students were benefited and grant of Rs.3.83 lakhs has been released till date. The details of the SC/ST students benefited under the Scheme during the last 3 years and current financial year is as under:

Year-wise details in respect of the scholarship released under (SAKSHAM)

Years	SC (Students)	SC (Amount) (Rs.)	ST (Students)	ST (Amount) (Rs.)
2014-15	4	124956	1	21200
2015-16	3	90000	0	0
2016-17	0	0	0	0
2017-18 (till date)	1	20600	Nil	Nil

26. **PRERNA (New Scheme of AICTE):**
There is an acute shortage of faculty in engineering & polytechnics colleges. The problem can be addressed by promoting degree students to go for post graduate courses. This scheme is designed with aims at providing financial support to institutes who are willing to put extra efforts for

encouraging and training SC/ST students for GATE/ GPAT/ CAT/ CMAT and GRE. The broad objective of the scheme to help aspiring SC/ST students seeking higher education through admission test like GAT/ GPAT/ CAT/ CMAT and GRE. Applications under this scheme has been invited and being processed for disbursal of fund.

Limit of Funding	Number of Applications received	Total No. of proposals to be sanctioned	Avg. amount in Ist Instalment/ institute (in Lakh)	Budget Estimated (in Lakh) Current year
10	220	25	9	225

27. **SAMRIDHI (New Scheme of AICTE):**
Looking at the poor job availability in the market, it is necessary to provide opportunities for SC/ST students to start their own enterprise. The broad objective of this scheme to help SC/ST candidate in

designing, launching and running their own business/ startup through entrepreneurship development programme/incubation centre. Applications under this scheme has been invited and being processed for disbursal of fund.

Limit of Funding	Number of Applications received	Total No. of proposals to be sanctioned	Avg. amount in Ist Instalment/ instituit (in Lakh)	Budget Estimated (in Lakh) Current year
20	65	25	19	475

In the aforesaid matter, it is once again informed that there has been a very clear policy to adopt the reservation policy of respective States in recruitment of Faculty Members and in admission of students in the various programs run in the AICTE approved Institution.

28. **Other measures taken by AICTE:**

- i. For PG programmes in Engineering / Technology and Pharmacy, AICTE grants scholarships to Full Time students who are GATE/ GPAT qualified and are admitted to AICTE approved institutions.

- ii. During the Academic Year 2013-14, AICTE has introduced a new scheme for providing grants for “Establishment of Hostel” for SC /ST students (boys and girls) in Government institutions which are approved by AICTE.
- iii. Skill development initiative for SC/ST students is also encouraged through provision of add on facility of “Community Skill Development Centre” for empowering SC/ST students with skill knowledge in all such institutions which have been supported financially for “Construction for hostel for SC/ST students” . A skill development centre is essential and mandatory requirement of such hostel to enhance the skills for SC/ST students in the concerned institution.
- iv. 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.
- v. Skill development initiatives for SC/ST students is also encouraged through provision of add on facility of “Community Skill Development Centre” for empowering SC/ST students with skill knowledge in all such institutions which have been supported financially for “Construction for hostel for SC/ST students” . A skill development centre is essential and mandatory requirement of such hostel to enhance the skills for SC/ST students in the concerned institution.
29. **SWAYAM Prabha and SWAYAM:** SWAYAM Prabha and SWAYAM Schemes such as are designed for economically weaker and socially backward section. These schemes are available for all irrespective of their caste, religion and areas. However these schemes will be very useful for rural people and tribal people.
- SWAYAM Prabha:** SWAYAM PRABHA is an initiative to provide 32 high quality educational channels through DTH (Direct to Home) across the length and breadth of the country on 24X7 basis. This would enable to deliver e-education in a most cost effective & inclusive manner. The Department of Space has allotted two GSAT-15 transponders for the same. There is SWAYAM Prabha portal (<http://www.swayamprabha.gov.in/>) to facilitate the users. The portal provides program schedule of all channels, feedback, mechanism, archival of videos and search & browse facility. The contents are prepared by different MHRD agencies viz. CEC, IGNOU, IITs, NIOS and NCERT.
- ‘SWAYAM’-The Indian e-Learning Platform:** As per ‘Digital India’ Initiative the MHRD is entrusted to develop &

make available 'Massive Online Open Courses (MOOCs)' to learners through out 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 the every student in our country has access to the best quality higher education at the affordable cost. The Hon'ble President of India has on 9th July 2017 launched SWAYAM platform <https://swayam.gov.in>.

30. Benefits for SC/ST Students provided by IITs

a) Percentage share of SC/ST Students in IITs

S. No.	Year	SC	ST
1	2015-16	13.53%	5.60%
2	2016-17	13.03%	5.54%

b) Reservation of seats as per the Government of India norms are followed for admission to various courses.

c) Relaxation of upper age limit upto 5 years is granted to SC/ST candidate for admission through JEE.

d) In case the seats reserved for SC/ST/PwD candidates are not filled completely, a limited number of candidates are admitted to a one-year Preparatory Course on the basis of further relaxation of admission criteria. Selection for this course is made from the Joint Entrance Examination list of SC/ST students who did not qualify for admission.

Upon successfully completing the preparatory course at the IIT, they would be eligible to join the B.Tech Programme and they will not require to write the JEE again.

- e) All SC/ST students are exempted from payment of tuition fee.
- f) 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.
- g) SC/ST students whose parental income is less than 4.5 lac per annum are offered scholarship which includes pocket money of Rs. 250/- per month and free messing on basic menu.

Free Book Bank facility for a semester is provider to SC/ST students

31. **Benefits for SC/ST Students provided by NITs:** National Institutes of Technology (NITs) are Centrally-funded autonomous Technical Institutions and have been declared 'Institutions of National importance' w.e.f. 15.08.2007 under the National Institute of Technology, Science Education and Research (NITSER) Act, 2007 (as amended in June 2012).

At present 31 NITs & IEST Shibpur are functioning in country. The SC/ST/PH students are getting complete fee waiver at under graduate level from the academic year 2016-17.

32. Benefits for SC/ST Students provided by National Institute of Educational Planning and Administration (NUEPA)

- i. Reservation in admission as per the Government of India norms are followed for admission to M.Phil and Ph.D Programmes.

- ii. Relaxation of upper age limit upto 5 years is granted to SC/ST candidate for admission in M.Phil and Ph.D. Programme.
- iii. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, allowed for those belonging to SC/ST scholars.
- iv. Fellowship of Rs. 16000/- JRF and 18000/-SRF provided by NUEPA to all scholars, including SC/ST Scholars.
- v. Hostel facility for all female scholars belonging to outside station Delhi/ NCR

33. **Benefits for SC/ST Students provided by IITs:**

- i. Reservation of seats as per the Government of India norms are followed for admission to various courses.
- ii. All SC/ST students are exempted from payment of tuition fee in Centrally Funded IITs whereas no exemption is followed to any category of students in IIT PPP.
- iii. Eligible Students are also granted scholarship of Ministries of Social Justice and Empowerment, Tribal Affairs and Minority Affairs and Department of disabilities.

34. **Benefits for SC/ST Students provided by IGNOU:** The Regional Services Division (RSD) was established in February 1986 to

operationalise the Regional Centres, Study Centres and Student Support Services of the University across the length and breadth of the country. At present 46 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 offer scheme of fee reimbursement /exemption for SC/ST students in the following academic programmes in the reported financial year to enhance participation of socially disadvantaged group in higher educational through ODL mode:

- a. Research programmes (M.Phil, Ph.D)
- b. Under-Graduate Bachelor level programmes (BA, BSc., B.Com, BCA, BSW, BTS)
- c. All academic programmes at Diploma level
- d. All academic programmes at Certificate level

The Scheme of fee reimbursement/exemption for SC/ST students is funded through SCSP and TSP grants components.



CHAPTER 26

Education of 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 2017 (from 1.4.2017 to 30.11.2017) a total number of 369 petitions were received in the Commission. Out of 369 cases, 505 cases were disposed of in the court which included old cases.

The Commission has issued Minority Status Certificate to 272 Minority Educational Institutions from 1st April, 2017 to 30th November, 2017. Total Minority Status Certificates issued by the Commission as on 30.11.2017 are 13201.

2. National Monitoring Committee on Minorities' Education (NMCME):

The National Monitoring Committee on Minorities' Education (NMCME) was

reconstituted on 3rd August, 2017 under the Chairmanship of Hon'ble Minister of Human Resource Development. The Committee included eminent educationists, Members of Parliament, representatives of State Governments and representatives of the minority communities, educational institutions and other stake-holders.

3. Establishment of the Model Degree Colleges:

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 have been approved. The scheme of establishment of the Model Degree Colleges in the MCDs continues under the Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

4. Women Hostels:

With a view to provide hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential available for the development of the society at large, as also to bring about gender equity and equal representation of women, the University Grants Commission (U.G.C.) is implementing the Scheme of construction of Women Hostels.

Out of a total of 322 Hostels sanctioned with an amount of Rs.152.16 Crores at National Level, 61 (18.94%) have been sanctioned in Minority Concentration Districts with an amount of Rs. 28.10 Crores (18.46%)

under the Prime Minister's New 15 Point Programme and the recommendations of the Sachar Committee.

5. **Equal Opportunity Cells:** Since higher education is a tool for social and economic equality, UGC has been addressing national concerns of access, equity, equality, by implementing policies of Government of India and promoting several schemes and programmes for the disadvantaged groups and the elimination of social disparities. To make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has initiated a scheme viz. Establishment of Equal Opportunity Cell in Colleges and Universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counseling in academic, financial, social and other matters.

Eligibility : Financial assistance under the scheme is available to such universities and colleges which come within the purview of section 2(f) and fit to receive central assistance under Section 12(B) of the UGC Act, 1956.

Ceiling of the grant for University

Rs.2.00 lakh per plan

Ceiling of the grant for College

Post Graduate Rs.75,000/- per annum

Under Graduate Rs.55,000/- per annum

Tenure : 5 years

Grant released by UGC during XII Plan (2012-17) of Rs. 5.55 crores only

6. **Greater Resources for Teaching Urdu:** Academies for Professional Development of Urdu Medium Teachers were started during XI Plan. These Academies have

been set up in three Central Universities viz; Aligarh Muslim University(AMU), Aligarh, Jamia Milia Islamia(JMI), New Delhi and Maulana Azad National Urdu University(MANUU), Hyderabad.

AMU 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.

- Refresher Course of three week for 52 in service Higher education teachers in Urdu/Persian/Arabic at the UGC HRDC, AMU.
- Orientation Programme and refresher course for in-service teachers of AMU Schools on Teaching Methodology of Language and Literature
- National Council for promotion of Urdu Language (NCPUL) Ministry of HRD has approved a proposal to organize a National Seminar on 'Sir Syed Ahmad Khan' to make the bicentenary celebrations of the founder of his great seat of learning
- Participation of Conference/Seminar/ Workshops : 18
- Journal published : 02

The AMU has also Residential Coaching Academy which was established after merging it with the erstwhile Coaching & Guidance Centre through a notification of Registrar, AMU in 2010, in accordance with the sanction of a

scheme of the University Grants Commission entitled “Establishment of Residential Coaching Academy for Minorities, SC, ST and Women” which conducted the following programmes:

- I. For Minorities, SC, ST and Women:
 - Civil Services Coaching Programme for 105 Students;
 - Judicial Services Coaching Programme for 91 Students;
(Selection is based on All India Test held on September 10, 2017)
 - Accommodation: 63 Boys in Sherwani Hall and 14 Girls in RCA Girls Hostel.
 - SSC-CGL/Bank P.O. Coaching Programme for graduation final year/ passed-out students-139 students.
 - 48 students have been awarded Maulana Azad National Fellowship.
- II. For AMU Students only:
 - GATE coaching programme for 63 students;
 - Online classes from the Engineers Zone, New Delhi started w.e.f. February, 2017; (Based on MoU signed between AMU and Engineers Zone).
 - UGC-NET (Paper-I) classes for Arts & Humanities for 122 students from various Departments.

The Annual Report of 2017-18 of Academy of Professional Development of Urdu Medium

Programme	Number	No. of Participants
1. Convention	01	550
2. Orientation Programme	38	1385
3. Workshop	27	307
4. Motivation Programme	01	58

Teachers, JMI

1. Five (5) day training programme for Urdu Teachers of Jodhpur, Rajasthan during the period of 24.02.2017 to 28.02.2017 at Jodhpur Rajasthan, 61 Urdu Teachers participated in the programme.
2. Academy published an educational and literary Magazine Tadrees Nama-7 in 2017

Apart from the above annual 2017-18 data, APDUMT, JMI also has conducted the following academic programmes so far from its inception.

MANUU was established by an Act of the Parliament in January 1998, with an All India jurisdiction. The University has a unique distinction of offering courses and programs from elementary to Higher Education in General, Professional, Technical and Vocational Streams through Urdu as the medium of instruction. Urdu being the mother tongue of large section of Muslim community, it addresses the educational aspirations of majority minority population in the country and delivers education through teaching, research, training and outreach with well-established schools, centers, institutes and satellite campuses.

The University is operating two centers for empowerment of minorities funded by MHRD through UGC viz.

1. **Center for Professional Development of Urdu Medium Teachers (CPDUMT)** was established in October 2006 to enable in-service Urdu language teachers, teachers of Urdu medium schools and madrasas to

acquire and improve the art of effective teaching and to keep them abreast of latest developments in pedagogy. The CPDUMT conducts various activities aiming at professional development of Urdu medium teachers of schools and madrasas.

The Centre has following objectives:

1. To keep teachers abreast of the latest developments and innovations in the field of pedagogy, educational psychology and philosophy;
2. To offer training to the madrasa teachers on par with the main stream teachers;
3. To organize refresher courses for teachers in their concerned subjects to update their knowledge as per new researches and techniques;
4. To create awareness of democracy, secularism, environment, computer internet etc. in Urdu medium schools;
5. To provide a forum for the Urdu medium teaching community, academicians, educationists and intellectuals for mutual interaction to sort out the problems of Urdu medium education; and
6. To liaise with Urdu academies, SCERTs, NCERT and other public and private agencies to fulfill the objectives of the Centre.

The Centre has so far conducted fifty seven (57) short term training programs across the country, out of which forty one (41) training programs have been conducted for Primary, Upper Primary, Secondary and Senior Secondary school teachers and sixteen (16) programs for madrasa teachers.

CPDUMT has conducted in-service training programs in more than thirty (30) cities in six states. Training programs have been conducted at Hyderabad and other Districts of Telangana, Andhra Pradesh, Maharashtra, Karnataka, Kerala and Odisha; In all, two thousand nine hundred fifteen (2,915) teachers from hundreds of schools and Madrasas have benefited from CPDUMT. The Centre also conducts surveys to identify problems of Urdu medium teachers to adopt measures for their solution. The Centre introduced modern subjects like Science, Mathematics, Social Science, Information Technology, etc. Further it is involved in organizing seminars, symposia, conferences and workshops in association with Center for Urdu Culture Studies, Center for Promotion of Knowledge in Urdu and the activities assigned by the NCPUL for the benefit of Urdu speaking population in general and Muslim minorities in specific.

2. **CSE – Residential Coaching Academy (CSE – RCA)** Civil Services Examination – Residential Coaching Academy was established in 2009 to impart coaching to the aspirants of competitive examinations. This Academy caters to the candidates belonging to minorities, SC/ST communities and women. The Academy has conducted 18 coaching programs under which around 799 candidates have been benefited. The candidates who have availed coaching from the Academy have been successful in seeking employment through Banking Recruitment, State Public Service Commissions, Teachers Recruitment, and in other Multinational Companies (MNCs).

During year 2016-17, eighty two candidates took coaching for Civil Services Preliminary Examination from the Academy, out of which 6 candidates qualified in the Civil Services Preliminary Examination, conducted by UPSC. One of our participants got selected in Indian Forest Service. The Academy has engaged eminent Resource Persons to impart coaching to the aspirants of for various Competitive Examinations for the benefit of minority students.

The CSE – RCA in association with Equal Opportunity Cell is facilitating the various coaching programs covered under UGC also benefited many of the minority students to qualify UGC-NET Examination, 23 batches were given coaching covering 1251 students and 42 students qualified in NET – JRF examination so far in addition to equal number qualifying for Lecturership. The Coaching for Entry into Services benefited few minorities to qualify in Group – I, Banking and other state services. The coaching for remedial education enabled the enhancement of passing rate by 18% and benefitted the 1533 minority students of the University of various Academic Programs.

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

Establishment of Computer Application and Multilingual DTP Centres: During the year 2017-18 (upto 30.11.2017), NCPUL is running 452 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 30514 students including 11906 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, 71 Calligraphy and Graphic Design Centres teach about 3350 students including 1900 girls registered in this course.

Grant-in-Aid(Urdu): Financial assistance to support selected Urdu promotion activities which consists approval of 137 NGOs/institutions/agencies for holding seminars, 52 lecture series, 143 manuscripts and 42 projects of writers and 401 Urdu books/journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion: NCPUL provided financial assistance to 337 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 1335 newspapers also provided advertisement on DAVP rate.

Publishing Activities: NCPUL is the principal Urdu publication house under the Govt. of India. Publication work done in the year consisted 24 new titles, 02 reprints, 31 course books, 07 issues of monthly magazine Urdu Duniya, 07 issues of monthly magazine Bachchon Ki Duniya and 03 issues of quarterly journal Fikr-o-Tehqeeq, 04 Khawateen Duniya published.

Book Promotion: Promoting Urdu Books through sale and exhibition is done by holding annual Urdu Book Fairs. The

book fair for the year 2017-18 is to be held at Solapur, MS from 23-31, December, 2017. NCPUL participated in 02 Book Fairs organized by other agencies and 04 trips of exhibition on wheel covering Bihar, Jharkhand, West Bengal, UP, Delhi, Madhya Pradesh, Maharashtra.

Academic Project/Collaboration: NCPUL continued various academic projects of production consisting of 01 terminology and 06 under process, 03 dictionaries under process, 02 volumes of encyclopedias under process, 20 projects/manuscripts published and 91 under progress, 07 monograph published 12 under process. 16 meetings/workshops held, projects under Literature, Linguistics and Socio Linguistics, History of Urdu Literature and Encyclopedia, Unani Medicine, Legal Studies, Social Science, Life Science, Persian, Arabic, Islamic Studies and Creative Writing panels are under progress.

National/International Seminars/ Conferences/ Workshops/ Cultural events:

- Two Days National Seminar on Constitutional & Legal Status of Urdu in India held from 29.4.2017 to 30.04.2017 at India International Centre.

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.

- 31 episodes produced and telecast by ETV.

Distance Education (Urdu): NCPUL

runs Urdu correspondence course through accredited centres and direct learners. 811 existing centres for making total 1263 centres [811 Urdu Diploma and 452 CABA-MDTP] which includes Computer Centres for whom Urdu Diploma is compulsory for learners pursuing computer Course.

About 1414 part-time Urdu teachers got employment and 86946 (56432 Urdu Diploma + 30514 CABA-MDTP) students including 37300 (25394 Urdu Diploma + 11906 CABA-MDTP) girls admitted. The Urdu Online Learning course launched in which 25715 learners consisting 23263 Indian and 2452 foreigners 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. 695 study centres of Arabic to teach 44415 learners including 20523 girls admitted in both the courses. 24 centres for One Year Certificate course in Persian are also running in which 1143 students are registered.

Grant-in-Aid (Arabic/Persian): Financial assistance to NGOs/institutions/ agencies to support selected Arabic/Persian promotion activities for 21 manuscripts, 10 seminars, 14 projects of writers for providing printing assistance and 12 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 to train 120 trainees.



CHAPTER 27

North East and Hill States

At present there are 11 States that enjoy Special Category Status : Arunachal Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Uttarakhand. These states have some distinct characteristics. They have international boundaries, hilly terrains and have distinctly different socio-economic developmental parameters. These States have

also geographical disadvantages in their effort for infrastructural development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. The States in the North-East are also late starters in development. In view of the above problems, central government sanctions 90 percent in the form of grants in plan assistance to the States in special category.

Education in Special Category States at a glance

Sl. No.	State	No. of Higher Educational Institutions	Enrolment in Higher Educational Institutions	Gross Enrolment Ratio Higher Education (18-23 yrs)	Gender Parity Index Higher Education (18-23 yrs)	Exp. on Education as % of GSDP
		2016-17	2016-17	2016-17	2016-17	2014-15
1	Arunachal Pradesh	58	46564	28.9	0.97	8.78
2	Assam	648	640270	17.2	0.93	7.37
3	Manipur	109	101062	35.0	0.98	5.18
4	Meghalaya	96	80292	23.5	1.03	5.00
5	Mizoram	48	31719	24.5	0.94	8.53
6	Nagaland	86	40762	16.6	1.06	6.64
7	Sikkim	32	29110	37.3	1.20	5.08
8	Tripura	69	83244	19.1	0.78	5.02
9	Jammu & Kashmir	403	337850	25.6	1.17	5.52
10	Himachal Pradesh	493	270210	36.7	1.23	4.48
11	Uttarakhand	630	404686	33.4	0.98	3.54

Source: All India Survey on Higher Education 2016-17 and analysis of budgeted expenditure on education 2014-15.

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
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 Uchchar 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)

The Government of India (GOI) has allocated 10% of the plan grant for educational development of the North-East Region(NER. IGNOU facilitates expansion of educational development in NER

by providing opportunities of higher education, training, skill development and other initiatives through Educational Development of North East region Unit (EDNERU)

ISHAN UDAY Special Scholarship Scheme for North Eastern Region:

With regard to promotion of Higher Education in North Eastern Region (NER), the University Grants Commission (UGC) had launched “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 and Canara Bank. An expenditure of Rs.8.13 Crore has been incurred till 31st August, 2017 (during 2017-18) to 17901 Scholarship holders. Ishan Uday special Scholarship for NER students has been on boarded on National scholarship portal (<http://scholarships.gov.in>).

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
4	Meghalaya	5	-	-
5	Mizoram	1	1	-
6	Nagaland	-	2	1

S. No.	Name of State	Community Colleges	B.Voc	DDU Kaushal Kendras
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			
	Dibrugarh University, Dibrugarh – 786004 Assam	200.00	80.00
	Guwahati University, Gopinath Bardoloi Nagar, Guwahati – 781014 , Assam	240.00	96
Jammu & Kashmir			
	Baba Ghulam Shah Badshah University, Rajouri – 185131 Jammu & Kashmir	200.00	80.00
Uttarakhand			
	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

National Book Trust (NBT):- The Trust stepped-up its book promotional activities in the North-East through a number of Book Fairs, literary activities and special sales drive. Besides, the Trust also opened its Book Promotion Centre in Agartala and Guwahati. The Trust broadened its activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people in the valley during the year under review. As part of its efforts to promote books and reading particularly at schools in tribal and rural areas, the Trust has been organizing Shiksha Shivirs for children.

Jammu & Kashmir

Concession for the wards of Kashmiri Migrants: Certain concessions were allowed for the wards of Kashmiri migrants in the matter of their admission to the educational institutions in other parts of the country. As Kashmiri migrants

continue to face hardships, the following concessions have also been provided to the Kashmir migrant students in the matter of their admission in educational institutions in other parts of the country.

- (i) Relaxation in cut-off percentage upto 10% subject to minimum eligibility requirement.
- (ii) Increase in intake capacity upto 5% course-wise.
- (iii) Reservation of at least one seat in merit quota in technical/professional institutions.
- (iv) Waiving off domicile requirements.

Supernumerary seats for students from Jammu & Kashmir in all HEIs

2 seats to be created under supernumerary quota in all recognized Higher Education Institutions for students from J & K.



CHAPTER 28

Educational Development of Women

The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women....This will be an act of faith and social engineering.... The removal of women's illiteracy and obstacles inhibiting their services, setting time targets and effective monitoring..."

It has always been a constant endeavor of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been a phenomenal growth in enrolment of women students in higher education in the country. The share of girl's enrolment which was less than 10% of the total enrolment on the eve of independence has 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 4 years in GER (General), GER (SC) and GER (ST) among both genders.

Table 1 : Gross Enrolment Ratio

Year	All Categories		
	Male GER	Female GER	Total GER
2012-13	22.7	20.1	21.5
2013-14	23.9	22.0	23.0
2014-15	25.3	23.2	24.3
2015-16	25.4	23.5	24.5
2016-17	26.0	24.5	25.2

(Source: All India Survey on Higher Education MHRD)

Table 2: Female GER

Year	Female Total GER	SC Female GER	ST Female GER
2012-13	20.1	15.0	9.8
2013-14	22.0	16.4	10.2
2014-15	23.2	18.2	12.3
2015-16	23.5	19.0	12.9
2016-17	24.5	20.2	14.2

(Source: All India Survey on Higher Education, MHRD)

In so far as GER (Female) is concerned, states such as Gujarat, Himachal Pradesh, Andhra Pradesh, Maharashtra, Rajasthan, Telangana, Uttar Pradesh, Uttarakhand and North eastern states have made impressive progress.

State-wise Women Enrolment in Higher Education for 2016-17

S. No.	State	Total Enrolment	Female Enrolment	% of women Enrolment
1	Andaman & Nicobar Islands	10857	5639	51.94
2	Andhra Pradesh	1799433	792027	44.02
3	Arunachal Pradesh	46564	22963	49.31
4	Assam	640270	316380	49.41
5	Bihar	1645518	696770	42.34
6	Chandigarh	100849	50868	50.44
7	Chhattisgarh	500046	246920	49.38
8	Dadra & Nagar Haveli	5626	2708	48.13
9	Daman & Diu	3119	1185	37.99
10	Delhi	1027806	496750	48.33
11	Goa	48669	24568	50.48
12	Gujarat	1458104	590959	40.53
13	Haryana	925290	432180	46.71
14	Himachal Pradesh	270210	144358	53.42
15	Jammu and Kashmir	337850	176716	52.31
16	Jharkhand	671037	319552	47.62
17	Karnataka	1871294	917218	49.02
18	Kerala	1033143	604623	58.52
19	Lakshadweep	524	375	71.56
20	Madhya Pradesh	1773253	795143	44.84
21	Maharashtra	4016309	1776545	44.23
22	Manipur	101062	50996	50.46
23	Meghalaya	80292	41411	51.58
24	Mizoram	31719	15441	48.68
25	Nagaland	40762	20570	50.46
26	Odisha	972285	439779	45.23
27	Puducherry	66918	33472	50.02
28	Punjab	917550	444691	48.47
29	Rajasthan	1808451	813479	44.98
30	Sikkim	29110	15415	52.95

S. No.	State	Total Enrolment	Female Enrolment	% of women Enrolment
31	Tamil Nadu	3371351	1635815	48.52
32	Telangana	1438737	677484	47.09
33	Tripura	83244	37396	44.92
34	Uttar Pradesh	6157971	2937514	47.70
35	Uttarakhand	404686	194592	48.08
36	West Bengal	2015996	952808	47.26
	All India	35705905	16725310	46.84

Source : All India Survey on Higher Education, MHRD

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 Economic Adviser (Higher Education) 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

Name of the component	Number of women colleges/institutions	Number /Names of states
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.
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.

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.



CHAPTER 29

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.

1. **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 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) in an inclusive and enabling environment.

The scheme covers all children passing out of elementary school and studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995), and the National Trust Act (1999), namely i) Blindness, ii) Low vision, iii) Leprosy cured, iv) Hearing impairment, v) Locomotor disabilities, vi) Mental retardation, vii) Mental illness, viii) Autism, ix) Cerebral palsy and 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, iv) training of general school teachers to build their capacity to fulfill the needs of children with special needs v) 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 and UTs (with legislature) 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 (without legislature) 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.

At the central level, a Project Approval Board (PAB) considers the proposals received from the State Governments and also for monitoring and evaluation. The Board has experts in the field of inclusive education as members.

PAB considers the proposals received from the State/UTs for approval.

Approval has so far been given for providing assistance to State/UTs for appointment/continuation of 3245 special educators.

The project monitoring system (PMS) of RMSA has also evolved a real-time online mechanism to capture the progress of Aadhaar enrollment process of CWSN students. This mechanism is also used to monitor the disbursement of in-kind and cash DBT benefits to CWSN students.

A total number of 225690 Children with Special Needs (CWSN) (Girls 106155 & Boys 119535) has been covered under the scheme during the year 2017-18. As per PMS, central assistance of Rs. 86.56 lakh under Non-recurring and Rs. 7896.00 lakh for recurring as on 20.03.2018 has been released to States/UTs under RMSA for IEDSS component. The detailed guidelines of the scheme are available on the website of Ministry: www.mhrd.gov.in/iedss.

2. Central Board of Secondary Education (CBSE):

An Inclusive Cell has been setup in the Board with the objective of developing vocational based courses and appoint special educators in schools.

Board has also constituted a committee to formulate policy of the Board for Children with Special Needs (CWSN) and Schools are also invited to send their suggestions. The committee will formulate policy on:

- ◆ Inclusive Education of Children with Special Needs (CWSN)
- ◆ Level of inclusion (Inclusion vs Integration) for CWSN

- ◆ Examination of CWSN
- ◆ Guidelines for 'slow Learners'

3. National Institute of Open Schooling

13.1 The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of Human Resource Development (MHRD), Govt. of India with International recognition and presence, provides access to sustainable and learner centric quality education, skill up-gradation and training through Open and Distance Learning (ODL) mode up to pre-degree level. The NIOS offers both academic and vocational courses up to pre-degree to its prioritized target groups, who otherwise cannot avail the education through face-to-face mode. The NIOS is offering need based, demand driven vocational courses leading to certification and thereby upgrading the skills and also creating opportunity to provide gainful employment to a large number of students at various levels.

13.2 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.

13.3 Special provisions are made for the examination of the disable learners. They can take an amanuensis (or a writer) and one additional hour to complete their paper. Separate seating arrangements are made for them. Visually impaired learners are allowed to use a Braille's typewriter or a computer. Also they are allowed to use equipments, such as talking calculator, abacus, Taylor Frame and Geometry Drawing Kit. An interpreter (sign language person) is allowed in the room for hearing impaired examinees to understand the questions.

13.4 Computers with adapted hardware like trackball, instead of mouse, augmentative boards may also be allowed. Adapted chair, table, bed, etc. may be allowed in the examination room for the severely disabled children (with multiple disability/cerebral palsy), if they need them. Even in some extreme cases examination is conducted at the residence of the learners as a special case. An alternate question is given in place of map questions in History, Geography and Social Sciences.

4. National Council of Educational Research and Training:

NCERT strives to implement an inclusive system of education for all children which assumes greater significance for systemic reforms especially in the context of the socially disadvantaged and the persons with disability.

The Council carry out researches to review the existing activities and suggest

new initiatives in the field of education of persons with disabilities, organize training programmes, both face-to-face and through EDUSAT, for teachers, teacher educators and policy makers for sensitizing and training them, supports the development of inclusive curriculum at the national and state levels, provide inputs for development of UDL based readings material for inclusive classrooms, inclusive textbooks, appropriate pedagogy and suggest reforms in the examination procedures from the perspective of groups with special needs promoting Continuous and Comprehensive Evaluation (CCE), develops teaching learning materials, teachers' guides, manuals, index for inclusion, training guidelines and literacy curriculum (Braille and others) and resource support to the Centre, States, NGOs and international and national level agencies for inclusion of CWSN in education and for the realization of their basic fundamental right to education, advice and support the centre, States, NGOs and international and national level agencies for effective implementation of inclusion and Network and draw linkages between various departments, organizations and people involved in the education of special focus groups and provide resource support for activities under the SSA and RMSA for CWSN.

During the year 2017-18 the Council undertook researches in the different areas of inclusive education viz., the effect of aural reading (ICT based) on language comprehension of students with visual impairments, status of science teaching with reference to Children with Special Needs (CWSN) studying at secondary schools, accessibility of chemistry laboratory environment for the students with disability

and impact of training in inclusive education at secondary school level. In order to empower the regular science teachers and also provide opportunities for children with visual impairment in science laboratory activities, the Council is in the process of developing guidelines for inclusion of children with Visual Impairments (VI) in science laboratory activities. Keeping in view the role of school management committee in strengthening implementation of inclusion in elementary schools, the council has developed a manual on 'inclusive education'. Also, a manual on key indicators to analyze teaching learning materials at primary level from inclusive education perspective guidelines for inclusive pre-service teacher training degree programmes. Tactile books in science and mathematics at upper primary stage and resource book on skill-based education for CWSN at elementary level are also being developed.

5. National Council for Teacher Education: The curriculum for Teacher Educational Programmes suggested by NCTE includes inclusive education which takes care of persons and disabilities. The relevant provision is reproduced as follows: "It shall be in broad alignment with the National Curriculum Framework for teacher Education, while contextualizing it for the state or region concerned. ICT, gender, yoga education and disability/inclusive education shall form integral part curriculum."
6. 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

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 counselling 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.

The UGC will provide an ad hoc one-time grant of up to 1.50 lakh per college during the Eleventh Plan period. The grant of Rs. 1,24,66,000/- was already sanctioned by UGC (SCT Section) during XII Plan period under the scheme of Higher Education for Persons with Special Needs (HEPSN)

- 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 specialisation in one of the disability areas.

The UGC has approved two centres at Banaras Hindu University and Jammia Millia Islamia University under the scheme of Teacher preparation in Special Education

- 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. Allowance of Visually challenged permanent teachers will be Rs.36,000 p.a. 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.

7. **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) **Establishment of Equal Opportunity Cells (EOC) in Universities & Colleges:**

To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has financed instructions 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 1820 EOCs are functioning in various universities and colleges.

The UGC has been contributing towards social equity and socio economic mobility of the under privileged sections of the Society through special coaching Schemes in Universities and Colleges. In the initial years of the XII Plan, Grant was released to colleges through the Regional Offices of the UGC. After 2014-15, the Coaching Schemes for Universities and colleges are shifted from merged schemes to the Independent cell of the UGC i.e SC/ST/OBC

B) Relaxation provided by the UGC to persons with Disabilities in the NET Examination:

- i. Relaxation in Eligibility Conditions: A relaxation of 5% is provided to the differently-abled candidates for appearing in NET. While, the candidates belonging to the General category are required to secure 55% marks or equivalent in their Master's degree, differently abled candidates are required to secure a minimum of 50% in their Master's degree.
- ii. Relaxation in Fee and Age: The fee for the PwD candidates for UGC-NET is one fourth of that for the General category candidates. As per the notification for UGC-NET to be conducted on 08.07.2018, the fee for applying the General category is Rs.1000/-, while that for the PwD category, it is Rs.250/-. Also a relaxation up to 5 years is being provided to the candidates belonging to OBC (Non-Creamy layer, as per the central list of OBC) SC/ST/PwD /

Transgender categories and to women applicants.

- iii. Provision of Scribe Writer: The visually challenged candidates are provided the services of a scribe. The Physically Challenged candidates who are not in a position to write in their own hand-writing can also avail the services of a scribe by making prior request (at least one week before the date of UGC-NET) in writing to the concerned Centre Superintendent. The candidate has the discretion of opting for his/her own scribe or has to request the concerned Centre Superintendent for the same in writing at least one week in advance of the test. In such instances, the candidates are allowed to meet the scribe a day before the examination so as to verify whether the scribe is suitable or not. Those candidates who opt for their own scribe have to produce the scribe before the concerned Centre Superintendent along with his/her certificates of educational qualifications at least one day before the test.
- iv. Provision of Compensatory Time: The visually challenged candidates and candidates with writing disability are provided compensatory time of 20 minutes and 40 minutes for Paper-I and Paper-II respectively.
- v. Relaxation in Qualifying Criteria: There is a relaxation of 5% in aggregate marks for being considered for preparing the result for the PwD category candidates.

As per the notification for July 2018 UGC-NET:

In order to be considered for ‘Both Junior Research Fellowship (JRF) and Eligibility for Assistant Professor Only’ the candidate must have appeared in both the papers and secured at least 40% aggregate marks in both the papers taken together for General (Unreserved) category candidates and at least 35% aggregate marks in both the papers taken together for all candidates belonging to the reserved categories (viz., SC,ST, OBC (belonging to Non-Creamy Layer) and PwD) and Transgenders.

- vi. **Reservation in PwD Category:** There is a reservation for PwD category in slots for Junior Research Fellowship (JRF) as well as Eligibility for Assistant Professor as per Government of India policy in this regard.

All these provisions are always notified on the website of UGC/ CBSE for wide dissemination whenever notification of UGC-NET is issued.

- C) **Reservation in Admission:** University Grants Commission has issued the Gazette Notification of the Rights of Persons with Disabilities Act, 2016 to all the universities and colleges for providing not less than 5% seats for reservation in admissions & not less than 4% of the total number of vacancies in the cadre strength for Persons with Benchmark Disabilities.

8. **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

9. **Indira Gandhi National Open University (IGNOU):** IGNOU is continuously striving to build a knowledge society through inclusive education. In a very short span of time IGNOU has made significant contribution in higher education, community education, extension activities and continual professional development through open and distance mode of education. Over the years IGNOU has lived up to the country’s expectations of providing education to the marginalized sections of society. One such important section is that of persons with

disabilities. At present approximately 6,700 students with disabilities are enrolled and studying in various academic programmes on offer by the University. The type of disabilities of the enrolled students includes visual impairment, speech and hearing impairment, low vision and locomotor impairment. All sorts of support is provided to these students by IGNOU headquarter and its Regional Centres for completing their studies with the help the nearest Study Centres.

The National Centre for Disability Studies (NCDS) has been set up exclusively for promoting advocacy, research and development in the field of Disability Studies and Rehabilitation. To facilities the students in completing their studies successfully, the University is carrying out the following activities in the reported period.

- i. Providing soft copies of study materials of selected courses to students having Visual Impairment and low vision and also conducting counseling for using soft copies through various software. The soft copies are provided on demand to students.
 - ii. Autism day was organized on 6th April 2017 to create awareness and mobilize support for person with autism spectrum disorder.
 - iii. A national Conference on vocational Rehabilitation & Economic Inclusion of Person with Disability was organized on 24-25 October 2017.
 - iv. Painting Completion, slogan Completion and lecture were organized on International Day of person with disabilities.
 - v. Four live sessions on IRC (Interactive Radio Counseling) on disability.
 - vi. Two research studies on “Compilation of Indian research abstracts in Disability Studies (2nd Volume)” and “Study of Popular and unpopular programmes of IGNOU among learners with disabilities”.
 - vii. An Audio Visual Programmes on Assisive Technology for person with Visual Impairment is prepared for benefits of students with disabilities.
10. Hon’ble Supreme Court of India and Delhi High Court had pronounced various judgements on implementation of various provisions of the PwD Act. The University Grants Commission (UGC) has been conveying instructions from time to time to the Universities and Deemed Universities regarding the policy decision
 11. Rights of Persons with Disabilities Act, 2016 has been brought into force w.e.f. 19.04.2017 and notified on 28th December, 2016, Gist of the Act is given below:
 - To issue appropriate instructions for implementation of reservation of 5% of seats in every Government and Government aided higher educational institutions in terms of section 32 of the Act.
 - To work out mechanism for orientation and sensitization at college and university level regarding rights of PwDs in terms of section 39(2)(d) and also to include rights of persons with disabilities in the curriculum in the colleges and universities in terms of Section 39 (2) (f) of the Act.
 - To issue general instructions to all the establishments under its control

regarding implementation of other provisions of the Act.

SC/ST Cell, Department of Higher Education has circulated a copy of the Act to all the Bureaus of Department of Higher Education to ensure effective implementation of the provisions of the PwD Act, 2016.

The UGC circulated a copy of Gazette Notification of the Rights of Persons with Disabilities Act, 2016 to all Universities with a request to provide the action taken report on the following recommendations :-

- To issue appropriate instructions for implementation of reservation of 5% of seats in every Government and

Government aided higher educational institutions in terms of section 32 of the Act

- To work out mechanism for orientation and sensitization at college and university level regarding rights of PwDs in terms of section 39 (2) (d) and also to include rights of persons with disabilities in the curriculum in the colleges and universities in terms of Section 39 (2) (f) of the Act
- To issue general instructions to all the establishments under its control regarding implementation of other provisions of the Act.

CHAPTER 30

Administration

1. 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 Special Secretary, 4 Joint Secretaries & 1 Economic Adviser & 1 Deputy Director General (Statistics). Similarly, The Secretary, Department of Higher Education is assisted by 1 Special Secretary, 1 Additional Secretary, 5 Joint Secretaries, 1 Economic Adviser & 1 Deputy Director General (Statistics). In addition, there is 1 Joint Secretary & Financial Adviser who is common to both the Departments.
3. The Departments are organized into Bureau, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of Additional Secretary/ Joint Secretary assisted by Divisional Heads at the level of Director/ Deputy Secretary/ Deputy Educational Adviser.
4. The organizational set-up of the Department of School Education and Literacy and Department of Higher Education is appended at Annexure-I and Annexure-II 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 2017 included:
 - a) Establishment matters of officers appointed under Central Staffing Scheme and officers of the Central Secretariat Service, Central Secretariat Stenographers Service and ex-cadre posts i.e. Advisory Cadre, Statistical Cadre etc. for both the Departments
 - b) Sending of Immovable property returns for calendar year 2017 (as on 01.01.2018) to concerned cadre controlling authorities.
 - c) Verification of service books of employees of this Ministry retiring in coming months are under process in consultation with Pay & Accounts Office.
 - d) Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on e-Office [File Tracking System, e-Leave, e-Tour], Legal/ Court Cases Monitoring System and Employee Payment System through Comp DDO. e-Filing system is also under active consideration and process. 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 has been 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.

TRAINING CELL

1. 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. based on request received through different quarters.

2. Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the Department of Personnel & Training, Department of Economic Affairs, etc. for short term and long term training courses abroad under the Domestic Funding of Foreign Training, the Colombo Plan, the Bilateral Technical Assistance Programmes etc.
3. During the year 2017-18 (01.04.2017 to 15.11.2017), Officers/Officials of different grade attended the various training/nomination forwarded, which is briefed in tabular form as below:

S. No.	Nomenclature of Training and Trainee	Training Institute	No of Officers/ Officials
I.	Short term training under Domestic Funding of Foreign Training Scheme of DoP&T/Group ‘A’ Officer.	Duke University, USA, University of California, Berkeley, JFK School, Harvard University.	4
II.	Customized Training Programme under Domestic Funding of Foreign Training Scheme of DoP&T/Group ‘A’ Officer	Cambridge University, USA.	2
III.	Mandatory Mid Carrier Training Programme for IAS/ IES Officers/ Other category of Group ‘A’ Officers.	LBSNAA, Mussoorie, IIM Bangalore.	2

S. No.	Nomenclature of Training and Trainee	Training Institute	No of Officers/ Officials
IV.	Advanced Professional Course in Competitive Law and Market Regulation at Singapore by Department of Economic Affairs.	Singapore.	1
V.	In service Training Programme on "Value of Public Good" for SAG and above level Officers.	Goldman School of Public Policy, UCB, USA.	1
VI.	Final Phase of Probationary Training Programme for ISS Officer	NSSTA, Noida	1
VII.	Different Level Training Programmes (B, D, E, Level II, Level III, etc.) conducted by DoP&T	ISTM, New Delhi	22
VIII.	Orientation Programmes on different aspects for various level Officers, viz. 3 Days orientation programme for Directors/DS level joining CSS for first time, orientation programme on Pensions matter, etc.	ISTM, New Delhi.	8
IX.	Post Graduate Diploma in Financial Management.	NIFM, Faridabad	1
X.	1 Week In-Service Training Programme for AIS Officers, Officers working under CSS/CSSS.	IC Centre for Governance, Panchagani.	1
XI.	Training Programme on e-Office for various Level Officers in the Ministry of Human Resource Development.	Shastri Bhavan, New Delhi, NIC, Shastri Park, New Delhi.	180

VIGILANCE ACTIVITIES

The vigilance set up in the Ministry is under the overall supervision of Secretary (Higher Education), who is assisted by a part time Chief Vigilance Officer of the rank of Additional Secretary, Under Secretary and other support staff.

During the period under report, a total of one thousand three hundred and seventy two (1372) references were received from various sources in the Vigilance Wing including the references

from the Central Vigilance Commission and the Central Bureau of Investigation. Seventeen (17) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 42 complaints were closed in consultation with the Central Vigilance Commission. Many complaints are at an advanced stage of investigation.

Regular Departmental Action was initiated on Central Vigilance Commission's advice in 13 cases during the year.

Part time Chief Vigilance Officers have been appointed in various Autonomous Organizations under the administrative control of the Ministry.

Vigilance Awareness week was observed from 30th October 2017 to 4th November 2017 as “**My Vision-Corruption Free India**”. Banners and posters were displayed and an oath was administered to officials of the Department of School Education & Literacy and Department of Higher Education to maintain honesty in all public dealings.

The Committee on Complaints of Sexual Harassment of Women at the workplace is in place to hear and address the complaints from women employees in the Ministry as per the guidelines of the Hon’ble Supreme Court.

INFORMATION & FACILITATION CENTRE (IFC)

A National Informatics Centre Network (NICNET) based Information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of HRD. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services i.e. guidelines of various Schemes/ Programmes and Application Forms have been made available on the web-site of the Ministry. The data/ information can be accessed through computer having internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is www.mhrd.gov.in.

Report on Implementation of RTI Act, 2005:

The Right to Information Act has been introduced on 12th October, 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of Rs.10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i. e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005. Information in respect of Department of Higher Education for Annual Report 2017-2018 (as on 31.12.2017) 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	13645
(status upto 31.12.2017 including offline & online)	

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 Additional Secretary. During the period (01.04.2017-31.12.2017) under report, a total of 35,955 grievance petitions were received in physical form and through pg.portal, viz. Centralized Public Grievances Redress and Monitoring System (CPGRAMS) from various sources, including Prime Minister's Office, Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners' Welfare and also through the Integrated Grievance Redress Mechanism (INGRAM) portal developed by Department of Consumer Affairs which were dealt with and necessary action was taken to ensure timely redress of the grievances.

The Director of Grievances in the Ministry has been notified for being accessible to the staff as well as the members of public to hear their problems every Wednesday between 10 a.m. to 1 p.m. Further, anyone can meet the Director (PG) during working hours on all working days. In order to ensure the implementation of the policy of the Government regarding redress of public grievances in its totality, autonomous/ subordinate organizations and PSUs under the Department of Higher Education and Department of School Education and Literacy have also designated their officers as Director of Grievances.

CITIZEN'S/ CLIENT'S CHARTER

With the objective to empower the citizen in relation to services deliverable as well as commitments by their Ministry for each of such services towards them, and to build bridges between citizens and Government functionaries through the delivery of Charters as live instruments of citizen – administration interface, both the Departments [i.e Department of School Education & Literacy and Department of Higher Education] of Ministry of Human Resource Development have brought out their Citizen's/Client's Charters (CCC) to emphasize good governance. The CCC has been uploaded on the website of the Ministry.

NEW EDUCATION POLICY (NEP)

1. The Government is in the process of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.
2. Consultation process was three pronged as follows: (i) Online consultations (ii)

Consultation from village/ grassroots level up to State level, and (iii) Thematic Consultations including Zonal and National level Consultations. The online consultation process was undertaken on www.MyGov.in portal from 26th January, 2015 to 31st October, 2015 and nearly 29,000 suggestions have been received on the 33 identified (13 themes on School Education and 20 themes on Higher Education). Brief details on these 33 themes are accessible on www.MyGov.in portal. Further, an extensive, time-bound, participative, bottom-up consultative process across nearly 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 Urban Local Bodies, 676 districts and 36 States/ Union Territories was carried out between May to October, 2015.

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

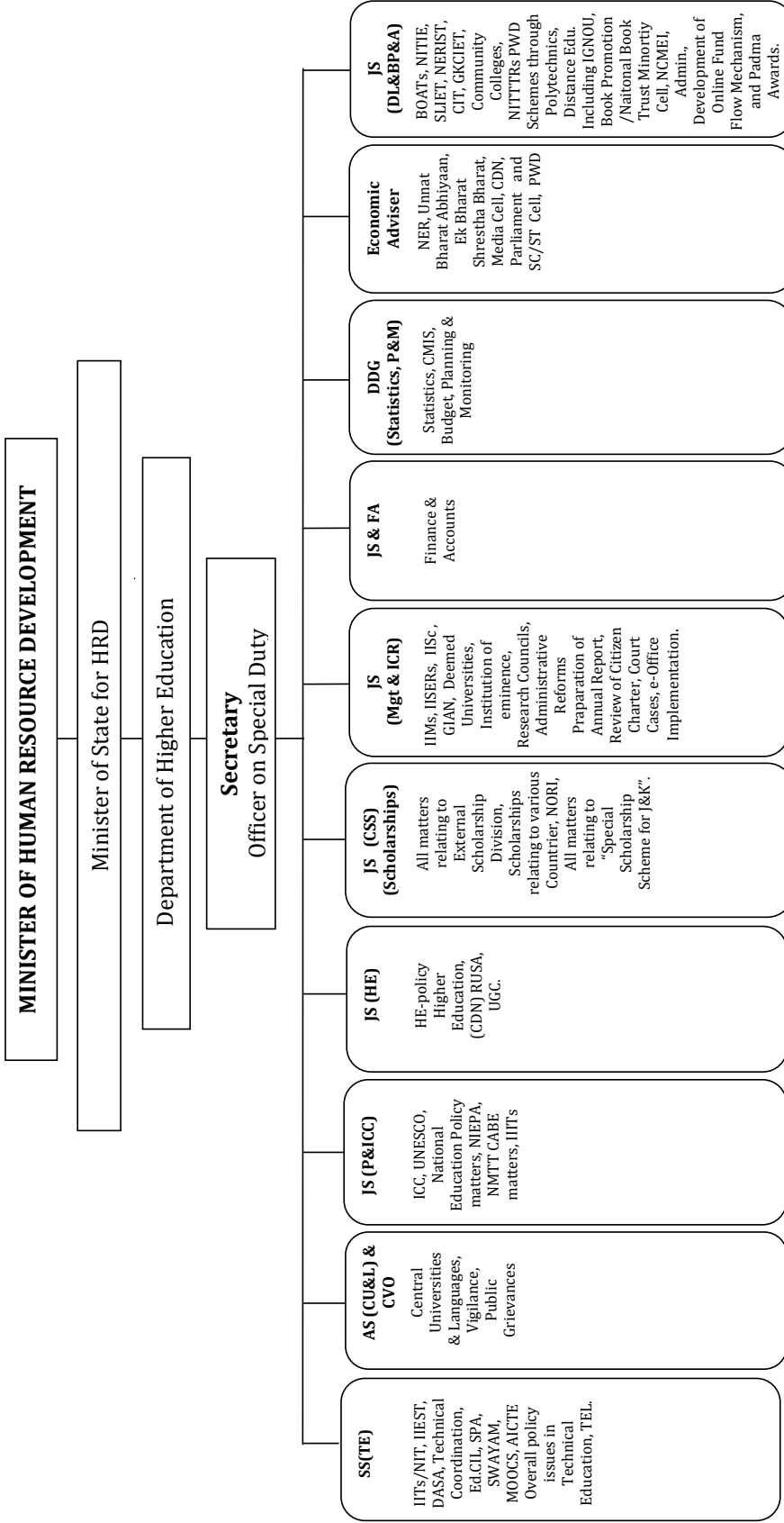
funded universities and institutions, autonomous bodies, attached offices having domain expertise on the individual themes by inviting all relevant stakeholders including experts, academics, industry representatives, civil society etc. in July-October, 2015. Further, the Ministry held thematic consultations in which experts having domain expertise were invited for deliberations.

5. The consultation process was one of the agenda points in the meeting of Central Advisory Board on Education (CABE) held on 19th August 2015. Views of all States and members of CABE were invited on the consultation process and the themes. Six Zonal Meetings were held by the Minister of Human Resource Development in Eastern, Central, North-Eastern, Western, Southern and Northern Zones covering all States and UTs in September-October 2015 which was attended by Education Ministers and officials of the respective States/UTs. New Education Policy was also discussed in the 64th CABE meeting held in October, 2016.
6. The Ministry had constituted a 5-member Committee for Evolution of the New Education Policy on 31st October 2015 under the Chairmanship of Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India, with the National University of Education Planning and Administration (NUEPA) serving as its secretariat. The Committee submitted its report on the 27th May, 2016. After perusal of the report of the Committee and the recommendations from various consultations as well as other views and comments received, MHRD has formulated 'Some Inputs for the Draft National Education Policy, 2016'. Both these

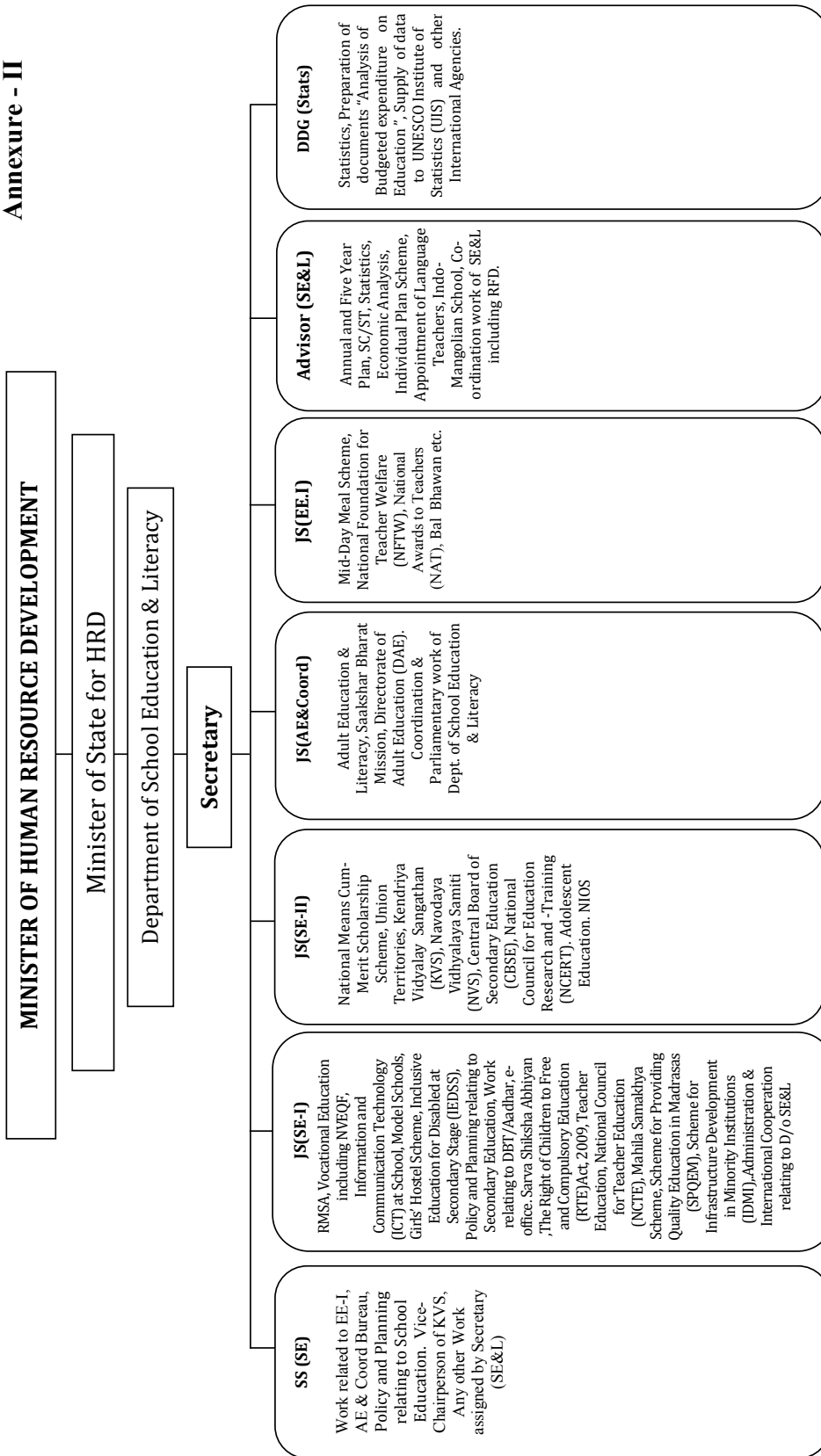
documents are treated as inputs for policy. The Minister for HRD has written to all the Members of Parliament and the Ministry has also written to the relevant Government of India Ministries and the State Governments inviting comments/views /suggestions on the Draft National Education Policy (NEP) by 31st October, 2016. Thereafter, an 'Education Dialogue' was also organized on 10th November, 2016 with the Hon'ble MPs to discuss the suggestions and to elicit their views on.

7. The Government has, on 24th June 2017, recently constituted a 10-member Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan, which is expected to submit its report by 31.03.2018. The Committee is in the process of drafting this policy for which seven meetings have been held so far.

ORGANISATION CHART



Annexure - II





CHAPTER 31

C&AG Audit Observations

Appendix – I

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 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) <i>Report No. 11 of 2016</i>
2.	Indian Institute of Technology, Kharagpur Irregular reimbursement	IIT, Kharagpur 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) <i>Report No. 11 of 2016</i>
3.	Harising Gaur Vishwavidyalaya Financial Management and Infrastructure Development.	The University failed to fully utilise the grant received from the University Grants Commission and return the unspent amount with lesser interest of Rs. 6.53 crore. Rent of Rs. 48.38 lakh could not be recovered from its tenants. There were abnormal delays in construction works including the sophisticated Central Instrumentation Laboratory. Violation of provisions of GFRs in procurement of equipment by ignoring the lowest bidder, acceptance of modified bids after opening of tenders and purchase of equipment from technically disqualified bidder without recording any reasons were noticed. (Para 13.1) <i>Report No. 12 of 2017</i>
4.	IIT, Jodhpur Irregular waiver of overpayment.	The Board of Governors irregularly waived recovery of excess payment amounting to Rs. 59.38 lakh made to its faculty, which is now under recovery at the instance of Audit. (Para No. 13.2) <i>Report No. 12 of 2017</i>

S.No	Name of the Institution	Brief gist of the Para
5.	Malaviya National Institute of Technology, Jodhpur Irregularities in Works Contract and Estate Management	Estate management of the MNIT was not adequate as no effective action was taken by MNIT to get back possession of encroached land valuing Rs. 1163.77 crore and to reconcile its land records with Revenue Department. MNIT did not execute agreement with lessees and rent was not reassessed from time to time resulting in loss of rental revenue of Rs.58.67 lakh and rent of Rs. 56.98 lakh was not realised despite reassessment. Hostel accommodation was not provided to all students as required under the Statutes of National Institutes of Technology and 30.86 per cent students were deprived of hostels facility. Works contract mechanism of MNIT was deficient as excess residential quarters were constructed. MNIT made undue payment of Rs.1.47 crore to REIL on account of subsidy and failed to withhold/deduct Rs. 3.22 crore from the contractors' claims. (Para No. 13.4) <i>Report No. 12 of 2017</i>
6.	IIIT, Allahabad Construction activities in Indian Institute of Information Technology, Allahabad.	Delay in award of work by CPWD from one to 17 months resulted in extra cost of Rs.19.35 crore. The construction work of the administrative and academic building at RGIIT, Amethi was foreclosed which resulted in non-achievement of intended benefit even after incurring expenditure of Rs. 39.81 crore. (Para No. 13.5) <i>Report No. 12 of 2017</i>
7.	Indian Institute of Technology, Roorkee Idle expenditure.	Failure on the part of the IIT Roorkee to construct sewer line across NH-58 and STP at Roorkee and Saharanpur campuses resulted in idle expenditure of Rs. 15.06 crore incurred on the construction of sewer line which could not be utilised even after lapse of more than four years from scheduled date of completion. (Para No. 13.6) <i>Report No. 12 of 2017</i>
8.	1. IIT, Roorkee 2. BBAU, Lucknow, 3. IIM, Ranchi 4. IIT, Patna and 5. Indian Statistical Institute, Kolkata, Institute under the Ministry of Statistics and Programme Irregular payment of Service Tax	Four institutes. Made payment of service tax amounting to Rs. 12.42 crore on the outsourced services, although these services were exempted from payment of such tax. (Para No. 13.7) <i>Report No. 12 of 2017</i>

S.No	Name of the Institution	Brief gist of the Para
9.	Indian Institute of Management, Kozhikode Irregular payment of pensionary benefits	Extension of the GPF-cum Pension Scheme to employees without approval of the Government of India resulted in expenditure of Rs. 61.20 lakh being incurred towards pensionary benefits without proper sanction. (Para No. 13.8) <i>Report No. 12 of 2017</i>
10.	University of Allahabad Unfruitful expenditure.	Construction work was started at Beli Farm without prior approval from Allahabad Development Authority and in prohibited area, which was in-contravention of Hon'ble High Court's direction resulting in unfruitful expenditure of Rs. 4.99 crore. (Para No. 13.9) <i>Report No. 12 of 2017</i>
11.	Sardar Vallabhbhai National Institute of Technology, Surat Excess payment due to incorrect fixation of pay.	Incorrect fixation of pay in respect of Associate Professors due to placing them in PB-4 with Academic Grade Pay Rs. 9,000 without completing the required qualifying service resulted in excess payment of pay amounting to Rs. 2.69 crore. (Para No. 13.10) <i>Report No. 12 of 2017</i>
12.	Gujarat Vidyapith, Human Resource Management.	Post Based Rosters as per GoI norms were not being maintained for the teaching and the non-teaching staff. Appointments in teaching and non-teaching post were made in contravention of UGC/GoI instructions resulted in overpayment of Rs.2.29 crore. (Para No. 13.11) <i>Report No. 12 of 2017</i>
13.	National Institute of Technology, Uttarakhand In fructuous & idle expenditure on construction of boundary wall.	Construction of the boundary wall on the new permanent campus site by ignoring the survey report of IIT Roorkee which clearly stated that the site was not suitable as the area falls in the seismic zone-IV and close to important regional thrusts resulted in expenditure of Rs.2.56 crore on steel work as idle and Rs.0.78 crore incurred on fencing work and payment of Agency charges in fructuous. (Para No. 13.12) <i>Report No. 12 of 2017</i>
14.	Indira Gandhi National Tribal University Irregular payment of medical allowance	Indira Gandhi National Tribal University paid monthly medical allowance to its employees equal to one-twelfth of their salary on first of July of the concerned year amounting to Rs. 1.96 crore during 2013-16 in contravention of the Civil Services (Medical Attendance) Rules, 1944 and the provisions of General Financial Rule 209 (6) (iv) (a). (Para 13.13) <i>Report No.12 of 2017</i>

S.No	Name of the Institution	Brief gist of the Para
15.	Assam University, Silchar Unfruitful expenditure	Failure of the Assam University, Silchar (AUS) to make entire provision of fund resulted in non-implementation of the e-governance Project as a whole. Action of AUS, to release payment of Rs. 60.02 lakh to PricewaterhouseCoopers Pvt. Ltd. and not to encash bank guarantee of Rs. 37.50 lakh, despite having several deficiencies in HR module, was irregular. Moreover, inaction of the AUS to make the Project re-operational rendered the expenditure of Rs. 1.75 crore incurred on the Project unfruitful. (Para 13.14) <i>Report No.12 of 2017</i>
16.	1. IIT,Kharagpur 2. IIT,Bombay 3. NIT,Warangal 4. University of Allahabad 5. NIT, Hamirpur (NITH) Irregular re-imburement of LTC claims by five Central Autonomous Bodies.	Irregularly reimbursed air fares of Rs.6.90 crore during 2012-16 against the air tickets purchased by their employees from unauthorised agents. in violation of the MoF guidelines for availing Leave Travel Concession. Indian Institute of Technology, Kharagpur, despite delayed submission of claims, did not recover LTC advance of Rs.1.14 crore of which Rs.19.85 lakh was to be forfeited. Cross verification of claims with the Airlines also revealed that the air fares reimbursed by the Indian Institute of Technology, Kharagpur and Indian Institute of Technology, Bombay were inflated by Rs. 18.56 lakh. (Para No. 13.15) <i>Report No. 12 of 2017</i>
17.	National Institute of Technology, Jamshedpur Excess payment due to irregular implementation of Career Advancement Scheme.	Promotion of faculty members under Career Advancement Scheme violating the instructions of MHRD resulted in irregular payment of Rs. 1.46 crore. (Para No. 13.16) <i>Report No. 12 of 2017</i>
18.	University Grants Commission. Blocking up of funds and non-achievement of intended objective	The grants released by UGC for construction of two Ladies Hostel at Government College for Women at Thiruvananthapuram and Kannur in 2009 were neither utilised nor refunded even after lapse of seven years, resulting in blocking up of funds of Rs. 1.27 crore (including interest) and non-achievement of intended objective. University Grants Commission. (Para No. 13.17) <i>Report No. 12 of 2017</i>

S.No	Name of the Institution	Brief gist of the Para
19.	Indian Institute of Technology, Madras Avoidable expenditure towards penal charges on electricity consumption.	IIT, Madras had incurred avoidable expenditure of Rs.1.05 crore towards penalty for exceeding contracted demand during April 2013 to March 2016 due to non-review and enhancement of sanctioned demand. (Para No. 13.18) <i>Report No. 12 of 2017</i>
20.	University of Hyderabad Irregular payment of Transport Allowance to teaching faculty.	Payment of Transport Allowance and Dearness Allowance (DA) thereon to teaching faculty, for the periods of absence from duty for full calendar months during vacation periods, resulted in irregular expenditure of Rs.95.96 lakh. (Para No. 13.19) <i>Report No. 12 of 2017</i>
21.	University of Hyderabad Improper conversion of University of Hyderabad School into Kendriya Vidyalaya Project School.	Improper conversion of University of Hyderabad Campus School (UHCS) into Kendriya Vidyalaya Project School, without approval of University Grants Commission (UGC) resulted in avoidable expenditure of Rs. 7.07 crore towards Pay & Allowances of the Teaching and Non-teaching staff of KV Project School, while rendering their UHCS Teaching and Nonteaching staff underutilised. (Para No. 13.20) <i>Report No. 12 of 2017</i>

Department of School Education & Literacy
Summary of Important Audit Observations made by C&AG

S. No.	Name of the Scheme Institution	Brief gist of the Para
1.	Mid Day Meal Scheme Performance Audit on National Programme of Nutritional Support to Primary Education	Comptroller and Auditor General of India (C&AG) conducted the Performance Audit of Mid Day Meal Scheme in 113 districts and 3376 schools across 34 States/UTs except Mizoram and Telangana. The Performance Audit covers the period of 2009-10 to 2013-14. The C&AG laid down the report as Report No. 36 of 2015 in both the Houses of the Parliament on 18 th December, 2015. PA 36 of 2015
2.	Kendriya Vidyalayas Irregular expenditure on Project	KVS incurred expenditure on the Project Kendriya Vidyalayas in violation of prescribed conditions of Account Code. (Para No. 13.3) <i>Report No. 12 of 2017</i>
3.	Right to Education Act, 2009	Implementation of Right of Children to Free and Compulsory Education Act, 2009 for the year ended March, 2016 Para no. 23 <i>Report No. 12 of 2017</i>

Overall position of Audit paras during 2016 and 2017

Department of Higher Education

	Audit paras as per CAG Report	Settled during	Pending
2016	8	6	2
2017	19	-	19
Total	27	6	21

Department of School Education & Literacy

	Audit paras as per CAG Report	Settled during	Pending
2016	2	2	-
2017	2	-	2
Total	4	2	2+ 1*

* Relates to 2015



CHAPTER 32

Official Language

Introduction

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

Implementation of official language in the Ministry is being done in accordance with the directions issued by the Department of Official Language, Ministry of Home Affairs as well as Annual Programme issued by that Department.

Offices notified during the year

During the said period 54 more offices/regional offices and schools under both the Departments of this Ministry have been notified under rule 10(4) of Official Language Rules, 1976. It should be noted that 107 offices/regional offices and schools have already been notified during the last year.

Monitoring on implementation of Official Language Policy

- a) During the said period the official language inspections of 33 offices have been done by the Official Language Division of the Ministry. Apart from this, representation from the Ministry is also made in the meetings of Departmental Official

Language Implementation Committees of the subordinate offices from time to time.

- b) Departmental Official Language Implementation Committee has been reconstituted in the Ministry under the Chairmanship of Additional 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 Subordinates offices, Universities, Organizations etc. Quarterly progress reports and minutes of the meetings of their Official Language Implementation Committees are obtained and reviewed by the Ministry and remedial measures are suggested by the Ministry.

Hindi Salahkar Samiti

The meeting of the Hindi Salahkar Samiti of the Ministry was chaired by Hon'ble Minister of State Human Resource Development on 22nd May, 2017.

Training

In pursuance of the Official Language Policy of the Government remaining employees of the Ministry, who are yet to be trained in Hindi Language, Hindi typing and stenography, are nominated in the training programmes conducted by the Department of Official Language.

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 said period 'Hindi Fortnight' was celebrated in the month of September. On the occasion, competitions on Hindi Noting/Drafting, Hindi Essay Writing, Hindi Typing, Hindi Debate, Self-composed Poem Recitation, and Hindi Quiz were organized. 147 participants participated in these competitions. A grand 'Ceremony' was organized on 4th December, 2017 in which 48 winner participants were awarded a total number of 68 awards by the Secretary (Higher Education).

Akhil Bhartiya Rajbhasha Sangosthi (Symposium)

With the view to provide a platform to Official Language Officers, Hindi Translators of this ministry and its subordinate offices, an Akhil Bhartiya Rajbhasha Sangosthi is organized by the Ministry of HRD. This year, a two day Sangosthi was organized on 7th - 8th February, 2018 in Thiruvananthapuram, Kerala. VCs, Directors and Senior Officers of Higher Education Institutes also participated in which discussions were held with Official Language Officers, Hindi Translators working in the subordinate offices of this ministry and measure for increasing the progressive use of official language as well as on the problems being faced in its implementation work were also discussed.

Website

Directions have been issued to all the offices under the Ministry to make their website bilingual.



CHAPTER 33

Finance Division

In higher education, Government of India will undertake:-

1. Reforms in the UGC.
2. Good quality institutions would be enabled to have greater administrative and academic autonomy. Colleges will be identified based on accreditation and ranking, and given autonomous status. A revised framework will be put in place for outcome based accreditation and credit based programmes.
3. Central Government to leverage information technology and launch SWAYAM platform with at least 350 online courses. This would enable students to virtually attend the courses taught by the best faculty; access high quality reading resources; participate in discussion forums; take tests and earn academic grades. Access to SWAYAM would be widened by linkage with DTH channels, dedicated to education.
4. Central Government to establish a National Testing Agency as an autonomous and self-sustained premier testing organization to conduct all entrance examinations for higher education institutions. This would free CBSE, AICTE and other premier institutions from these administrative responsibilities so that they can focus more on academics.

Department of Higher Education

Rs. in Crore

S. No.	Name of AB Body/ Object Heads	BE 2017-18	RE 2017-18	BE 2018-19
A.	Centre's Expenditure			
(i)	Obligatory/Establishment Expenditure			
1	Secretariat- Social Services	101.73	101.73	103.23
2	Directorate of Hindi	46.53	46.53	46.30
3	Commission for Scientific and Technical Terminology	12.10	12.10	12.10
4	Central Institute of Indian Languages, Mysore and Regional Language Centers	40.50	42.50	40.07
5	Educational Institutions Abroad*	7.27	7.27	7.27
	Total- Obligatory/Establishment Expenditure	208.13	210.13	208.97

II	Centrally Sponsored Schemes			
6	National Education Mission: Rashtriya Uchhatar Shiksha Abhiyan (RUSA)	1300.00	1300.00	1400.00
II(a)	Other Transfer to States			
7	Improvement in Salary Scale of University & College Teachers	700.00	670.60	950.00
III	Central Sector Schemes			
	<i>Higher Education</i>			
8	National Initiative on Sports and Wellness	1.00	0.62	1.00
9	National Initiative on Inclusion of Persons with Disabilities in Higher Education	2.00	2.00	2.00
10	National Initiative to Foster Social Responsibility	1.00		1.00
11	Promotion of Copyright and IPR			
12	National Research Professors	1.30	1.30	1.30
13	Copyright Board			
14	Copyright Office			
15	Other Items			
16	Establishment of Multi- Disciplinary Research Universities including Central University of Himalayan Studies (CUHS), creation of Centres of Excellence & National Centre for Excellence in Humanities	10.00		10.00
17	Higher Education Financing Agency (HEFA)	250.00	250.00	2750.00
18	World Class Institutions	50.00		250.00
19	Prime Minister's Girls' Hostel	20.00	20.00	30.00
	<i>Total-Higher Education</i>	335.30	273.92	3045.30
	<i>Student Financial Aid</i>			
20	Interest Subsidy and Contribution for Guarantee Fund	1950.00	1950.00	2150.00
21	Scholarship for College and University Students	319.00	293.00	339.00
	Indian Scholars Going abroad against Scholarships offered by foreign Govt.	1.00	1.00	1.00
22	PM Research Fellowship	75.00		75.00
23	M.Tech Programme Teaching Assistantship	35.00		35.00

	<i>Total-Student Financial Aid</i>	2380.00	2244.00	2600.00
	<i>Digital India- e-Learning</i>			
24	National Mission in Education through ICT	150.00	160.00	150.00
25	Setting of Virtual Classrooms and Massive Open Online Courses (MOOCs)	75.00	90.00	90.00
26	e-Shodh Sindhu	240.00	240.00	180.00
27	Higher Education Statistics And Public Information System (HESPIS)	12.00	12.00	16.00
28	National Digital Library	10.00	10.00	10.00
29	Indian National Digital Library in Engineering Science & Technology (INDEST) Consortium			
30	National Academic Depository	10.00	6.00	10.00
	<i>Total-Digital India- e-Learning</i>	497.00	518.00	456.00
	<i>Research & Innovation</i>			
31	Training & Research in Frontier Areas	15.00	15.00	15.00
32	Setting up of Inter-Institutional Centres, Creation of Excellence Clusters & Network, Establishing Alliances across Institutions	2.00		2.00
33	National Initiative for Design Innovation	32.00	32.00	32.00
34	National Initiative for Technology Transfer	86.45	86.45	84.23
35	Unnat Bharat Abhiyan	20.00	9.62	17.60
	Swachata Action Plan (SAP)		2.78	2.40
36	Uchhatar Avishkar Abhiyan	75.00	88.48	95.00
37	Implementation of the IMPRINT Research Initiative (IMPActing Research INnovation & Technology)	85.00	85.00	102.00
	<i>Total-Research & Innovation</i>	315.45	319.33	350.23
38	National Mission on Teachers and Teaching	120.00	100.00	120.00
39	National Institutional Ranking Framework	5.41	3.41	3.00
40	Global Initiative for Academic Network	25.00	25.00	30.00
41	Technical Education- Quality Improvement Programme of Government of India (EAP)	260.00	158.75	275.00
42	Support for Skill -Based Higher Education including Community Colleges	50.00	25.00	40.00

43	Programme for Apprenticeship Training-Scholarships & Stipends	110.00	110.00	125.00
44	Planning, Administration & Global Engagement	67.59	71.73	67.59
	<i>Total- Central Sector Schemes/ Projects</i>	4165.75	3849.14	7112.12
	Total (Scheme Component/ Central Sector Schemes)	6165.75	5819.74	9462.12
	Other Central Sector Expenditure			
	Statutory and Regulatory Bodies			
45	Support to University Grants Commission (UGC)	4691.94	4922.74	4722.75
46	All India Council for Technical Education (AICTE)	485.00	485.00	485.00
	Autonomous Bodies			
47	Grants to Central Universities (CUs)	6439.25	7214.74	6398.55
	Grants to IMS (BHU), CU	46.68	46.68	46.68
48	Central University, Andhra Pradesh	10.00		10.00
49	Andhra Pradesh & Telangana Tribal Universities	20.00		20.00
50	Grants to Deemed Universities	60.00	60.00	60.00
	<i>Indian Institutes of Technology</i>			
51	Support to Indian Institutes of Technology	7171.00	7503.50	5613.00
50	IIT, Andhra Pradesh	50.00	51.30	50.00
51	IIT, Hyderabad (EAP)	75.00	75.00	75.00
52	Indian School of Mines, Dhanbad	210.00	240.00	240.00
53	Setting up New IITs	350.00	350.00	338.00
54	National Testing Agencies		25.00	10.00
	<i>Indian Institutes of Management</i>			
55	Support to Indian Institutes of Management	800.00	917.00	828.00
56	IIM, Andhra Pradesh	40.00	41.00	42.00
57	Setting up New IIMs	190.00	110.00	166.00
	<i>National Institutes of Technology</i>			
58	Support to National Institutes of Technology	3280.00	3484.40	3019.40
59	NIT, Andhra Pradesh	50.00	53.77	54.00
60	Upgradation of Indian Institute of Engineering, Science & Technology (IEST) (BESU & CUSAT)	110.00	130.00	130.00

	<i>Indian Institutes of Science, Education & Research (IISERs)</i>			
61	Support to Indian Institutes of Science for Education & Research (IISERs)	600.00	665.00	640.00
62	IISER, Andhra Pradesh	50.00	50.00	49.00
63	Support to Indian Institute of Science (IISc)	450.00	520.00	455.00
	<i>Indian Institutes of Information Technology (IIITs)</i>			
64	Support to Indian Institutes of Information Technology (Allahabad, Gwalior, Jabalpur & Kanchipuram)	240.00	240.00	214.47
65	Setting up Indian Institutes of Information Technology in PPP mode	109.45	109.45	119.45
66	IIIT, Andhra Pradesh	30.00	20.00	30.00
67	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	285.00	293.50	285.00
68	Grants to Institutes for Promotion of Indian Languages	351.00	390.31	351.00
	National initiative for quality higher education in Indian languages	4.00		1.00
69	National Institute of Industrial Engineering, Mumbai	35.10	38.25	37.25
70	New Schools of Planning & Architecture	100.00	102.00	202.00
71	National Institutes of Technical Teachers Training & Research	130.00	132.00	130.00
72	Board of Apprenticeship Training, Bombay, Calcutta , Madras and Kanpur	19.00	23.50	20.00
73	Indira Gandhi National Open University (IGNOU)	100.00	100.00	100.00
74	Assistance to Other Institutions	373.40	438.45	396.65
	Total (Non-Scheme)	26955.82	28832.59	25339.20
	Grand Total (S+ NS)	33329.70	34862.46	35010.29



सत्यमेव जयते

Government of India

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