Final & Approved Guidelines

VIDYANJALI (Higher Education): A Scheme for Support to the Students, Faculties & Institutions through Volunteerism.

(A Higher Education Volunteer Programme: Share to Uplift & Grow Aspiring Minds)

Department of Higher EducationMinistry of Education Government of India

न चौर हार्यम न च राज हार्यम |
न भ्रात्रभाज्यम न च भारकारी ||
व्यये कृते वर्धते नित्यं |
विद्या धनं सर्वे धनं प्रधानम् ||

Translation-

Education is the best wealth among all. No one can steal it, no state can snatch it. It cannot be divided among the brothers and it's not heavy to carry. As one consumes or spend, it increases; as one shares, it expands.

www.scoopwhoop.com SCOOP WHOOP
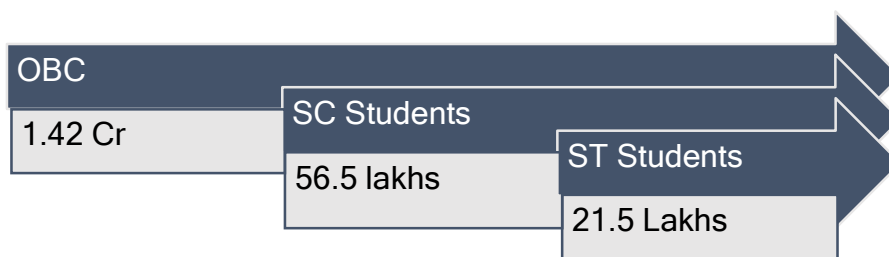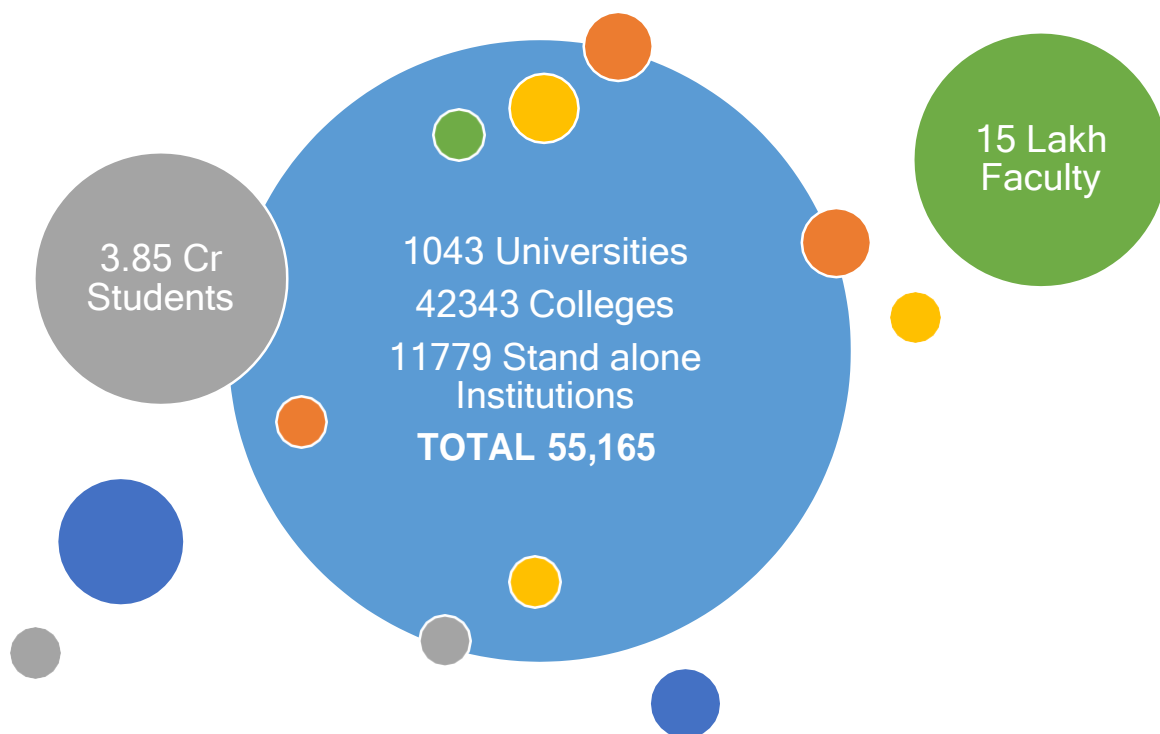
OBJECTIVES OF THE SCHEME

- Higher Educational Institutions (HEI) to go for remedial classes for students through faculty (retd/ serving), serving and retired scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, Non-Resident Indian (NRI)/ person of Indian origin homemakers, recipients of fellowships, NSS, NCC cadets etc. through voluntarism.

- Training programmes in emerging areas to be conducted for the faculties of Higher Educational Institutions through faculty (retd/ serving), serving and retired scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, Non-Resident Indian (NRI)/ person of Indian origin etc. through voluntarism.

- Higher Educational Institutions to be supported in the development of infrastructure like labs, digital equipment, electrical equipment etc. through CSR funding from Corporates, Individuals, Non-Resident Indian (NRI) / person of Indian origin etc. through voluntarism.

- 5000 centres for coaching through volunteerism to be started in Higher Educational Institutions (HEIs) across India.

- National Educational Alliance for Technology (NEAT) an integrator for Edutech providing free seats to 25 % of total students to economically & socially weaker sections. Also IDEA Labs with 50% support from Corporates to be promoted in a large way.

DEFINITIONS

In these guidelines, unless the context otherwise requires -

1. A **"Volunteer"** means a person who is a citizen of India / Non-Resident Indian (NRI)/ person of Indian origin or an organisation /institution /company /group registered in India willing to provide services by participating in higher educational institutions activities and /or provide assets /material /equipment to the Government / Government aided /Private Higher Education institutions free of charge. Serving and retired teachers, serving and retired scientists /government /semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, homemakers and also persons from the Indian diaspora and any other literate persons who can volunteer at an institute that requests for assistance.

2. **"Area of Expertise"** means the subject or area in which the volunteer possesses expertise, as per the requirement specified by the Department of Higher Education, Ministry of Education, in these guidelines.

3. **"Contribution"** means any non-monetary form of contribution by a volunteer to a Higher Educational Institutions. The contribution can be in the form of "Service /Activity" and/ or "Assets /Material /equipment".

4. **"Service/Activity"** means any contribution by a volunteer to a Higher Educational Institutions in the form of sharing of knowledge, skill, expertise through training, teaching, demonstration, practice, sponsorship etc.

5. **"Assets/Material/Equipment"** means any physical item(s) which the volunteer may offer to provide to the Higher Educational Institutions based on request posted by the institute on the VIDYANJALI (Higher Education) portal /app.

6. **"Administrator"** means an official who shall support the implementation of VIDYANJALI (Higher Education) programme and ensure the adherence of laid out policies and guidelines.

HIGHER EDUCATION SNAPSHOT

3.85 Cr Students

1043 Universities
42343 Colleges
11779 Stand alone Institutions
TOTAL 55,165

15 Lakh Faculty

OBC
1.42 Cr

SC Students
56.5 lakhs

ST Students
21.5 Lakhs

The present status of student enrolment in the country is 3.85 Crores, spanning across 1043 universities, 42343 colleges, and 11779 standalone institutions. Of these enrolled students, 56.5 lakhs are from SC category, 21.5 lakhs are from ST category and 1.42 crores are from OBC category. The faculty strength to cater to these students is 15 lakhs. (Source AISHE 2019-20)

PREVIEW

- Importance of Support through Volunteerism
- Context & Possible Effect
- Provisions in the National Education Policy (NEP-2020)
- Issues & Concerns
- VIDYANJALI (Higher Education): A Step Towards Inclusiveness
- Intervention Points
- Terms of Reference
- Way forward
- Eco System Modelling- Four Quadrant Approach
- Process Flow for Direct Support
- Process Flow for In-kind Support
- List of Activities
- Volunteer Base
- Likely Delivery & Impact
- Terms & Conditions for Contributions
- Roles & Responsibilities of Different Stakeholders
- Code of Conduct
- Guidelines for States/UTs and Autonomous Bodies
- Termination of Services
- Annexure I - List of Services/ Activities for contribution by a Volunteer
- Annexure II -List of Assets/Material/equipment for contribution by a Volunteer

Interactive learning facilitated by volunteers and through digitalization can make learning in classrooms interesting, resulting in students to attend colleges regularly, even in remote areas.

Although, the Government of India has taken necessary measures in the direction of providing education to all by emphasizing on policies such as digital boards and smart classes, inclusive growth can never be achieved without proper execution.

In order to witness a change in the system, we need to look at alternative solutions such as teaching and learning through volunteer's efforts that are concurrently simple, cost-effective and cutting-edge, and can be easily delivered across the length and breadth of the country.

Leveraging CSR efforts- Some existing examples

Insight - To meet the ISE, CBSE and State Board Syllabus, to promote team building, leadership, innovations, communication, and presentation skills, along with technical skills

CSR project by Wipro Ltd

Wipro, over the years has built a partner network of 30 of India's foremost educational organizations and currently engaged in projects with around 700 schools, across the country in association with 22 partners.

Microsoft and Humana People launched Digital Classroom Project

With a view to fill the persisting digital gap among the students of rural government primary schools of Chhattisgarh and help empower illiterate adults with the gift of literacy, Humana People to People India joined hands with Rajiv Gandhi Shiksha Mission, Govt. of Chhattisgarh and the global technology company, Microsoft, for the Digital Learning Programme in 16 schools of Raigarh and Mungeli districts of the state. The Digital Learning Programme aimed to enhance the learning levels of the students through the strategic use of Information and Communication Technology (ICT), while simultaneously developing their critical thinking and creativity.

Infosys

Infosys partners with other non-profits organisations like Avanti Fellows who are working in the domain of helping students from low-income groups studying in government schools, to achieve stable, high-paying careers in STEM using "peer learning" pedagogy, developed after 20 years of research at Harvard University. Avanti Fellows has helped 40,000 students achieve their dreams of good quality education in the last 8 years. The partnership has helped underprivileged students from low-income groups studying in government schools get access to quality STEM education and achieve their dreams of getting admission to the Indian Institute of Technology (IITs) and National Institute of Technology (NITs) as well as achieve stable, high-paying careers in STEM.

HCL Foundation

HCL Foundation (HCLF) was established in 2011 as the Corporate Social responsibility arm of HCL Technologies in India. It is a value-driven, not-for-profit organization that thrives in contributing toward national and international development goals, impacting the lives of people and communities through long-term sustainable programs. The Foundation aims to alleviate poverty and achieve inclusive growth and development through a life cycle-based integrated community development approach, with thematic focus on Education, Health, Livelihoods & Skilling, Environment and Disaster Risk Reduction & Response. Child protective strategies, inclusion, and gender transformative approaches remain central in all initiatives of the HCL Foundation, thus ensuring comprehensive development. The different areas of intervention by HCL foundation are as follows:

- ➢ ECCD & Education - LEARNING THAT EMPOWERS
- ➢ Skill Development & Livelihood -EARNING WITH DIGNITY
- ➢ Environment - THE WAY OF LIFE
- ➢ Health - HEALTHCARE AND WELLBEING
- ➢ Water, Sanitation, and Hygiene (WASH) - HEALTHCARE AND WELLBEING
- ➢ Humanitarian Action (Disaster Risk Reduction & Response) - STANDING WITH COMMUNITIES IN NEED

Innovation Ambassador Program, Ministry of Education, Govt of India

The Ministry of Education's Innovation Cell has trained 10000+ faculty Innovation Ambassadors from 3000 HEIs in the areas of ideation & design thinking, business plan development, venture development, investment and equity, IP management and technology commercialization etc. towards building the in-house mentor capability and competent human resource capacity in educational institutions to drive the

innovation and start-up ecosystem in campuses. Similarly, MIC has started a school innovation ambassador program to train 50000 school teachers.

The Ministry of Education's Innovation Cell and AICTE consider these faculty innovation ambassadors as on ground "Change Agent" and act as catalysts in the propagation of innovation and start-up culture in institutions, nearby communities, and schools. Through a dedicated portal developed for IAs, MIC prescribes activities towards engagement of IAs, and has regular practice of training, progress monitoring and rewarding the best performers.

AICTE Leadership in Teaching Excellence (LITE) Programme

LITE programme aims to create one hundred institutions with leadership in teaching excellence to become AICTE brand ambassadors of change. Under this programmes, selected computer science teachers from 100 institutions have been given specialised training in learner-centered pedagogy, competency based curriculum and continuous assessment techniques to become AICTE-Pupilfirst certified institutions with Leadership in Teaching Excellence (LITE Institutions).

National Educational Alliance for Technology (NEAT), Ministry of Education, Government of India:

MoE has announced a National Educational Alliance for Technology (NEAT) as a Public-Private partnership model between the Government (through its implementing agency AICTE) and the Education Technology companies of India. Through an open invitation and screening, companies are invited to showcase their products on a National Portal developed for the learners, who may procure them based on their requirements. The aim of NEAT is to bring the best technological Products in education pedagogy on a single platform for the convenience of learners. Technology Products using Artificial Intelligence for customized learning or e-content in niche areas having highly employable skills would be identified for showcasing on the portal.

The scheme also includes 25% free seats for existing students of higher education from Weaker sections of society mainly SC/ST/OBC.

AICTE Training and Learning (ATAL) Academy

AICTE has initiated lakhs of the online training programmes for faculties in the emerging areas through ATAL academy. The vision of the ATAL academy is to empower faculty to achieve goals of Higher Education such as access, equity and quality. The Thrust Areas covered are Artificial Intelligence, Internet of Things (IoT), Block chain, Robotics, Quantum Computing, Data Sciences, Cyber Security, 3D

Printing & Design, Augmented Reality (AR)/ Virtual Reality (VR), Artificial Intelligence. In addition to this number of online FDPs were organised on various subjects in Engineering, Management, Arts and Craft, Design & Media, Life Skill Management & NEP 2020 implementation.

CONTEXT & POSSIBLE EFFECT

Context	Possible Effect
Drop outs from Institutions	**Dis-satisfaction from institutions** **Loss of self-confidence/ esteem**
Inequity in infrastructure across different institutions	**Migration to urban areas** **Unequal development** **Simmering discontent**
Language & other social barrier among students	**Difficulty in learning and associated lack of Self Esteem** **Creation of avoidable stereotype**
Capacity Building of faculties	**Inequality in the delivery of educational content.**

PROVISIONS IN THE NATIONAL EDUCATION POLICY (NEP) 2020

Ministry of Education, Government of India notified the New Education Policy in the year 2020 with the overall objective of bringing transformational changes in India's educational landscape. There are number of provisions mentioned in the NEP 2020 which focusses upon Equity and Inclusion in Higher Education & voluntarism to support the educational empowerment of the students as reiterated bellows:

Para 9.1.2. For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

Para 11.1. India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific 'fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional 'fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought

back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

Para 11.4: 11.4. A holistic and multidisciplinary education, as described so beautifully in India 's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.

Para 14.1. Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs.

Para 14.2. The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

Para 14.3. There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

Para 21.3. Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change. The National Literacy Mission, when it was launched in 1988, was largely based on the voluntary involvement and support of the people, and resulted in significant increases in national literacy during the period of 1991–2011, including among women, and also initiated dialogue and discussions on pertinent social issues of the day.

Para 21.5 (c). Vocational skills development (with a view towards obtaining local employment);

Para 21.5 (d) basic education (including preparatory, middle, and secondary stage equivalency); and

Para 21.5 (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children

Para 21.6. Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use school's/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating

synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

Para 23.10. HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness. Disruptive technologies will make certain jobs redundant, and hence approaches to skilling and deskilling that are both efficient and ensure quality will be of increasing importance to create and sustain employment. Institutions will have autonomy to approve institutional and non-institutional partners to deliver such training, which will be integrated with skills and higher education frameworks.
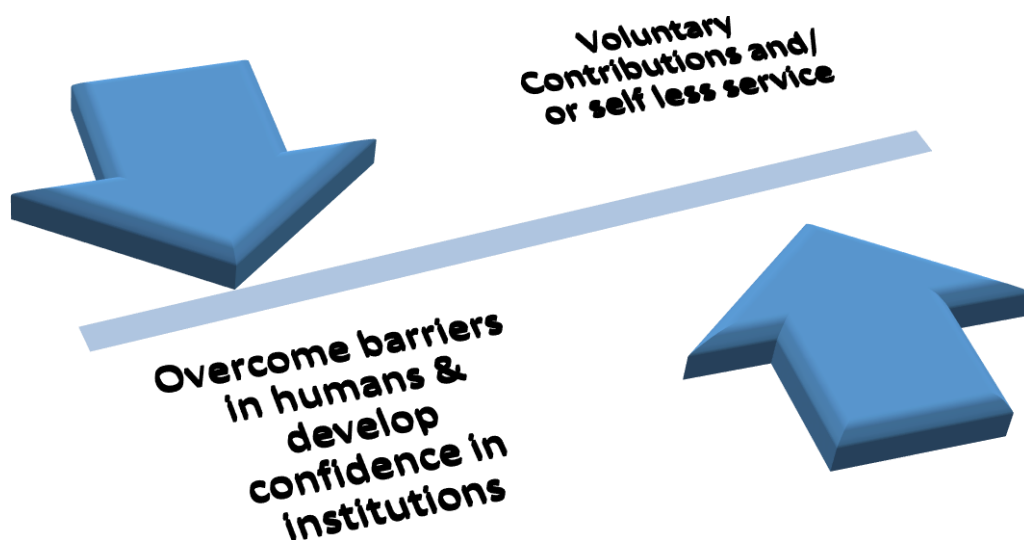
ISSUES & CONCERN

With the onset of the COVID-19 pandemic the educational environment across the country has been seriously disrupted due to the closure of the institutions and it has impacted millions of the students in the higher education across all disciplines from science, humanities, social science, engineering, management etc. It has also hampered the research environment across the country due to non-availability of labs for the experimental research purpose. In order to provide educational support to the student's institutions have provided support with the help of online classes. However, this has further widened the gaps between rich and indigent students who find it very difficult to bridge the gap due to ill-affordability of digital devices laptops, desktops etc. in view of their high cost along with non-availability of high-speed internet connections especially in the rural areas of the country. Number of studies published during this period highlighted the issue of affordability of digital devices among the different sections of the society.

In addition to the above a large scale capacity building of the faculties across Higher Educational Institutions in the emerging and thrust areas to be initiated. Similarly, the Higher Educational Institutions also needs support towards upgradation of their infrastructure and maintenance of the existing one.

The New Education Policy – 2020 also talked about Outcome based Learning, Skill upgradation in the emerging Areas, Revising Assessment System, Incorporating Human Values in Students, Multidisciplinary approach in education etc.

In order to provide continuous educational support to the students, faculties and institutions there is urgent need to engage with them and provide them holistic support, academic as well as infrastructure. Programme involving Community volunteers mainly faculty (retd/ serving), serving and retired scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, Non-Resident Indian (NRI)/ person of Indian origin homemakers, recipients of fellowships, NSS, NCC cadets, support from industry under CSR etc. would be a step forward in this direction.

VIDYANJALI (HIGHER EDUCATION): A STEP TOWARDS INCLUSIVENESS

Voluntary Contributions and/ or self less service

Overcome barriers in humans & develop confidence in institutions

The "VIDYANJALI (Higher Education for Support to the Students, Faculties & Institutions through Volunteerism", is a unique step towards Volunteerism and fosters benefits both ways – by promoting volunteerism through voluntary contributions or selfless service on one hand, and by helping learners, faculties and institutions overcome their educational, capacity building and infrastructure barriers.

INTERVENTION POINTS

Direct support

- Academics. Guest lectures in institutions, tutoring of students etc
- Support in training of the students in the emerging areas/ technology like Augment reality / Virtual reality, Media and Entertainment, Machine Learning, IoT, Robotics, Additive Manufacturing, Embedded systems, Data Science and the courses which map the requirement of Industry 4.0 to transform the students into industry suitable workforce.

- Personality development. Language & soft skills training.
- Skills Enhancement. Mentor & coach for enhancing inherent skills for livelihood.
- Soft skill. Language, critical thinking, Universal Human Values others, yoga, sports.
- Consultancy. On specific topic (SDG Goals, project reports, tie-ups)
- Capacity Building of the teachers of Higher Educational Institutions.

Support in Kind

- Infrastructure. Sharing of resources, augment/ restructure/ repurpose existing resources.
- Knowledge support. Books, instruments, lab equipment, scholarships, workshops
- Endowment. Through corpus, private/ CSR contributions, philanthropy
- Incubation. Seed capital, space, resources, market place

On Call

- Any specific demands as per institutes assessment of needs.

TERMS OF REFERENCE

- No remuneration/ honorarium. All activities on voluntary & selfless basis.

- No rights/ entitlement/ encumbrances on recipient.

- Management & Administration of volunteer contribution/ recognition by means of portal.

- Adoption of student to be based on ethical & moral grounds for betterment of society.

- Compliance to basic etiquettes & norms. Code of conduct to be developed along with citizen charter.

- No cash grants- all Support in Kind to be material. Endowment if set up is to be listed

- Students/ institute to have a right of refusal (till delivery). Lifecycle & support (AMCs/ updates etc) to be ensured by the donor.

- Ownership & acceptance to be retained in institute and not to be transferred without consent of donor.

- Annual reporting by institutes under mandatory disclosures.

- AICTE and UGC will formulate suitable guidelines to provide 1 credit weightage to the students for performing volunteer work for 45 hours limited to maximum 3 credits during the academic programme.

- Contribution of the teachers as volunteer to be recognised by incorporating it in the Career Advancement Scheme (CAS) by UGC and AICTE.

4 — Create beneficiary list- students, area mapping etc.

3 — Develop Volunteer Base (Retd teachers, serving and retired scientists / government officials, retired armed forces personnel, Alumni of educational institutions, NRIs, PIOs, Homemakers, recipients of various Scholarship schemes (PG level & above), NGOs, private organisation, NSS, NCC etc

5 — Invite & register volunteers s, donors, certified NGOs & other contributors.

2 — Create online portal for governance, administration & match making of beneficiary with volunteers.

6 — Maintain reporting & transparency through dashboard, regular announcement, upgrades, disclosures.

1 — Initiate & define code of ethics for volunteer/ selfless contribution. Issue guidelines for ecosystem functioning.

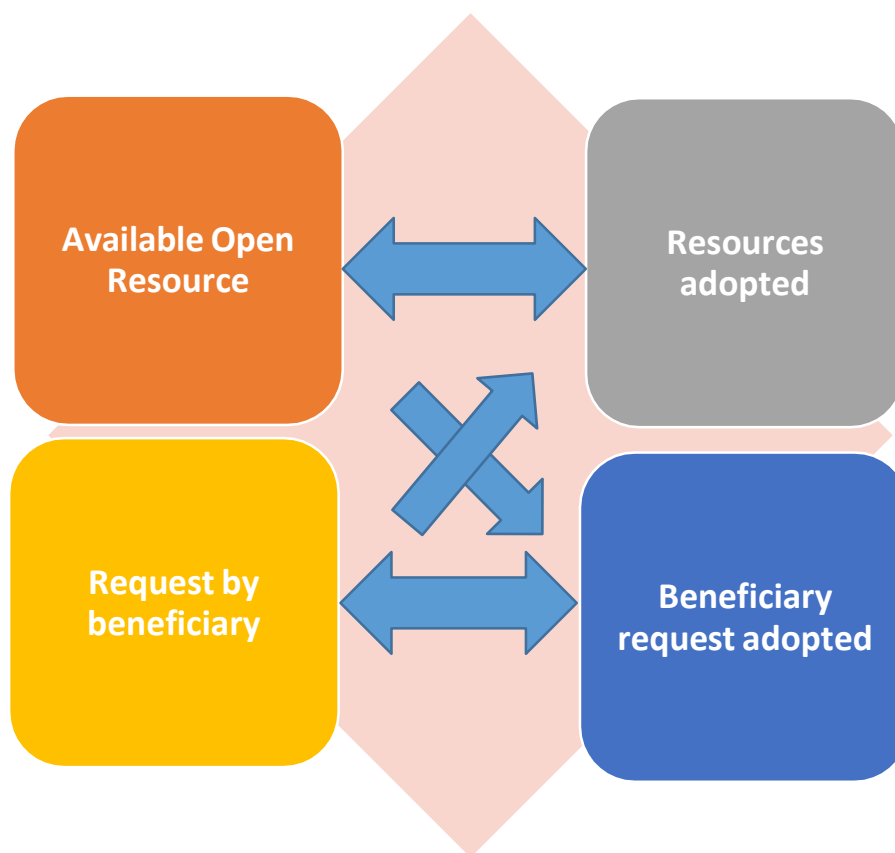VIDYANJALI (Higher Education) will work in such a way that the beneficiary i.e. the students/faculties/ institutions will create the request and the same to matched with the existing volunteers. If it's matched the process will move further to complete the other formalities. Similarly, a volunteer would be able to see the available requests from the beneficiary and select the same for providing support as per his/her convenience. This two- way system will act as connecting the beneficiaries with volunteers and vice versa. In the scheme the following will be covered:
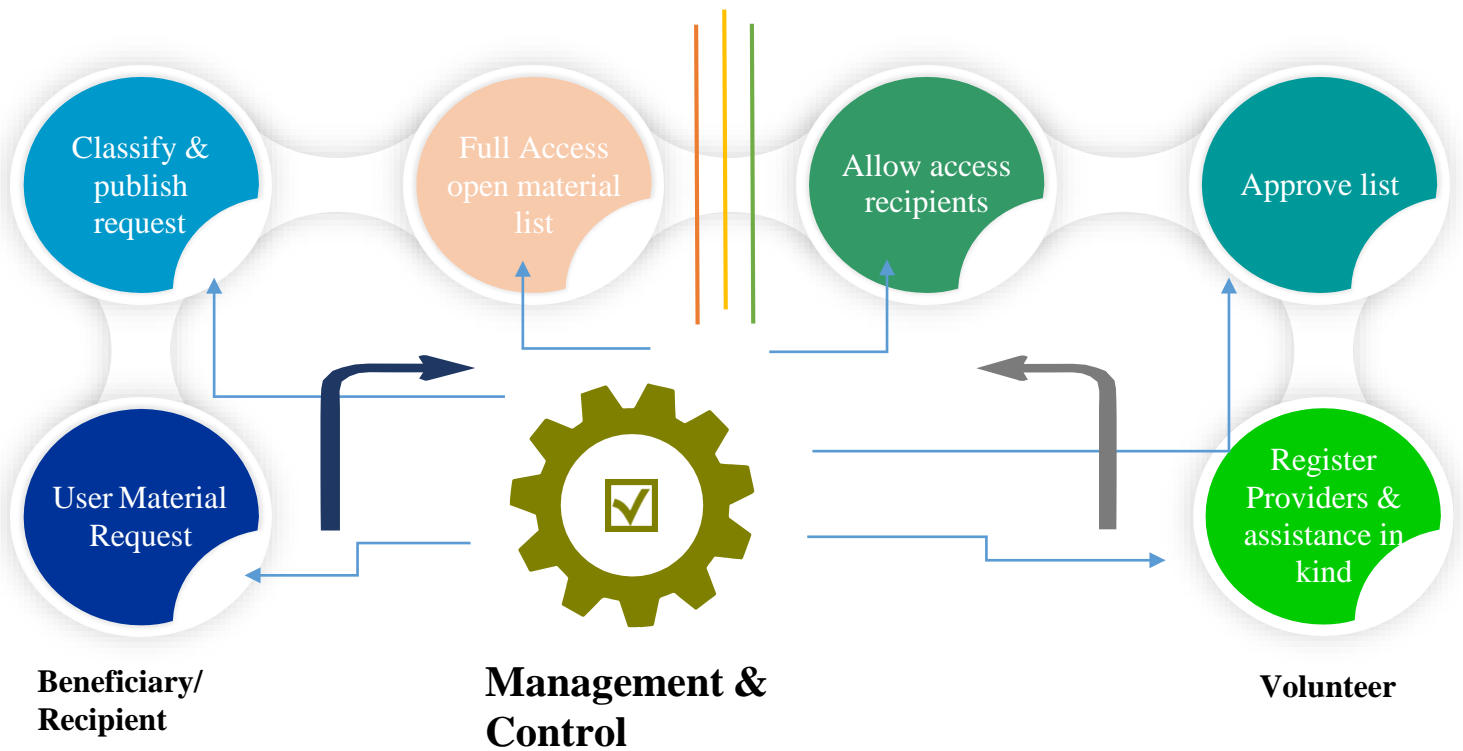
1. Handholding for institution development

2. Handholding with faculty members

3 Handholding with students

PROCESS FLOW FOR DIRECT SUPPORT
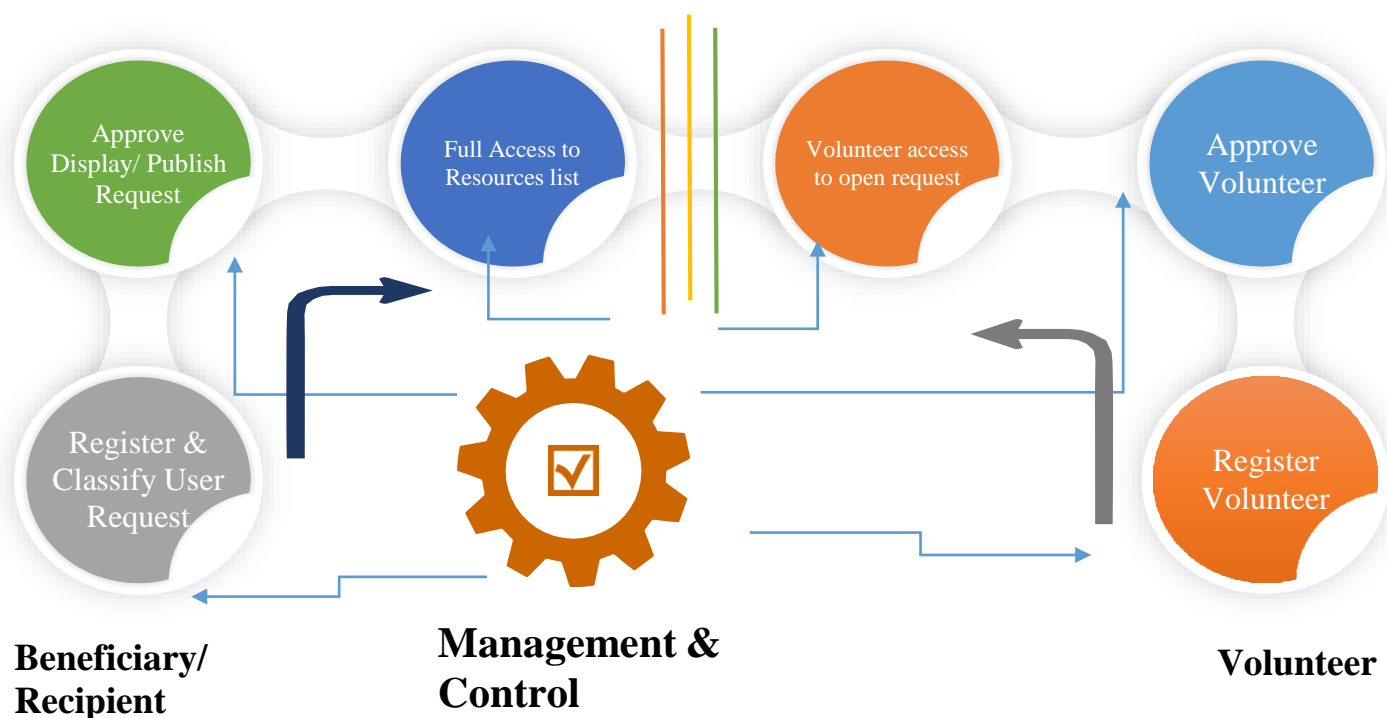
For providing direct support to the institutions / Faculities / students the volunteer & recipients both need to register on the online VIDYANJALI (Higher Education) portal. All request from beneficiary to be first approved by the administrator. Similarly, a volunteer will also be approved by administrator after checking all his/her credentials. After approval the process of connecting the beneficiary with available resources in the area of intervention will start based upon preference of the beneficiary and volunteer and beneficiaries connect with each other to move it further towards availing the expertise.

Classify & publish request

Full Access open material list

Allow access recipients

Approve list

User Material Request

Management & Control

Register Providers & assistance in kind

Beneficiary/ Recipient

Volunteer

For In-Kind support to the institutions the volunteer & recipients both need to register on the online VIDYANJALI (Higher Education) portal. All request from beneficiary to be first approved by the administrator. Similarly, a volunteer will also be approved by administrator after checking all his/her credentials. After approval the process of connecting the in kind requirement of the beneficiary with available items will start based upon preference of the beneficiary and volunteer and beneficiaries connect with each other to move it further towards availing the expertise.

LIST OF ACTIVITIES

01 Generic Level services/activities

- Academic Subjects
- Yoga/ Sports
- Soft Skills
- Vocational Skills
- Career Counselling
- Capacity Building Programmes

02 Sponsorships/ Endowment

- Research
- Laboratory
- Consultancy
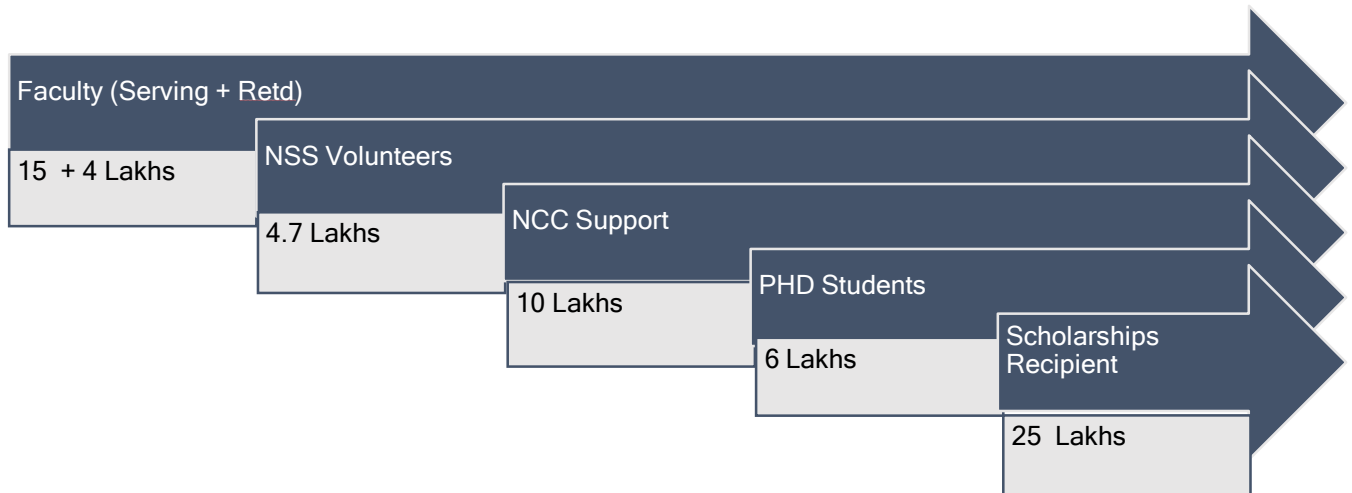- UBA/ SAGY/ UN SDGs/ USVA etc
- Chair/ Medal/ Scholarships

03 Asset/ Material

- Infrastructure
- Centre of Excellence
- Digital Access & equity

04 Misc

- Incubation Support
- IPR development
- Marketting
- Internships & onboarding
- Industry certifications

VOLUNTEER BASE

Faculty (Serving + Retd)				
15 + 4 Lakhs	NSS Volunteers			
	4.7 Lakhs	NCC Support		
		10 Lakhs	PHD Students	
			6 Lakhs	Scholarships Recipient
				25 Lakhs

In order to provide the academic support to students & faculties through volunteerism, there is very large academic resource available in public domain. Starting with approximately 15 lakh teachers, 6 lakhs Ph D students, 25 Lakhs recipients of fellowships / scholarships from Central/State government, NCC and NSS volunteers totalling 15 lakhs may also be involved in the process. In addition to the above serving and retired scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, homemakers, NGOs and also persons from the Indian diaspora and any other literate persons can volunteer at Higher Educational Institutions that requests for assistance to be involved in the volunteering work. In additions to this for the development of infrastructure like labs, digital equipment's, electrical equipment's etc in Higher Educational Institutions the support through CSR funding from corporates, Individuals, Non-Resident Indian (NRI)/ person of Indian origin etc. through voluntarism would be envisaged in the scheme.

LIKELY DELIVERY & IMPACT

Delivery

- In all higher educational institutes- especially in 5000 identified institutions

- For students from all sections of the society.

- Capacity Building of the Teachers of Higher Educational Institutions (HEIs)

- Academic empowerment & development of individual/ institute.

- 165177 free coupons under NEAT available for EWS students.

- 10000 beneficiaries of Pragati scholarship scheme purchased digital devices.

- 20,000 students already benefitted through 200 skill & personality development programme centres.

Impact

- Reconnect individual students to enhance skills & knowledge.

- Informal connect inspires natural trust and rapport without fear or greed.

- 15 – 30 % of dropouts expected to be retained.

- Capacity constraints expected to be eased out in remote areas by collaborations.

- Infra augmentation in Higher Educational Institutions (HEIs).

- Capacity Building of the teachers in the emerging areas.

TERMS & CONDITIONS FOR CONTRIBUTIONS

PART I : Contribution in service/activity:

   (i)   VIDYANJALI (Higher Education) allows the volunteers to contribute in service/activity at institutes in the area of their expertise and depending on their area of interest.

   (ii)   A volunteer can contribute in services/activities which are categorised in 2 verticals, namely:

        • Generic Level services/activities

        • Sponsorship activities

   (iii)   Brief description of generic and sponsorship activities is given at Annexure - 1

PART II : Contribution of assets/material/equipment:

   (i)   VIDYANJALI (Higher Education) also allows the volunteers to contribute different types of assets/material/equipment.

   (ii)   The broad categories of contribution include basic civil infrastructure, basic electrical infrastructure, classroom support materials and equipment, digital infrastructure, equipment for extra-curricular activities & sports, yoga, health and safety aids, teaching learning materials/learning equipment, maintenance & repairs, office stationery/furniture/support services/needs etc.

   (iii)   Contribution of assets/ material/equipment cannot be in the form of any monetary support. In case institutions ties up any monetary support, then this platform may not be used for that purpose.

   (iv)   Institutions can post a request for contribution from a volunteer within a predefined list of assets/material/equipment, which is at Annexure II.

PART III: Nature of Contribution:

The volunteers can make partial or complete contributions to a institute which has posted a request for Service/Activity and/or Assets/material/equipment on the following terms and conditions:

i) In case contribution received by an institute from a volunteer is less than the demand raised by Institute (actual requirement of the institute) i.e., the demand of the Institute is not fulfilled, then the institute request would be open for other volunteers.

ii) In case where the Institute receives contribution from a volunteer more than the demand raised by the Institute, it will accept only the contribution it requires and inform the volunteer to contribute the balance in other Institutes which may have placed a similar request.

iii) In case where contribution received is equal to demand raised by the Institute, then the request would be closed.

ROLES & RESPONSIBILITIES OF DIFFERENT STAKEHOLDERS

For the effective implementation of the scheme, the following guidelines are to be adhered to by respective stakeholders:

A. Role of the Institute:

(i) **Institute Registration:** Higher Educational Institutions shall register on online portal developed for the scheme.

(ii) **Post request list of contributions:** Depending upon the number of students and their requirements, physical infrastructure available, availability of human resource and other resources in the institute, they shall post a list of required service/activity or assets/material/equipment on the web portal/app.

(iii) **Shortlist Volunteers for meeting:** Depending upon the list of services/activities or assets/material/equipment requested by institute at point (ii) above and the interest shown by a Volunteer, the institute shall shortlist the Volunteers for their possible contributions after assessing their qualification/experience through Volunteer profile or specifications/ standards of assets/material/equipment offered.

(iv) Interact with Volunteers: A face-to-face or virtual meeting shall be arranged by the institute to know the Volunteer's area of expertise or details of assets/material/equipment proposed for contribution. Based on the interaction with the Volunteers, the institute shall decide how the institute can avail of a Volunteer's contribution in activity depending on availability for a specified time slot or the time by which the Volunteer can make the contribution offered in assets/ material/equipment.

The broad contours of the interview and assessment of Volunteer profile must include:
• Requisite specialized skills, qualifications and relevant experience.
• The final selection would be done by the institute after verifying the antecedents and documents of the Volunteers by the institute authorities based on specific guidelines to be given by respective State/UT governments in this regard.
• The final decision with respect to the engagement of the Volunteer will be with the institute authorities.

(v) **Confirm Volunteers for participation:** The institute may decide to go for an agreement with the identified Volunteer. The institute may also provide

certificates to the Volunteer acknowledging/ appreciating their contribution for the institute. Generation of agreement and certificate are not part of online portal and institute shall process those separately.

(vi) No funds / salary/ honorarium shall be provided to the Volunteer for contribution.

(vii) **Take responsibility:** It shall be the responsibility of the institute administration to undertake all background checks, assessment of capabilities, etc. of the volunteer/s. In case of any issue in this regard, it shall be the sole responsibility of the institute administration system.

B. Role of the Volunteer:

(i) **Register on the** VIDYANJALI (Higher Education) **web portal/ mobile App:** Volunteer may register as individual or non-governmental organization (NGO) or organization (other than NGO) and complete the profile by providing mobile number and email ID.

(ii) **Search Institute:** The Volunteer shall be able to search the desired institute based on State, District, Block and institute Name. The Volunteer will be able to view the institute onboarding status and contribution requests raised by a institute.

(iii) **Browse list of contribution:** Depending on the request list posted by the institute, the Volunteer may search for the contribution requests of institute based on his/her area of expertise/interest or assets& materials that he is willing to contribute.

(iv) **Apply for Contribution:** After going through the details, the Volunteer may decide to apply for an activity based on his/her area of expertise/ interest or for contributing assets & materials for a particular institute. The Volunteer can express his/her interest to partially/fully contribute to the institute request.

(v) **Request for onboarding of institute:** Volunteer may send request to institute for onboarding, if the institute, he wishes to contribute for, is not in the list of institute registered on the portal or has not requested for specific contribution.

(vi) **Participate, if selected by institute:** If shortlisted by the institute, the Volunteer may interact with the institute based on information received from the institute in which he/she has applied for contribution. After the selection process, he/she shall contribute in the activity or assets & materials as agreed by the institute.

(vii) **Feedback:** Volunteers may provide feedback to institute on contribution experience and receive feedback from institutes about their performance.

(viii) **Notifications:** Volunteers shall be updated regularly for various events like registration, meeting invitation and selection for contribution etc.

CODE OF CONDUCT

The Code of Conduct is as follows -

(i) These guidelines are applicable to central and state Government and Government aided Higher Educational Institutions.

(ii) Department of Higher Education, Ministry of Education, reserves the right to revise the Terms and Conditions in respect of contribution by Volunteers through VIDYANJALI (Higher Education) portal at any time and Volunteers are deemed to be bound by any changes therein.

(iii) No liability would be there towards Volunteers for any direct, indirect, incidental or consequential damages arising out of or in any way connected with any activity/contribution which might be delegated to the Volunteer or any employee of the Volunteer.

(iv) No remuneration is payable to Volunteers under this initiative by institute, state/UT or central government.

(v) The Volunteer shall follow strict confidentiality and shall not reveal to any person, organization or on social media platform, confidential information of the activity, its works and its policies.

(vi) Volunteers will conduct themselves professionally in their relationship with the institute authorities and the public in general.

(vii) Volunteers will be required to submit a report of their work prior to discontinuation/disassociation from institute.

(viii) Delegation of activity to the Volunteer does not entitle him/her to any claim towards employment (whether for teaching/non-teaching activities) in the institute or Ministry/Department.

(ix) The period of service rendered by the volunteer cannot be claimed as a full-time work experience. Any certificate of acknowledgement/ appreciation issued by the institute cannot be claimed as an experience certificate.

(x) The designated man-hours for the volunteering activity would be decided by the institute authorities in consultation with the Volunteer and the same may be followed by the Volunteer in order for the successful completion of the activity.

(xi) The volunteer has to provide a self-certificate for the assets/material/ equipment, that the item(s) being legally owned by the volunteer is/are in good working condition and that the volunteer is transferring ownership right of the asset/material/equipment to the institute. Further, institute will not be held legally liable for any wrongdoing on part of the volunteer.

(xii) The VIDYANJALI (Higher Education) is only a platform to bring together institute and Volunteers/voluntary contributions. The Ministry of Education shall not be responsible for verification of the requirements posted by the institute/ States or for verification of credentials of the Volunteer or the work done by them. These shall be the responsibility of the respective stakeholders.

(xiii) The contribution should not lead to creation of any temporary or permanent liability on the Institute/State/National level.

GUIDELINES FOR STATES/UTS AND AUTONOMOUS BODIES

(i)   States/UTs and autonomous bodies may issue a circular to include, inter-alia, safety guidelines; standards specifications for contribution in assets/material/equipment; recognition to individuals/organisations/NGOs contributing in kind above a specified financial limit.

(ii)   From a safety point of view, the Volunteer needs to submit an identity proof such as Aadhar Card or any other Government of India ID with the institute before rendering his/her services or that of all personnel deployed by the organisation on the activity.

(iii)   Volunteer to submit a brief profile highlighting his/her area of expertise/ experience (including employees in case of organisations) in the academic activity claimed to be carried out. This will help institute decide whether to avail the service of a volunteer or not.

(iv)   Such services may not constitute the major part of teaching-learning in the institute. The services of the Volunteer may be availed primarily for those areas/ subjects for which institute does not have sufficient human resource/ expertise.

(v)   The academic activities carried out by such Volunteers should be supervised/ monitored by the permanent teachers of the institute.

(vi)   The services/activities should be purely academic or co-curricular in nature. There should not be any promotion of any particular ideology or practises.

(vii)   All contributions made by the Volunteer in the form of assets/material /equipment should be at least BIS marked.

(viii)   Infrastructure donated should be in working condition and the principal must ensure that institute should not become a dumping ground of e-Waste.

(ix)   The contribution for assets/material/equipment should also include commitment for providing annual/ regular maintenance.

(x)   The contribution can also be in the form of sponsorship of events/maintenance services.

(xi)   As per NEP 2020 community engagement and service is mandatory in the academic programme and therefore, credit weightage to the students performing volunteer work is part of it. Similarly, the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education, 2018 has community service as one of the assessment criteria for university/college teachers. The contributions

made by teachers to the HEIs through volunteerism under "Vidyanjali (Higher Education)" to be recognized appropriately under the community services.

(xii) For volunteering purpose any students above one year in class of the student to whom academic support to be provided can act as volunteer e.g. The students currently in 4th year of an under graduate programme (BA/BCOM/BTech/BE etc) may become volunteer to provide academic support to the third-year students and so on.

TERMINATION OF SERVICES

The institute /state authorities may terminate the relationship with a Volunteer under any one of the following situations:

(i) The authorities could disengage the volunteer if they are of the view that the services of the volunteer are no more required.

(ii) The authorities may terminate the services of the Volunteer at any time without assigning any reasons and with immediate effect in case of:

➢ Inappropriate behaviour of the Volunteer or any representative thereof.

➢ Non-compliance of volunteering methodology.

➢ Lack of interest by the Volunteers.

➢ Non-completion/non-fulfilment of the commitment made by the volunteer in the

➢ agreement.

➢ Promotion of any divisive or other ideologies not conducive for young minds and/or promotion of private business/start-up/any for-profit activity, etc.

➢ Harming the safety and security (physical, emotional, social, health-related, cyber safety included) of the students in any manner.

(iii) If it comes to the notice of the authorities that the person/Volunteer whose services have been terminated continues to act in a manner which gives an impression that he/she still works as a Volunteer, the authorities reserve the right to take appropriate legal action against such person and the decision of the authorities would be final and binding on the Volunteer.

(iv) The authorities reserve the right to seek all remedies available as per law and for violations of these Terms and Conditions including the right to block access of a particular Volunteer to any of the assignments.

Generic Level services/Academic activities:
1. Subject Assistance
2. Teaching Yoga
3. Coaching for Sports
4. Teaching Languages
5. Teaching Vocational Skills
6. Mentoring Students for Career Counselling
7. Mentoring Students for Placement Opportunities
8. Mentoring Students for Internship Opportunities
9. Support for Preparation for Entrance & Competitive Examinations
10. Support of Trained Counsellor
11. Support of Special Educator
12. Support for Skill Enhancement Training by Expert
13. Other

Sponsorship services/activities:

1. Sponsoring Trained Counsellors
2. Sponsoring Special Educators
3. Sponsoring of Special Classes by Expert
4. Sponsoring for Participation in Sports
5. Sponsoring for Participation in Cultural Events
6. Sponsoring Special Remedial Classes for Students by qualified teachers
7. Sponsoring Students for Specialized Courses
8. Sponsoring Students for Scholarships
9. Sponsoring Teachers for Specialized Courses
10. Sponsoring Seminar/Conference in the Institute
11. Sponsoring of Faculty Members in Seminar/Conference
12. Sponsoring of Students Members in Seminar/Conference
13. Sponsoring for Skill Enhancement Training
14. Other

Annexure II
List of Assets/Material/equipment for contribution by a Volunteer

Sl. No.	Sub Category	Assets/Material/Equipment Name
1	Basic Civil Infrastructure	1. Additional Classroom 2. Toilets for Girls/Boys/Divyang Students 3. Toilets for staff 4. Drinking Water Facility 5. Staff Room 6. Boundary Wall 7. Gate 8. Overhead Water Tank 9. Playground with Equipment 10. Ramps / Barrier Free Access 11. Library (Room, Books and Furniture etc.) 12. Modern Kitchen and dining facilities. 13. Residential Hostels for Students 14. Residential Quarters for Teachers 15. Rain Water Harvesting Structures
2	Basic Electrical Infrastructure:	1. Ceiling Fans 2. LED for Common Areas 3. LED in Classrooms 4. Exhaust fan for Kitchen / Toilets 5. Solar Panel / Energy Efficient Electrical Equipment 6. Generator / Inverter Sets 7. Cooking equipment
3	Classroom Needs:	1. White Boards 2. Green Boards 3. Tables 4. Chairs / Benches 5. Cupboards
4	Digital Infrastructure:	1. Desktop Computer 2. LED Projector 3. Interactive Whiteboard 4. Smart TVs / LED TVs 5. Tablets 6. Laptops 7. UPS 8. Routers 9. Internet Connectivity and Related Equipment 10. Printers 11. Scanner 12. Computer Accessories (Keyboards, Mouse etc.)

5	Equipment for Indoor & Outdoor Games	1. Badminton Kits (Racquets, Shuttlecocks, Net etc.) 2. Basketball Kits (Basketball, Posts, Rings etc.) 3. Football Kits (Football, Pump, Goal Posts, Net etc.) 4. Volleyball Kits (Volleyball, Posts, Net etc.) 5. Cricket Kits (Ball, Bat, Wickets etc.) 6. Hockey Kits (Ball, Sticks, Goal Posts etc.)
6	Health and Safety aids:	1. Fire Extinguisher 2. First Aid Kit 3. Water Purifier 4. Disinfectants & Sanitizers 5. Masks 6. Infrared Thermometer 7. Hand Wash Facilities 8. Hearing Aids 9. Wheelchair 10. Sanitary Pad Vending /disposal Machines
7	Maintenance & Repairs	1. Boundary Wall Painting 2. Electrical Fixture Change 3. Fans Regulators Change 4. Generator Repair / Maintenance 5. Painting (per sq. ft.) 6. Pumps / Motors Repair 7. UPS Battery replacement 8. ICT Equipment maintenance and repair
8	Office Needs	1. Notice Board 2. Cupboards 3. Stationery 4. Photocopier 5. Interactive Voice Response Systems (IVRS) 6. Public address System
9	Teaching Learning Material	1. E-content and software 2. Subscription for Journals 3. Subscription for Magazines
10	Labs	1. ICT Lab 2. Science Lab 3. Vocational Lab

Please submit your suggestions on Draft Scheme Guidelines/ Online Portal on https://forms.gle/jCkY UsJKgb3ExcFE6

सत्यमेव जयते

Ministry of Education
Government of India