Empowering Amrit Peedhi for Viksit Bharat

ANNUAL REPORT

2024-25

सत्यमेव जयते

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

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Government of India
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Department of Higher Education

Part-I

Department of School Education & Literacy

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सत्यमेव जयते

Ministry of Education

Government of India

Introduction

Introduction

The Ministry of Education (Shiksha Mantralaya) consists of two Departments:

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

The following subjects are allocated to the Ministry of Education as per **"Government of India (Allocation of Business) Rules, 1961"**

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

1. Elementary Education
2. Basic Education
3. Bal Bhavan, Children's Museum
4. Social Education and Adult Education
5. Audio Visual Education with reference to entries in this list
6. Books (other than the books with which the Ministry of Information and Broadcasting is concerned) and Book Development (excluding stationery paper and newsprint industries with which the Ministry of Commerce and Industry is concerned) with respect to the items in the list
7. Educational Research with respect to items in the list
8. Publications, information and statistics with reference to the items in the list
9. Teachers training with reference to the items in the list
10. National Council for Teacher Education
11. Charities and Charitable Institutions, Charities and Religious Endowments pertaining to subjects dealt within this Department
12. Secondary Education and Skill Guidance
13. National Council for Educational Research and Training

B. Department of Higher Education (Uchchatar Shiksha Vibhag)

1. University education; Central Universities; Rural Higher Education Foreign Aid Programme relating to Higher Education, Technical Education Planning and Development of School Education
2. Institutions of higher learning (other than Universities)
3. Books [other than the books with which the Ministry of Information and Broadcasting is concerned] and Book Development (excluding stationery paper and news print industries with which the Ministry of Commerce and Industry is concerned) with respect to the items in the list
4. Audio Visual Education with reference to the items in the list
5. Production of university-level textbooks in Regional Languages.
6. Educational research
7. Publications, information and statistics
8. Development and propagation of Hindi, including multi-lingual dictionaries
9. Grant of Financial assistance for the teaching and promotion of Hindi
10. Propagation and development of Sanskrit
11. Rehabilitation and other problems relating to displaced teachers and students.
12. Central Advisory Board of Education
13. UNESCO and Indian National Commission for Cooperation with UNESCO

14. Matters relating to all scholarships including those offered by foreign countries and foreign agencies in subjects dealt with by this Department but excluding scholarships to students belonging to scheduled castes and scheduled tribes, denotified, nomadic and semi-nomadic tribes and General Scholarships Schemes and scholarships to foreign students and different schemes
15. Education and Welfare of Indian Students overseas; Education Departments of Indian Missions overseas; Financial assistance to education institutions and Indian Students' Associations abroad
16. Educational Exchange Programmes; exchange of teachers, professors, educationists, scientists, technologists, etc.; programme of exchange of scholars between India and foreign countries
17. Grant of permission to teachers of Universities, colleges and institutions of higher learning to accept assignments abroad
18. Admission of foreign students in Indian Institutions
19. Charities and Charitable Institutions, Charities and Religious Endowments pertaining to subjects dealt within this Department
20. Adhoc scientific research, other than research in higher mathematics, nuclear science and atomic energy, in universities and educational institutions
21. Vigyan Mandirs
22. General Policy regarding partial financial assistance to Scientists going abroad for studies in fields other than mathematics, nuclear science and atomic energy
23. Expansion, Development and Coordination of Technical Education
24. School of Planning and Architecture
25. Regional Schools of Printing
26. Grants-in-aid to State Government institutions, non-Government institutions, professional bodies and technical institutions of Union Territories for technical education. Grants-in-aid for post graduate studies in basic sciences, grants-in-aid for development of higher scientific and technological education and research in educational institutions; Grants-in-aid for fundamental research in science and technology; grants to individuals for fundamental research
27. All India Council for Technical Education including conduct of its National Diploma and National Certificate Examinations
28. Practical training facilities for students of engineering and technological institutions
29. Recognition of professional technical qualification for purposes of recruitment to posts under Government of India
30. National Research Professorships and Fellowships
31. Holding of Foreign Examination in the fields of professional and technical education in India
32. University Grants Commission
33. National Book Trust
34. Administrative Staff College of India, Hyderabad
35. Indian School of Mines and Applied Geology, Dhanbad
36. Indian Institutes of Technology at Kharagpur, Mumbai, Kanpur, Chennai, Delhi, Guwahati and Roorkee
37. Indian Institute of Science, Bangalore
38. The Tata Institute of Social Sciences, Mumbai
39. International Students Houses in India and abroad
40. Schemes for grant of financial assistance to voluntary organisations for promotion of modern Indian languages
41. Regulation of Engineering Professional Services
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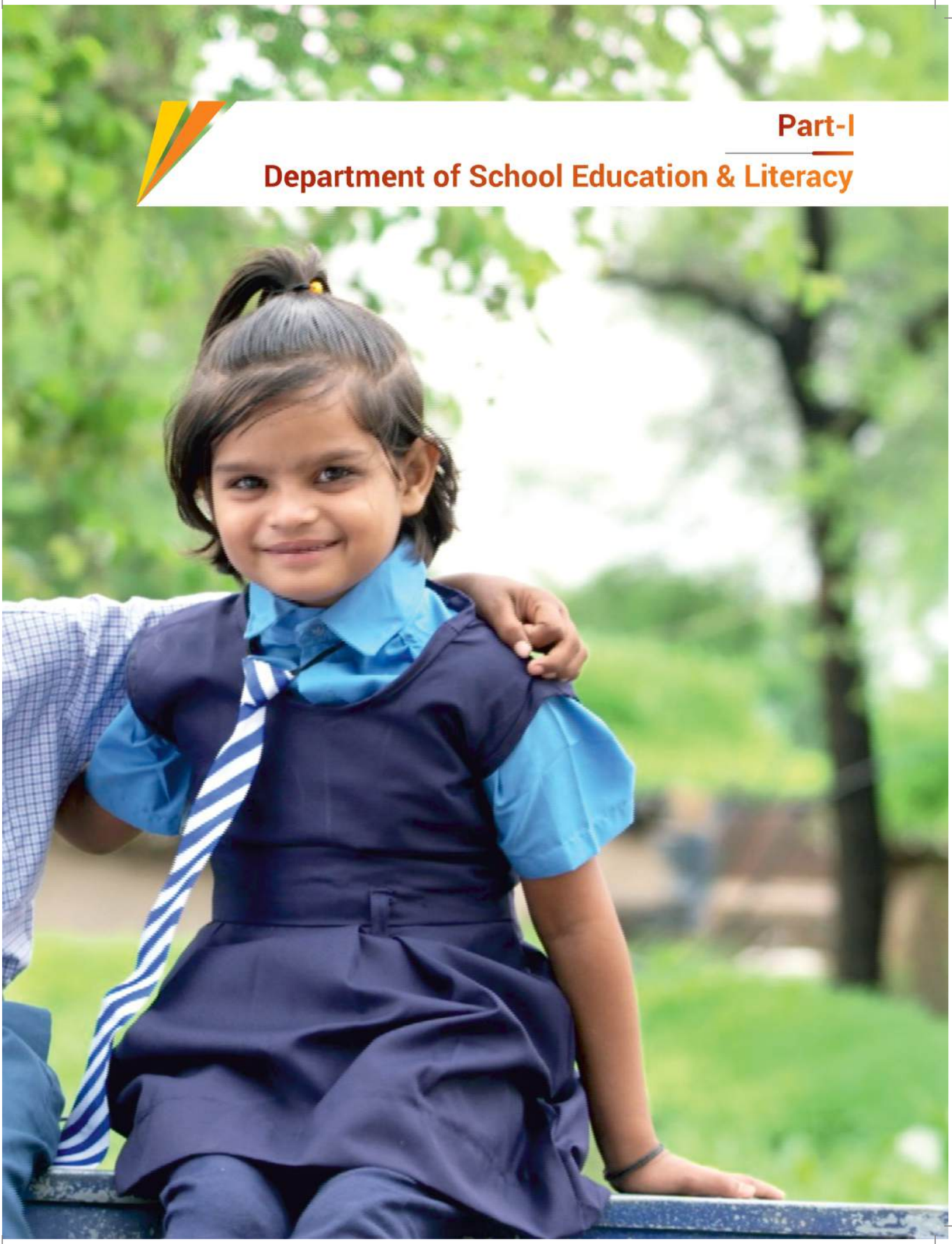
Part-I

Department of School Education & Literacy



CHAPTER - 01

I. National Education Policy (NEP 2020)

National Education Policy, 2020 envisions a massive transformation in education through:

> *An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower*

The NEP 2020 is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to meet the diverse national and global challenges of the present and the future.

In school education, the National Education Policy 2020 stresses on the core values and principle that education must develop not only the cognitive skills, that is, – both 'foundational skills' of literacy and numeracy and 'higher-order' skills such as critical thinking and problem solving – but also, social and emotional skills, also referred to as 'soft skills', including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others. The Policy aims and aspires to universalize the pre-primary education and provides special emphasis on the attainment of foundational literacy/numeracy in primary school and beyond for all by 2025. It recommends plethora of reforms at all levels of school education which seek to ensure quality of schools, transformation of the curriculum including pedagogy with 5+3+3+4 design covering children in the age group 3-18 years, reform in the current exams and assessment system, strengthening of teacher training, and restructuring the education regulatory framework. It seeks to increase public investment in education, strengthen the use of technology and increase focus on skill and adult education, among others. It recommends that the curriculum load in each subject should be reduced to its 'core essential' content by making space for holistic, discussion and analysis-based learning.

It also proposes the revision and revamping of all aspects of the education structure, including the school regulation and governance, to create a new system which is aligned with the aspirational goals of 21st century education along with India's tradition, culture and value system. Technology will be integrated with education through several existing as well as proposed initiatives, including energized text books, high quality e-content for capacity building of teachers and learners, question banks based on learning outcomes, etc. The policy also notes that establishing primary schools in every habitation across the country has helped in increasing access to education. However, it has led to the development of very small schools (having low number of students) which makes it operationally complex to deploy teachers and critical physical resources. Therefore, the Policy recommends that multiple public schools can be brought together to form a school complex or any innovative grouping mechanism for efficient governance. The policy has emphasized upon Quality Education across all stages of School Education. Quality education is not only a life-changing, but also a mind-crafting and character-building experience, that positively impacts on citizenship. Empowered learners not only contribute to many growing developmental imperatives of the country but also participate in creating a just and equitable society.

NEP 2020 has been formulated through an unprecedented collaborative, inclusive, and highly participatory consultation process throughout the country from January 2015, including online consultation through MyGov. 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 2015 to October, 2015. In May 2016, 'Committee for Evolution of the New Education Policy' under the Chairmanship of Late Shri T.S.R. Subramanian, Former Cabinet Secretary, submitted its report. Based on this, the Ministry prepared 'Some Inputs for the Draft National Education Policy, 2016'. In June 2017 a 'Committee for the Draft National Education Policy' was constituted under the Chairmanship of eminent scientist Padma Vibhushan, Dr. K. Kasturirangan, which submitted the Draft National Education Policy, 2019 to the Hon'ble SM on 31st May, 2019. The Draft National Education Policy 2019 was uploaded on DoSEL's website and at 'MyGov' portal eliciting views/ suggestions/ comments of stakeholders, including public. Further, letters were written to States/UTs Governments and Government of India Ministries inviting their views and comments on DNEP 2019. A brief summary of the Draft National Education Policy 2019 was translated into 22 languages and circulated among various stakeholders. An Education Dialogue with Hon'ble MPs of Andhra Pradesh, Telangana, Tamil Nadu, Puducherry, Kerala, Karnataka & Odisha was held on three consecutive days i.e., on 31.07.2019, 01.08.2019 & 02.08.2019. Two meetings, one with State Education Secretaries of School Education and another with State Secretaries of Higher & Technical Education were held on 09.07.2019 and 08.08.2019 respectively. Around 2 lakh suggestions on the Draft National Education Policy received from various stakeholders, which were analysed by a Technical secretariat of the Ministry set up at NAAC, Bengaluru and NCERT. A Special meeting of CABE on National Education Policy was held on 21.09.2019. 26 Education Ministers of various States and UTs, representatives of States and Union Territories, Members of CABE, Heads of Autonomous Organisations, Vice Chancellors of Universities, attended the meeting along with senior officials of the Central and State Governments.

NEP 2020 empowers students to learn with purpose and succeed with confidence

Thereafter, two committees vide Order dated 03.10.2019 and 04.10.2019, one for School Education and another for Higher Education were constituted for examining suggestions received on the draft National Education Policy – review of consolidating comments received. On 07.11.2019 the matter was also presented before the Department related Parliamentary Standing Committee. There has been extensive outreach surrounding NEP 2020, eliciting a positive and encouraging response from stakeholders. Throughout the Consultation-cum-review meetings, there has been a robust exchange of ideas, discussions on state-wise initiatives, the adoption of best practices by various states, as well as deliberations on challenges and strategies for implementing NEP 2020. These efforts have facilitated a synchronized and systematic approach towards the implementation of the policy. Consultation on implementation of NEP, 2020 is an ongoing process. The Union Cabinet chaired by the Hon'ble Prime Minister approved the National Education Policy 2020 on 29th July 2020.

National Education Policy 2020: Key Highlights

- **5+3+3+4 stage design-Schooling has been divided into four stages based on the styles of learning best suited for those age groups:** Foundational Stage for ages 3–8, Preparatory Stage for ages 8–11, Middle Stage for ages 11–14, and Secondary Stage for ages 14–18.
- **Early Childhood Care and Education (ECCE):** The policy has laid significant emphasis on ECCE. It is now well recognised that early educational intervention, along with nutrition, is foundational for future positive outcomes. A holistic curriculum has been developed keeping in consideration all the relevant developmental domains of early childhood.
- **Foundational Literacy and Numeracy:** The policy gives the highest priority to achieving universal Foundational Literacy and Numeracy. The abilities to read and write, and perform basic operations with numbers, is seen as a necessary foundation and indispensable prerequisite for all future schooling and lifelong learning.
- **Curricular Aims:** Emphasis on conceptual understanding rather than rote learning and development of capacities and values, such as, critical thinking, decision making, creativity, and ethical, human and constitutional values.
- **Multidisciplinary, Holistic and Integrated Education:** Focus on this across the Sciences, Social Sciences, Art, Humanities, and Sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- **Reduced Curriculum Content:** The policy makes clear recommendations to reduce the content load in each subject to its core essentials and thereby make space for critical thinking and holistic learning.
- **Flexibility and Choice in the Secondary Stage:** The policy recommends increased flexibility and choice of subjects of study, particularly in secondary school, including subjects in Physical Education, Art and Crafts, and Skill Education, so that students can design their own paths of study and life plans.
- **Integrating Skill Education:** The policy aims to overcome the social status hierarchy associated with Skill Education and requires integration of Skill Education programs into mainstream education.
- **Multilingualism:** Given the multilingual heritage of India, and the cognitive benefits of learning multiple languages, the policy gives strong emphasis towards learning multiple languages including languages native to India.
- **Rootedness in India:** The vision of the policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

II. Samagra Shiksha

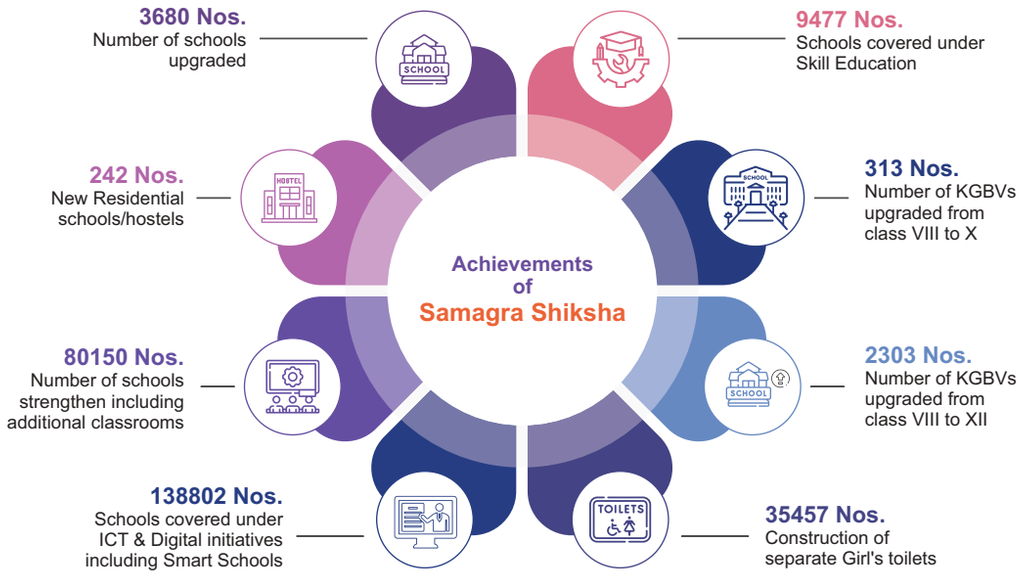
The Department of School Education and Literacy is implementing an integrated centrally sponsored scheme for School education- Samagra Shiksha. The scheme treats school education holistically, without segmentation from pre-primary to class XII and is in accordance with Sustainable Development Goal for Education (SDG-4). The scheme provides support for the implementation of the RTE Act.

The Scheme has been aligned with the recommendations of the National Education Policy (NEP) 2020 and aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment, which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

Under the scheme, financial assistance is provided to States and UTs for undertaking various activities for universalization of education including opening/strengthening of new schools upto senior secondary level, construction of school buildings & additional classrooms, development/strengthening of school infrastructure in northern border areas under Vibrant Village Programme through the convergence of existing schemes of DoSEL, setting up, up-gradation and running of Kasturba Gandhi Balika Vidyalayas, construction of hostels for PVTGs under PM-JANMAN, construction of hostels for unsaturated ST population under Dharti Aaba Janjatiya Gram Utkarsh Abhiyan (DAJGUA), setting up of Netaji Subhash Chandra Bose Avasiya Vidyalayas, free uniforms to eligible children and free text books at elementary level, transport allowance and undertaking enrolment & retention drives. Special training for age-appropriate admission of Out of School Children and residential as well as non-residential training for older children, seasonal hostels/residential camps, special training centres at worksites, transport/ escort facility are also supported to bring Out of School Children to the formal schooling system. Under the student-oriented component for the Children with Special Needs, financial assistance is provided for identification and assessment of Children with Special Needs, aids and appliances, braille kits and books, appropriate teaching learning material and stipend to girl students with disability etc.

Students are learning, creating and growing together in classrooms

Achievements
in the Financial Year 2018-2019 till 2024-2025



Samagra Shiksha: 2018-19 to 2024-25

Activities	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
No. of OoSC provided special training at elementary level (Migrant Children excluded)	3.73 lakh	3.98 lakh	2.40 lakh	7.59 lakh	5.62 lakh	5.60 lakh	6.26 lakh
Children provided transport and escort facility	4.24 lakh	6.60 lakh	2.35 lakh	6.66 lakh	8.69 lakh	8.48 Lakh	5.15 Lakh
Children covered under Section 12(1)(c) of the RTE Act	16.76 lakh	21.58 lakh	32.34 lakh	25.40 lakh	21.56 lakh	32.54 lakh	29.52 lakh
Free uniforms	7.09 cr	6.68 cr	6.83 cr	6.04 cr	7.24 cr	7.07 cr	4.78 cr
Free textbooks	8.85cr	8.64 cr	8.84 cr	9.44 cr	8.34 cr	10.79 cr	6.92 cr
Remedial teaching	74.4 Lakhs	1.76 cr	1.44 cr	1.23 cr	4.02 cr	1.80 cr	86.70 lakh
Teachers trained	14.83 lakh	29.11 lakh	14.57 lakh	25.69 lakh	3.68 lakh	11.92 lakh	5.53 lakh
No. of Schools provided Self-defense training to girls	30327	119770	83177	119283	218302	239648	114981
CwSN girls given stipend	3.75 lakh	3.01 lakh	3.64 lakh	4.02 lakh	3.71 lakh	5.61 lakh	1.64 lakh
Special educators funded	23443	23950	23276	25041	28196	16061	113316

** Till January, 2025, Source: PRABANDH*

Hostels providing students a safe and supportive home away from home

i. The convergence of Samagra Shiksha Scheme of DoSE&L with PM-JANMAN Scheme

Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan (PM- JANMAN) has been launched by Hon'ble Prime Minister on 15 November, 2023. The Abhiyan targets development of 75 Particularly Vulnerable Tribal Groups (PVTGs) residing in 18 states and UT of Andaman and Nicobar Islands. The Abhiyan envisages saturation of basic facilities, including Education, in these villages by adopting whole Government approach in convergence with line ministries. M/o Tribal Affairs (MoTA) is the nodal ministry for implementation of PM JANMAN. Ministry of Education is one of the participating Ministries in the Abhiyan and PM-JANMAN is being implemented in convergence with Samagra Shiksha Scheme of this Department. A total of 194 hostels (Phase I- 100, Phase II-19 and Phase III-75) have been recommended in the in supplementary PAB-2023-24, PAB 2024-25 & supplementary PAB 2024-25 under Samagra Shiksha for PM-JANMAN Hostels, with an estimated non-recurring cost of ₹ 47616 lakhs (including state share) to ensure increased enrolment and access to unserved PVTG population.

ii. The convergence of Samagra Shiksha Scheme of DoSE&L with Vibrant Villages Programme

'Vibrant Villages Programme', a centrally sponsored scheme was launched in Kibithoo, a border village in Arunachal Pradesh on 10th April, 2023. The Vibrant Village Program (VVP) aimed at the comprehensive development of villages along the northern border, thereby enhancing the quality of life for residents of the identified border villages of Himachal Pradesh, Uttarakhand, Arunachal Pradesh, Sikkim, and Ladakh.

The programme envisages saturation of basic facilities, including Education, in these villages by adopting whole Government approach in convergence with various ministries. Ministry of Home Affairs (MHA) is the nodal ministry for implementation of Vibrant Village Programme and Ministry of Education is one of the participating Ministries to take certain proactive measures to execute government programme in these areas through the convergence of existing scheme of DoSEL.

To make the educational system more robust in these vibrant villages, Department of School Education & Literacy has approved total ₹ 8372.67 lakhs under Samagra Shiksha in supplementary PAB-2023-24, PAB 2024-25 & Supplementary PAB 2024-25.

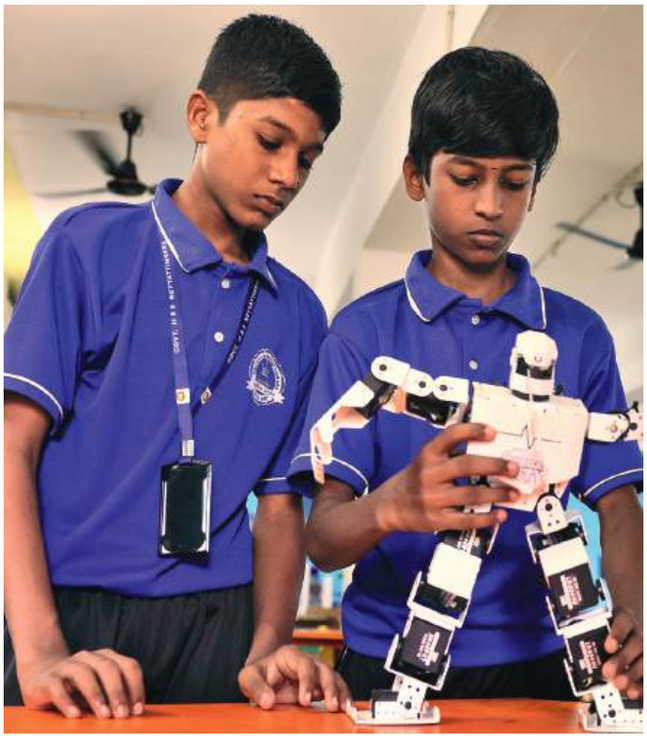
iii. The convergence of Samagra Shiksha Scheme of DoSE&L with DA-JGUA Scheme

The 'Dharti Aaba Janjatiya Gram Utkarsh Abhiyan' (DA-JGUA) was launched by the Hon'ble Prime Minister on 02.10.2024, which aims at saturation of more than 63,000 tribal majority villages and tribal villages

in Aspirational Districts with specified interventions. Department of School Education & Literacy (DoSEL), Ministry of Education, is one of the participating Ministries in the Abhiyan and that DAJGUA is being implemented in convergence with Samagra Shiksha Scheme of this Department. Keeping with the spirit of NEP 2020, the DAJGUA-Samagra Shiksha empowers tribal community with enhanced access to quality education thereby delivering qualitative and holistic education and skills. DAJGUA scheme has a run over period from 2024-25 to 2028-29, targeting construction of 1000 hostels under Samagra Shiksha during the period. A total of 304 hostels have been approved in the first phase in the FY 2024-25 under Samagra Shiksha for hostels in DAJGUA scheme with an estimated non-recurring cost of ₹ 1,10,219 lakhs (including state share) to ensure increased enrolment and access to unserved ST population.

iv. Atal Tinkering Labs under Samagra Shiksha

Atal Tinkering Labs are provided under the Rashtriya Avishkar Abhiyan (RAA) intervention of Samagra Shiksha in government schools at the Secondary and Senior Secondary levels @ ₹ 10.00 lakh per school. Rashtriya Avishkar Abhiyan has been initiated as a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology among children. The objective is to engage students in Science, Mathematics and Technology (SMT) through observation, experimentation, drawing inferences, rational reasoning, etc. Under Samagra Shiksha, in the FY 2024-25, a total of 1874 Atal Tinkering Labs have been approved at an estimated cost of ₹ 18740 lakhs (including State share).



Atal Tinkering Labs spark creativity where students transform curiosity into invention

v. RTE Entitlements: Free Uniforms and Textbooks under Samagara Shiksha

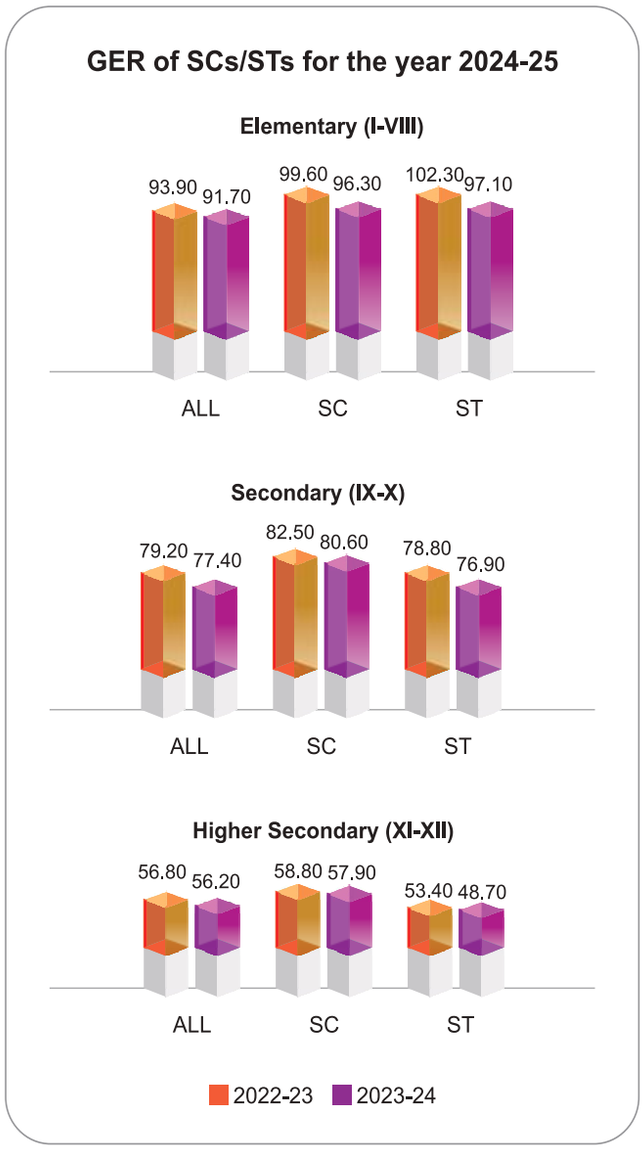
Under Samagra Shiksha, RTE entitlements cover provision of giving two sets of uniform for all girls, and children belonging to SC/ST/ BPL families in Government schools, up to class VIII at an average cost of ₹ 600/- per child per annum. Under Samagra Shiksha, in the FY 2024-25, a total of 80425780 uniforms for eligible children have been approved at an estimated cost of ₹ 473198.43 lakhs (including State share).

Under Samagra Shiksha, there is a provision for free textbooks as RTE entitlement to all children in Government/local body and Government aided schools, including Madarsas desirous of introducing the State curriculum at an average cost of ₹ 250/- per child at the primary level and ₹ 400/- per child at upper primary level. Under Samagra Shiksha, in the FY 2024-25, an estimated cost of ₹ 473198.43 lakhs (including State share) has been approved for free text books of 98456351 eligible children.

vi. Kasturba Gandhi Balika Vidyalayas (KGBVs)

Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) especially for girls' education. KGBVs are residential schools from class VI to XII for

girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education. The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State/UT where the female rural literacy rate is below the national average. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.



Empowered with education, girl students are unlocking new horizons

As on 20.11.2024, taking into account the merger/convergence of KGBVs, the number of sanctioned KGBVs is 5639 with a capacity of 807428 girls. Out of these, 5133 KGBVs are operational with the enrolment of 711505 girls. Out of the enrolment of 711505 girls, 193302 are SC girls, 183440 are ST girls, 259092 are OBC girls, 28761 are Minority girls and 46858 are BPL category girls.

Under Samagra Shiksha, the existing KGBVs at the upper primary level and Girls Hostels at the secondary level are being extended/ converged to provide residential and schooling facilities to girls up to Class-XII. The task of up-gradation of the KGBVs was started in the year 2018-19 and by 31st March 2024, a total of 2616 KGBVs have been upgraded out of it, 313 upto Class X and 2303 upto Class XII (Source: Prabandh).

vii. Library Grant component under Samagra Shiksha

One of the major interventions for improving quality of education under the Samagra Shiksha scheme includes provision for library and books across all levels of school education. It includes providing grant for libraries in government schools from class I to XII. The vision of this

component is to develop school libraries as learning spaces that nurture life-long readers and seekers of knowledge and promote reading ability through relevant, age-appropriate, diverse and engaging books and other reading material. Under the component 'strengthening of existing schools' of Samagra Shiksha, a provision has been made to provide library room in schools where library rooms are not available. Sanction of library rooms may be proposed in schools not having library rooms in the annual work plan and budget proposal of the States/UT for consideration. The proposal may include the cost for civil work, furniture, almirah, racks, fixing and fittings.

Under the scheme Samagra Shiksha, fund for library grant ranges from ₹ 5000/- to ₹ 20000/- based on the category of the school. During the Year 2024-25, an outlay of ₹ 692.92 Crore has been approved under Library Grant for Government Schools in States/UTs.

Ministry has issued revised guidelines for Library Grants as per the recommendations of NEP, 2020, to States and UTs in all the States & UTs, emphasis is being given for promotion of reading as a whole apart from development of libraries, selection and procurement of library books.

The guideline is available in public domain at**https://samagra.education.gov.indocs/revised_guidelines_for_promotion_Library_Reading%20.pdf.**

viii. Sports grant under Samagra Shiksha

The integrated scheme Samagra Shiksha envisages school education as a continuum from pre-school to senior secondary level and aims to ensure inclusive and equitable quality education at all levels. The scheme includes the Sports and Physical Education component under which provision for grants for sports equipment for indoor and outdoor games in all government schools has been made.

Realizing the need for holistic development of children, under the Samagra Shiksha, Sports and Physical Education component has been introduced for encouragement of Sports, Physical activities, Yoga, Co-curricular activities etc. A provision has been made for Government schools for grant for sports equipment at the rate of ₹ 5000 for Primary Schools, ₹ 10,000 for upper primary schools and up to ₹ 25,000 for secondary and senior secondary schools per annum. During the Year 2024-25, an outlay of ₹ 729.25 Crore has been approved under Sports Grant for Government Schools.

- Ministry has issued revised guidelines for Sports Grants as per the recommendations of NEP, 2020, to States and UTs in Aug. 2023 to ensure proper utilization of sports grant.
- These guidelines include an indicative list of age-appropriate sports equipment for government schools. Sport specific equipment may also be chosen by the schools, based on availability of infrastructure in the school including availability of play field etc.
- States and UTs have been advised to encourage schools to include traditional/regional games of the respective State/Region.
- One responsible person/Physical Education Teacher (PET)/Teacher in charge in every school is to be given the responsibility to take care of the sports equipment and to maintain their stock position.

Revised guideline is available in public domain at **https://samagra.education.gov.in/docs/revised_samagra_sports.pdf.**

ix. Fit India Movement

Hon'ble Prime Minister has launched the "Fit India Movement" on 29th August 2019 with a view to make physical fitness a way of life. Fit India Movement aims at behavioural changes- from sedentary lifestyle to physically active way of day-to-day living. Fit India would be a success only when it becomes a people's movement.

It is a movement to take the nation on a path of fitness and wellness. It provides a unique and exciting opportunity to work towards a healthier India. As part of the movement, individuals and organizations can undertake various efforts for their own health and well-being as well as for the health and well-being of fellow Indians.

Department of School Education & Literacy is also organizing the Fit India Movement programme in all Govt Schools including KVS, NVS and affiliated CBSE Schools across the country as per the suggestion and recommendation of Department of Sports. Fit India Freedom Run, Fit India Quiz, Fit India School Week, Fit India School rating, Fit India fitness assessment are the major activities conducted by this Department at school level.

More details of the programme are available at **http://fitindia.gov.in**.

x. Yoga

Realizing the need for holistic development of children, Yoga and physical activities are encouraged. Under this, Yoga activities and Olympiad are conducted at school district, state and National levels. The International Day of Yoga is celebrated across the world annually on June 21 since 2015. Ministry of AYUSH is the nodal ministry for all yoga related activities including International Day of Yoga.

Department of School Education & Literacy celebrated the International Day of Yoga (IDY) on 21st June, 2024 with the theme "Yoga for Self and Society". DoSE&L celebrated the event as a special day of 'transform' across the country joyfully and inclusively through various Yoga activities focusing the Common Yoga Protocol (CYP) developed by AYUSH. An unprecedented number of more than 8.28 Crore from school fraternity actively participated in the programme. Further, Yoga Olympiad, workshop, seminar, demonstration and various yoga related activities, laughter yoga session, dance with yoga, painting competition, quiz competition, essay writing competition etc. observed by Autonomous Bodies of this Department and States/UTs.

Students cultivating discipline and balance with yoga

xi. Football 4 Schools

Department of School Education & Literacy in collaboration with All India Football Federation (AIFF) and Fédération Internationale de Football Association (FIFA) has launched

the ambitious Football for Schools (F4S) programme of FIFA for school students across the country. The programme aims to significantly broaden the accessibility of football for students, regardless of gender, within the school setting, while seamlessly integrating football-related activities into the education system in collaboration with various stakeholders.

Under this programme, around 10 lakh FIFA footballs are to be distributed throughout the country in a phased manner. More than 1.50 lakh schools will benefit from this programme.

As a part of the programme, to enhance capacity building, recently this department has conducted master training programme at 3 venues viz Sambalpur, Pune and Bengaluru where around 300 physical education teacher/ trainees from States/UTs, KVS, NVS and AIFF across India participated with an aim to learn from the best and further use their training and skills as Master Trainers at State level for further capacity building in the field. Further, the kick-off of the distribution of balls was launched on 2nd December, 2023 from NVS School Cuttack, Odisha. Moreover, the footballs were distributed to states of Odisha, Goa, Maharashtra, Gujarat and UT of DD&DNH. The distribution for the remaining States/ UTs is under process. For the distribution of footballs in the remaining States/UTs, Department has signed an agreement with Department of Post to deliver the balls at district level NVS/KVS. The delivery of remaining footballs from Mumbai to district-level hubs pan India is near completion. The balls will be further distributed in schools. By seamlessly integrating sports into the educational curriculum, will inspire the young talent towards a new generation of football players. India, a nation with a rich sporting legacy, has been proactive in embracing this program under the broader framework of NEP 2020, which encourages schools to prioritize sports as part of a balanced education.

xii. Sakura Science High School Program 2024

Japan Science and Technology Agency (JST) has been implementing Sakura Science Program since 2014. India was added to the Sakura Program from 2015. The objective of program is enhancing exchange between the youths of Japan and rest of the World.

- These youths will play a crucial role in the future fields of science and technology through the close collaboration of industry-academia-government by facilitating short-term visit of competent youth to Japan.
- Under the Science High School Program, JST invites outstanding high school students for a week from the world and provides opportunities for them to see the most advanced scientific technology of Japan and interact with outstanding scientists. In April 2016 Ministry of Education for the first time participated in the program.
- During 2024, 87 meritorious students and 8 supervisors visited Japan in three batches one in June (21 students and 2 supervisors), second in October (19 students and 2 supervisors) and third in November (47 students and 4 supervisors).

Students gaining global exposure in Japan through Sakura Science Exchange Program

xiii. ICT in School Education

ICT and Digital Initiatives component of centrally sponsored scheme of Samagra Shiksha covers Government and Aided Schools having classes VI to XII. Under this component financial assistance is provided for establishing ICT Lab and Smart Classrooms in schools.

For the year 2024-25, 8,148 ICT Labs and 23,118 Smart Classrooms have been approved.

xiv. e-Jaadui Pitara

The e-Jaadui Pitara (e-JP) was launched by the Hon'ble Education Minister on 10th February 2024. This is in addition to the Jadui Pitara earlier released which has physical components as TLM for children. e-JP has been developed as an exemplar of content that is needed in any school for the Foundational Stage. It has toys, games puzzles, puppets, posters, etc. for students and handbooks for teachers.

Learning made easy with e-Jaadui Pitara mobile app

- The e-JP is an integration of the latest technology with play-based pedagogy and a way to disseminate the learning of Jaadui Pitara and transcend it beyond the four walls of the classroom.
- The stakeholders involved are teachers/educators, parents, etc. e-JP, in alignment with the NEP 2020, is an app initially developed for Android users along with browser access at **https://ejaaduipitara.ncert.gov.in/.**
- The app currently has more than 1,000 stories in 14 languages. This website and mobile app is packed with fun and engaging content in multiple languages, including activities, songs, riddles, stories and lullabies.
- Using Artificial Intelligence, it comprises of three bots, viz., a) Katha Sakhi: Your storyteller Buddy, bringing magical tales to life; b) Teacher Tara: A guide for educators, offering tips and resources; and c) Parent Tara: A supportive companion for parents, providing guidance and fun activities.

A DO letter dated 20.08.2024 was issued, wherein the redefined Learning Outcomes (LOs) or Lakshyas for NIPUN Grades were shared with all States/UTs for implementation. These redefined parameters for assessment cover crucial areas such as Oral Language, Reading, Writing, and Numeracy. The objective of this redefinition is to improve educational standards and facilitate better assessment and monitoring of student progress in the foundational stage.

In view of the provisions of NEP 2020 & RTE Act, 2009, the States/UTs were requested to make the age of admission 6+ years for Grade-I

in order to bring uniformity across the country, vide DO letter dated 15.02.2024 (Earlier DO letters issued on 31.03.2021 and 09.02.2023). In compliance, 28 States/UTs, CBSE and KVS have notified the 6+ age of admission criteria for Grade-I. Three States have committed to do so in 2025-26 academic session

xv. Community Mobilization and School Management Committee (SMC) & School Management and Development Committee (SMDC) Activities

Community Mobilization: Community mobilization aims at close involvement of community members for effective planning and implementation of Samagra Shiksha interventions in the schools and effective monitoring, evaluation and ownership of Samagra Shiksha by the community. Active participation of the community also ensures transparency, accountability and helps in leveraging the cumulative knowledge of the community for better functioning of schools. Community Mobilization is a process which begins a dialogue among members of the community to determine who, what, and how issues are decided, and also to provide an avenue for everyone to participate in decisions that affect the functioning of the school. It envisages community-based approach to planning with habitation as a unit of planning. It provides for community ownership of school-based interventions through effective decentralization. Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE / FLN / Elementary / Secondary level.

NEP 2020: The NEP 2020 has emphasized the participation of community and parents in helping the child to learn appropriately and in achievement of learning outcomes. This becomes more important in developing a sound and strong foundation of literacy and numeracy as the children at the Foundational stage spend more time at home.

The Major activities of Community Mobilization include awareness generation, parental engagement, collection of database at portals, formation of alumni association etc.

xvi. School Management Committee (SMC)/ School Management and Development Committee (SMDC)

A School Management Committee/ School Management and Development Committee (SMC/SMDC) includes representative of local authorities, academicians, subject experts, officials, representative of disadvantaged groups, women and parents/guardians of students, in accordance with the RTE Act. The SMC/SMDC has two Sub Committees:

- **School Building Committee:** The School Building Committee is responsible for planning, estimation, management, monitoring, supervision, reporting, and maintenance of accounts relating to construction, renovation, repairing and maintenance and other related civil works.
- **Academic Committee:** The Academic Committee is responsible for all academic activities including planning, management, monitoring, supervision, reporting, and collection of data for UDISE+. It is also responsible for ensuring quality improvements, equity, reducing barriers – Socio economic, gender and disability, teachers and student's attendance, recommending teachers for training, guidance and counselling, student's achievements, cocurricular and extracurricular activities and overall academic and personality development of students and teachers.

xvii. Rashtriya Avishkar Abhiyan (RAA)

Rashtriya Avishkar Abhiyan (RAA) is a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children of the age group of 6 to 18 years. State and UTs plan specific initiatives for innovation and excellence in Science, Mathematics and Technology including Community Sensitisation and engagement, Improving School Science Facilities, Teacher Support Systems, Effective Classroom Transaction & Assessment and Nurturing Student Clubs and Competitions. The major objectives of the programme are:

- To enable children to become motivated and engaged in Science, Mathematics and Technology (SMT) through observation, experimentation, drawing inferences, model building, rational reasoning and testability
- To create curiosity, excitement and exploration among school children in Science, Mathematics and Technology
- To create a culture of thinking, inventing and doing
- To promote enquiry-based learning in schools
- To achieve learning levels appropriate to the class of study in Science and Mathematics
- To encourage and nurture schools to be incubators of Innovation

xviii. Self-Defence Training for Girls

In order to boost the physical and mental strength of girls and to equip them to face any unprecedented situation in school or thereafter, Department of School Education and Literacy is providing self defence training to girls of class VI to XII of Government Schools under "Rani Laxmi Bai Atma Raksha Prashikshan" of Samagra Shiksha. The training helps to empower girls to tackle risk of assault and boost their self-esteem & self-confidence.

Self-defence training in schools equip girl students with courage, confidence and safety

In the year 2024-25, 2,03,894 elementary and 1,01,566 secondary Government schools were approved for Self–Defence training in Schools.

xix. Scheme for Financial Assistance for Appointment of Language Teachers

The NEP 2020 lays emphasis on multilingualism and the power of languages. It states that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young children, hence children will be exposed to different languages early on starting from foundational stage onwards. All languages will be taught in an enjoyable and interactive style with plenty of interactive conversation.

The component of financial assistance for appointment of language teachers aims to provide financial assistance to States/UTs for introducing Hindi and Urdu language teaching in schools.

The Scheme provides for the following under this component:

- Assistance for Honorarium for Hindi Teachers limited to ₹ 30,000/- per month but not exceeding the amount of salary paid to regular language teachers in the States. This provision is limited only for NER and Non-Hindi Speaking States covering all Classes.
- Assistance for Honorarium for Urdu Teachers limited to ₹ 30,000/- per month but not exceeding the amount of salary paid to regular language teachers in the States/ UTs. This provision is limited only for Government and Aided Schools where 15 or more students per class opt for the language.
- Provision for ₹ 150/- per student for schools having language teachers has been made for ensuring distribution of bilingual teaching learning material and books.
- State/UT Governments should ensure that minimum qualifications for appointment of a language teacher shall be as per norms of RTE Act, 2009 and qualifications prescribed by NCTE.
- Provision for in-service training for continuous professional development of teachers will be made as per norms of in-service teacher training under Samagra Shiksha.

xx. Skill Education

The Department of School Education and Literacy is implementing the Centrally Sponsored scheme of Samagra Shiksha. Skill education is one of the components under Samagra Shiksha scheme. The scheme aims at integrating skill education with general academic education in all Secondary/ Senior Secondary schools; enhancing the Employability and Entrepreneurial abilities of the students, providing exposure to work environment; and generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence and aspirations. The scheme covers Government and Government aided schools. The scheme has a provision for providing exposure to skill education to students of Classes VI to VIII with an aim to provide opportunities to the students to orient themselves with the skills required for the various occupations in a sector and to equip them to make informed choices while selecting their subjects in higher classes.

Under skill education component of 'Samagra Shiksha', NSQF compliant skill courses are offered to the students from class 9th to 12th in the schools covered under the scheme, which has been aligned with the National Skills Qualifications Framework (NSQF). At the Secondary level i.e., Class IX and X, skill modules are offered to the students as an additional subject. At Sr. Secondary level, i.e., Class XI and XII, skill courses are offered as a compulsory (elective) subject. Skill Courses are selected on the basis of notional hours, age & educational qualification prescribed and suitability for school students. The State Governments have been advised that Skill courses are to be treated at par with other academic subjects and accorded a similar status in the scheme of subjects.

In order to fulfil various objectives of NEP, the existing scheme of Samagra Shiksha has been revamped and various new interventions relating to skill education have been incorporated. Some of them are as under:

- Exposure to skill education aims to help students explore job-related skills in various sectors and make informed subject choices for higher studies. For 2024-25, ₹ 81.90 Cr has been allocated to States/UTs for skill exposure in Classes 6 to 8. A total of 1,08,418 schools are covering over 60.26 lakh students.
- The provision for Hub and Spoke Model has been introduced, under which, the infrastructure available in the Hub schools will be utilised by the students of nearby schools (spoke schools) for Skill training. ITIs, Polytechnics etc. may also be used as hubs. Under the Hub & Spoke model, 975 Spoke schools have been approved nationwide.
- 10 Bagless Days: NEP 2020 recommends 10 bagless days for exposure to students in Grades 6-8 with local experts. The Government, in consultation with stakeholders, launched guidelines for this on 29th July 2024, marking NEP 2020's 4th anniversary. States / UTs are implementing, data for 25 states initially shows that 2.72 crore students have been benefitted from this initiative
- The Shiksha Saptah was celebrated from July 22nd to 28th, 2024, marking the 4th anniversary of National Education Policy (NEP) 2020. On Day 5, July 26,2024 i.e., Skilling and Digital Initiatives Day, skill development activities were conducted across 1.3 lakh schools, with over 1 crore students actively participating.
- Skill Education has been expanded to cover Government aided schools also in addition to Government Schools.
- 22 Sectors with 88 Job Roles were covered under Skill education till 2023-24. From 2023-24, 3 new sectors and 25 Job roles are introduced for schools to explore more in Skill education.

Building career-ready skills alongside academic learning

Till PAB 2024-25, 29,342 schools have been approved under the scheme out of which the scheme has so far been implemented in 23,249 schools with the reported enrolment of 30,87,928 students of class 9-12 as per QPR upto September, 2024.

xxi. Aspirational District Programme

The 'Transformation of Aspirational Districts Programme' aims to expeditiously improve the socio-economic status of 112 identified districts. The three core principles of the programme are - Convergence (of Central & State Schemes), Collaboration (among citizens and functionaries of Central & State Governments including district teams), and Competition among districts. Driven primarily by the States, this initiative focuses on the strengths of each district, and prioritizes the attainable outcomes for immediate improvement.

The education sector accounts for 30% of the overall index. 8 Key Performance Indicators have been identified focusing on learning outcomes (transition rate from primary to upper primary, and subsequently to secondary schooling, average scores in mathematics and languages etc.), as well as infrastructural (toilet access for girls, drinking water, electricity supply) and institutional indicators (RTE mandated pupil- teacher ratio, timely availability of textbooks).

These districts are specifically focused on achieving saturation in educational infrastructure and improving learning outcomes through various learning enhancement interventions, financially supported under the Centrally Sponsored Schemes—Samagra Shiksha and PM-Poshan.

For monitoring the progress of the aspirational districts in education KPIs, the regular field visits are made to the districts by the Ministry officials.

xxii. Aspirational Blocks Programme (ABP)

Hon'ble Prime Minister launched the Aspirational Block Programme (ABP) on January 7, 2023. The program aims to improve governance and enhance the quality of life for citizens in the most underdeveloped and challenging blocks of India.

The ABP focuses on monitoring key socio-economic indicators categorized under major sectors, namely Health and Nutrition, Education, Agriculture and Water Resources, Financial Inclusion and Skill Development, Basic Infrastructure, and overall Social Development.

The program covers 500 backward blocks across 27 States and 4 Union Territories, encompassing 313 districts (including 112 aspirational districts). Out of the 500 blocks, 160 are located within Aspirational Districts.

To monitor progress in school education within these aspirational blocks, 11 Key Performance Indicators (KPIs) have been identified. Additionally, under the aegis of NITI Aayog, it has been decided to initiate an 'Aspirational Schools' Program to evaluate and track the performance of the Government schools across all Blocks of the country and to identify gaps in performance and prioritize actions that can drive improvements in educational quality and accessibility. It was further decided that the Performance Grading Index (PGI) would be used as a base index for the Aspirational school programme and all Blocks across the country will be assessed based on the identified Aspirational School indicators of PGI. After ranking or assessment, the bottom 100 Blocks are to be selected for the Aspirational School Programme.

PGI is a summary of 6 indicators namely (i) outcomes (ii) effective classroom transaction (iii) infrastructure, facilities, student entitlements (iv) school safety and child protection (v) digital learning (vi) governance processes covering the domains of learning outcomes, quality and access outcomes, teacher availability & professional development, fund conversion & utilization, enhancing CRCs performance, attendance monitoring system, school leadership development etc. Based on above, DoSEL has selected 100 Aspirational Blocks using the indicators used for calculating District level

PGI to arrive at the Block level PGI ranking. The aforesaid list of 100 Aspirational Blocks is situated in 8 States. To give uniform representation to all States/UTs under the 'Aspirational Schools' Programme, the PGI score of the least performing Block from each of the districts was identified across the remaining 28 States/UTs. And thus, a total of 128 Blocks with educationally poor indicators covering all States/UTs have been identified.

xxiii. Vidyanjali

The Vidyanjali portal serves as a vital facilitator, directly connecting volunteers with schools of their choice. This initiative aims to bridge gaps in knowledge, skills, human resources, and infrastructure by leveraging potential resources outside the government. Importantly, Vidyanjali does not replace the government's responsibilities but rather complements, supplements, and strengthens efforts to reach the last mile effectively. Through Vidyanjali, a diverse pool of volunteers—including alumni of educational institutions, serving and retired teachers, scientists, government and semi-government officials, retired armed forces personnel, self-employed and salaried professionals, homemakers, members of the Indian diaspora, and organizations—can contribute to schools by sharing their expertise or donating assets, materials, and equipment. Based on school requests, volunteers provide support in areas aligned with their interests and expertise, either partially or fully.

To date, 7,91,089 schools have been on-boarded, and 5,29,023 volunteers have registered on the Vidyanjali portal. Volunteers have actively engaged in various areas, including subject assistance, mentoring gifted children, skill education, and sponsoring essential resources such as projectors, laptops, and libraries. Their contributions have significantly impacted 1,63,24,172 students across the country.

Connecting volunteers with schools to strengthen learning and support

Recognizing the potential for large-scale contributions, a Corporate Social Responsibility (CSR) module has been integrated into the Vidyanjali portal, enabling corporate entities to contribute to schools more effectively. This feature allows State/UTs to create bulk projects addressing specific school and district-level needs. Under this module, 293 projects have been submitted by states for CSR participation, facilitating large-scale contributions that enrich the educational experience nationwide.

Additionally, the Ministry has introduced an Offline Module within Vidyanjali to enhance accessibility for schools and volunteers in remote areas with limited or no internet connectivity. Volunteers receive digitally signed certificates and digital badges recognizing their contributions.

Vidyanjali offers opportunities for volunteers, corporate entities, and NGOs to contribute under two verticals: Assets and Activities. In 2024-25, a total of 39,000 activities have been completed or are ongoing, while 72,209 assets have been contributed to schools.

For more information, visit **https://vidyanjali.education.gov.in**

III. PM Schools for Rising India (PM SHRI)

The centrally sponsored scheme of PM SHRI (PM ScHools for Rising India) was approved by Cabinet on 7 September, 2022. Under the scheme there is a provision of setting up of More than 14500 PM SHRI Schools (PM ScHools for Rising India) by strengthening the existing schools from amongst schools managed by Central government/State/UT Government/local bodies. These schools showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools over a period of time, and also offer leadership to other schools in the neighbourhood. PM SHRI Schools provide leadership in their respective regions in providing high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their own learning process as per the vision of NEP 2020. Selection of PM SHRI schools is done through transparent Challenge Method wherein Schools compete for support to become exemplar schools.

PM SHRI Schools inspire innovation, quality, inclusivity and lifelong learning through holistic education

The total cost of the project is ₹ 27,360 crore spread over a period of 5 years which includes central share of ₹ 18,128 crore.

PM SHRI Scheme is being implemented by saturating all the components such as BaLA feature and Jadui Pitara, Support at Pre-school Education, Child Friendly Furniture, Outdoor Play Materials etc. in Primary and Elementary Schools and Furniture, Fully equipped integrated Science Lab/Physics Lab/Chemistry Lab/ Biology Lab, Smart Classrooms, Computer Lab/ ICT Lab, Atal Tinkering Lab, Skill Lab, School Innovation Councils, Playground with well-equipped sports facilities etc. for secondary and senior secondary schools.

A total of 33 States/UTs and KVS/NVS have signed the Memorandum of Understanding (MoU) with Ministry of Education for implementation of PM SHRI Scheme. The States of Kerala, Tamil Nadu & West Bengal are yet to sign the MoU. Kerala and Tamil Nadu have given an undertaking that they will sign the MoU and implement the PM SHRI Scheme.

A total of 12,084 schools have been selected from 32 States/UTs and KVS/NVS Schools up to 4th phase out of which 1329 schools are Primary, 3340 schools are Elementary, 2921 schools are secondary and 4494 schools are senior secondary. Till date, a total of ₹ 10,502 cr had been approved for 12,084 PM SHRI Schools selected up to 4th Phase of selection in 32 States/UTs and KVS/NVS in the Project Approval Board (PAB) Meeting for FY 2023-24 and FY 2024-25.

IV. Strengthening Teaching-Learning and Results for States (STARS)

Overview

Strengthening Teaching - Learning and Results for States (STARS) Project was approved by the Cabinet in October 2020, to be implemented as a centrally sponsored scheme. After signing of the Loan Agreement, the STARS Project became effective on 23rd February 2021 for a period of five years i.e. up to FY: 2024 25. The STARS Project is being implemented in six identified States viz. Himachal Pradesh, Maharashtra, Odisha, Rajasthan, Madhya Pradesh and Kerala. The STARS Program is carved out of Samagra Shiksha, with a focus on those elements of the scheme that will most directly support school education enhancement.

Major Objectives

The project envisages improving student outcomes in the selected States and the governance of school education in India. The targeted beneficiaries of the project are the children from the age of 3 to 18 years (pre-school to class XII), Teachers and Educational institutions. STARS focuses on two major areas: a national component and a state component with five subcomponents:

National Component

At the national level, STARS will support the MoE to strengthen national data systems to capture robust and authentic data on retention, transition and completion rates. Through State Incentive Grants (SIGs) states are Incentivized and supported to achieve Disbursement Linked Indicators. National Achievement Survey (NAS) is also being supported by STARS National Component. STARS will support the establishing the National Assessment Centre (PARAKH). A National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to be set up as a standard-setting body for all recognized school boards, as mandated by the NEP 2020.

State Component

The states are being supported through State Incentive Grants (as per the SIG Manual) with a focus on the strengthening early years education, improving state learning assessment systems, strengthen classroom instruction and remediation through teacher development and school leadership, governance and decentralized management for improved service delivery, school to work transition strategies.

V. STATISTICS

i. Release of UDISE+ report for the year 2023-24

Unified District Information System for Education Plus (UDISE+) is a flagship database of school education developed by DoSE&L to meet the statistical needs within the education ecosystem across India. Effectively, UDISE+ has become truly "one nation one database" in school education sector. The UDISE+ portal facilitates online uploading of data at school level with inbuilt validation checks and subsequent data verification at the Block, District and State level ensures data reliability and timely completion.

- Till 2021-22 through UDISE+ total figure on enrolments across individual schools were collected, however considering the recommendations of National Education Policy (NEP), 2020 to facilitate tracking of individual students for Dropout, Learning Outcomes, Academic credits, Health record etc. for first time w.e.f. 2022-23 UDISE+ application has been revitalized to capture individual student wise details which would help in identifying rightful beneficiary and weed out ghost students leading to significant savings to Government resulting into better expenditure management and Good Governance.
- A total of 14.72 lakh schools covering 98.08 Lakh teachers and 24.80 Crore students has been part of UDISE+ ecosystem for the year 2023-24 and the report is released in the month of December, 2024.
- The UDISE+ ecosystem along with the reports can be accessed at https://udiseplus.gov.in/#/Publication. Further, with rigorous efforts of DoSE&L, Delhi and Tamil Nadu have agreed to onboard in UDISE+ w.e.f. 2024. Also, KVs and schools of NVS have also been provided user credentials separately to enter the data in UDISE+ portal.

ii. Policy input to States/UTs for making data driven decision making

Based on the data collection in UDISE+ portal, DoSE&L carried out a detailed analysis and the findings of which were shared with State Education Secretaries during monthly review meetings to examine at State Level for taking necessary intervention, if any. These findings include, reasons for low GER at Secondary and Higher Secondary level, zero enrolments schools, single teacher schools, non-availability of schools at Higher Secondary level to ease the burden of schooling. Based on findings, Government of Andhra Pradesh has issued a Government Order to allow permission for re-admission of failed students of 10th and 12th class to achieve 100% GER. Similarly, Government of Karnataka has also merged class 10th and 12th examination board and issued detailed Government Order on standardization of examination process.

iii. On boarding of schools on PM Gati Shakti National Master Plan (NMP)

PM Gati-Shakti National Master Plan (NMP) is a transformative approach to provide seamless and integrated logistics ecosystem by leveraging technology and innovation. Department of School Education & Literacy is the first department to onboard essential and desired 8 main layers and 10 sub-layers for all schools along with attributes for these layers which comprises various School type and categories on the PM Gati-Shakti portal that may be shared with other Ministries/ Department and States for their respective projects or decision making. The exact identifiable Geo tagged location of schools available on PM Gati-Shakti NMP Portal will help in providing the transport facility to the Schools, Health Schemes Programmes including Medical check-up of students to the schools and also supply of food to children under PM POSHAN scheme.

iv. Technical support to NCERT for preparation of Sampling Design for National Achievement Survey, 2021 (NAS)

As per the recommendations of National Education Policy (NEP) 2020, for a periodic assessment of children, NCERT under Department of School Education & Literacy, Ministry of Education conducted a sample-based National Achievement Survey (NAS) on 04.12.2024 covering students from classes 3, 6 and 9. For this study, Statistics Bureau, DoSEL provided technical support to PARAKH

by preparing a sampling frame for selection of students and schools through scientific sampling procedure namely Stratified Random Sampling covering approximately 75,565 schools, 22.94 lakh students in 36 States/ UTs.

v. Analysis of Comprehensive Annual Module Survey (CAMS) 79th Round published by Ministry of Statistics and Programme Implementation

The National Education Policy (NEP) 2020 recognizes the issue of Out of School Children and efforts are being made to address the same. DoSE&L based on CAMS 79th round survey, analyzed the data released by MoSPI which shows a significant drop in the number of OoSC to 80 lakhs indicating the positive impact of NEP 2020 in curtailing the Dropout Rate.

vi. Technical support to NCERT for preparation of Sampling Design for Vidya Pravesh module

To support the learning and adjustment of children entering Grade-I with the primary school curriculum at the beginning of the academic session, the NCERT has come out with Vidya Pravesh— a three-month play-based school preparation module. Statistics Bureau, DoSEL provided sampling to NCERT.

vii. Compilation of Examination Results from all Central and State Boards across India

The DoSEL complies data on results of Secondary and Higher Secondary Examinations conducted by the 62 examination boards in the Country. The information is disseminated with a view of having a holistic dataset reflecting the Board Examination Results for both Secondary and Higher Secondary levels. The report is a crucial report which is a lead factor for deciding the quality of the examinations conducted by various boards.

The report on the "Results of Secondary and Higher Secondary Examination for the year 2023 has been published by the DoSEL, which is available at : **https://www.education.gov.in/statistics-new.**

viii. Global Indices and Sustainable Development Goals (SDG 4)

Department of School Education & Literacy is a Nodal Department for monitoring and supply of up-to-date data to the Publishing Agencies in respect of "Human Development Index (HDI)" and "Human Capital Index (HCI)" and also act as a line Department for providing data on educational indicators for about 15 other prominent Global Indices published by Global Agencies.

Further, reporting the data timely and improved data coverage is the key factor in deciding the performance of countries in various Global Indices. Therefore DoSE&L, is rigorously involved in coordinating, collecting and providing the data on time to UIS from all stakeholders viz., M/o Women and Child Development, National Institute of Open Schooling (NIOS), Department of Higher Education, and M/o Skill Development & Entrepreneurship. The data for the year 2023-24 has also been provided to UIS which is expected to show an improvement in the performance of India across all Global Indices.

Sustainable Development Goal (SDG) Goal 4 represents Education in the SDG Charter and DoSEL has provided up to date information including benchmark setting after the COVID pandemic to UNESCO Institute for Statistics (UIS) on 15 indicators adopted by India. Further, India is one of the top countries which pro-actively set the benchmark for the years 2025 and 2030 and latest enrolment data up to 2023-24.

Based on the HDI report 2023-24, there is an improvement of 18 places in Expected Years of Schooling, one of the indicators of HDI and it is expected that the same will further improve based on 2023-24 data.

CHAPTER - 02

I. Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Scheme

1. Background

- The Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Scheme is a Centrally Sponsored Scheme under which one hot-cooked meal is served, on all school days, to the children studying in Bal Vatika and classes I to VIII in all Government and Government-aided schools.
- The Scheme has been aligned with the National Education Policy-2020 and the children enrolled in Balvatikas have been covered. The Scheme has been launched with the main objectives of improving the nutritional status of children and also to enhance their school enrolment, attendance and retention.
- Before its present form, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched on 15th August 1995 as a Centrally Sponsored Scheme and in in 2008-09, the Scheme was extended to cover children of upper primary classes and the Scheme was renamed as 'National Programme of Mid-Day Meal in Schools'. The Scheme has been renamed as the 'Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Scheme' since year 2021.

The Union Cabinet Committee on Economic Affairs (CCEA) has approved continuation of the Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Scheme in schools for the five-year period from 2021-22 to 2025-26 with a financial outlay of ₹85,795.44 crore comprising of ₹54,061.73 crore as the Central Government share and ₹31,733.17 crore as the share of State Governments and UT administrations.

Providing nutritious meals to school children through the PM POSHAN scheme

2. Objectives of the Scheme

The main objectives of the Pradhan Mantri Poshan Shakti Nirman 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 and in Bal Vatikas (just before class I) in Govt Primary schools.

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 and during disaster times.

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. PM POSHAN Scheme 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:** PM POSHAN Scheme has a significant 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:** PM POSHAN Scheme can also act as a regular source of "supplementary nutrition" for children to facilitate their healthy growth.

iv. **Intrinsic educational value:** The PM POSHAN Scheme provides an opportunity to impart education about importance of hygiene and cleanliness, clean water etc. and help children in formation of various good habits in children such as washing one's hands before and after eating food.

v. **Fostering social equality:** PM POSHAN Scheme helps in spreading egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, PM POSHAN Scheme helps 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 the PM POSHAN Scheme helps erode the barriers that prevent girls from going to school. The scheme also provides a useful source of employment for women. In these and other ways, women and girl children have a special stake in the PM POSHAN Scheme.

vii. **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The PM POSHAN Scheme help address these issues and facilitate cognitive, emotional and social development by providing nutritional support.

4. Coverage

During the year 2024-25, approximately 11.20 crore children enrolled in the Balvatika and studying in classes I-VIII in 10.36 lakh eligible schools in the country were covered under the Scheme. (The number of children and schools covered under the Scheme are as reported by the States / UTs to the Department. States/ UTs-wise details is attached at Annexure -I).

5. Norms for the PM-POSHAN Scheme

i. **Calorific Value of Hot Cooked Meal:** For children enrolled Balvatika and studying in primary classes, a hot-cooked PM POSHAN meal consists of 100 grams of food grain (rice/wheat/nutri-rich cereals), 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat to provide 450 calories of energy and 12 grams of protein. For students 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. Material cost (previously known as cooking cost) covers expenditure on pulses, vegetables, cooking oils, condiments, fuel etc. While approving the continuation of the scheme, the CCEA approved review of material cost by DoSEL by forming a committee of experts comprising of members drawn from NITI AAYOG, Department of Expenditure, National Institute of Nutrition, Office of Director General, Labour Bureau, Ministry of Labour, Secretaries of few State Governments, HoD/ Professor of Food & Nutrition Department of a Central University etc. Accordingly, with the approval of Hon'ble Shiksha Mantri, a National Level Expert Committee (NLEC) was constituted. The Ministry of Finance, Deptt. of Expenditure has accepted the recommendation of National Level Expert Committee (NLEC) regarding revision of Material cost under PM POSHAN Scheme. Accordingly, material cost enhanced @9.6% over and above the existing material cost for the year 2022-2023 w.e.f. 1st October, 2022. In FY 2024-25 material cost has been enhanced by 13.7% on the basis of inflation index (CPI-RL) provided by the Labour Bureau. Under the scheme material cost is ₹ 6.19 per student per day for Bal Vatika & primary classes and ₹ 9.29 per student per day for upper primary classes w.e.f 1st December, 2024.

Nurturing health, learning and regular attendance of students by providing them with hot-cooked meals in schools

The material cost is shared between the Centre and the NER States & 2 Himalayan States as well as UT with Legislature (Jammu & Kashmir) on 90% :10% basis, 100% for UTs without legislature and with other States & UTs with legislature on 60% :40% basis.

Table 1: The Material Cost norms during the Previous Years, Current Year and Sharing Pattern between the Centre and the States

Year	Stage	Total Cost Per meal (in ₹)	Centre-State Sharing			
			Non-NER States (75:25)		NER States (90:10)	
2013-14	Primary	3.34	2.51	0.83	3.01	0.33
	U. Primary	5.00	3.75	1.25	4.5	0.50
2014-15	Primary	3.59	2.69	0.90	3.23	0.36
	U. Primary	5.38	4.04	1.34	4.84	0.54
Revised Funding pattern		UTs (100%) without Legislature	60:40 (Non NER) and UTs with Legislature		NER & 3 Himalayan States (90:10)	
2015-16	Primary	3.86	2.32	1.54	3.47	0.39
	U. Primary	5.78	3.47	2.31	5.20	0.58
2016-17	Primary	4.13	2.48	1.65	3.72	0.41
	U. Primary	6.18	3.71	2.47	5.56	0.62
2017-18	Primary	4.13	2.48	1.65	3.72	0.41
	U. Primary	6.18	3.71	2.47	5.56	0.62
2018-19	Primary	4.35	2.61	1.74	3.91	0.44
	U. Primary	6.51	3.91	2.60	5.86	0.65
Funding Pattern		100% UTs without Legislature	60:40 (Non NER) and UTs with Legislature (NCT of Delhi & Puducherry)		NER & 2 Himalayan States and J&K i.e., UT with Legislature (90:10)	
2019-20	Primary	4.48	2.69	1.79	4.03	0.45
	U. Primary	6.71	4.03	2.68	6.04	0.67
2020-21	Primary	4.97	2.98	1.99	4.47	0.50
	U. Primary	7.45	4.47	2.98	6.70	0.75
2021-22	Primary	4.97	2.98	1.99	4.47	0.50
	U. Primary	7.45	4.47	2.98	6.70	0.75
2022-23 (w.e.f 01.10.2022)	Primary	5.45	3.27	2.18	4.91	0.54
	U. Primary	8.17	4.90	3.27	7.35	0.82
2023-24	Primary	5.45	3.27	2.18	4.91	0.54
	U. Primary	8.17	4.90	3.27	7.35	0.82
2024-25 (w.e.f 01.12.2024)	Primary	6.19	3.71	2.48	5.57	0.62
	U. Primary	9.29	5.57	3.72	8.36	0.93

iii) **Engagement of cook-cum-helper and their Honorarium:** One cook-cum-helper can be engaged for up to 25 students, two cook-cum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students can be engaged. Each of the cook-cum-helpers is given a minimum honorarium of ₹ 1,000 per month. The States are, however, free to give additional honorarium over and above the prescribed minimum, to the cooks-cum-helpers from their own resources. 28 States and UTs are providing additional honorarium from their own resources over and above minimum mandatory State Share (Annexure-II). The expenditure towards honorarium of cook-cum-helpers is shared between the Centre and the NER States and 2 Himalayan States and J&K i. e. UT with Legislature on 90%:10% basis, 100% for UTs and with other States & UTs with legislature on 60%:40% basis. Programme Approval Board-PM POSHAN/ headed by the Secretary, School Education & Literacy approved the engagement of 24.84 lakh cook-cum-helpers to States/UTs under the scheme during 2024-25. (Annexure -III).

Serving healthy meals in schools to support the growth and learning of students

iv) **Construction of kitchen-cum-store:** The Central Assistance is being granted 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 States/UTs. This Department has prescribed 20 sq. mt. plinth area for construction of Kitchen-cum-Store in schools having up to 100 children. For every addition of up to 100 children, additional 4 sq. mt. plinth area is added. States/UTs have the flexibility to modify the slab of 100 children depending upon local conditions. The cost of construction of

Kitchen-cum-stores is shared between the Centre and the NER States and 2 Himalayan States and UT with Legislature (J&K) on 90%:10% basis, 100% for UTs and 60%:40% with other States and UTs with Legislature (NCT of Delhi and Puducherry). Central Assistance was released to the States/UTs for construction of 9.70 lakh kitchen-cum-stores. Out of this, 9.10 lakh kitchen-cum-stores (94%) have been constructed. States/ UTs- wise details are at Annexure -IV.

v) Transportation assistance in Special Category States: Transportation assistance in the 10 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) and 2 UTs (viz. Jammu & Kashmir and Ladakh) is payable at par with the PDS rates prevalent in these States and UTs. For all other States/ UTs, transportation of food grains is given at par with their PDS rates subject to maximum of ₹ 150/- per quintal.

vi) **Decentralization of payment of cost of food grains to the FCI to the district level:** The Food Corporation of India (FCI) is responsible for ensuring availability of adequate food grains of at least Fair Average Quality (FAQ)

in its Depots for supply under PM POSHAN Scheme. The payment procedure of the cost of food grains 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 the FCI, which has resulted in reducing time lag in making payment to FCI.

6. Funding Pattern under the Scheme

Under the PM-POSHAN Scheme, the component-wise sharing of the funding burden between the Central Government and the State Governments/UT Administrations is as follows:

Central Government bears entire cost of the following components:

(a) Food grains

(b) Transportation cost

(c) Monitoring, Management and Evaluation (MME)

The cost/burden of the following components is shared between the Central Government and States/UTs:

(a) Material cost

(b) Honorarium to cook-cum-helpers

(c) Burden of non-recurring components viz., construction of kitchen-cum-stores, procurement & replacement of kitchen-devices and repair of ten years old kitchen-cum-stores is shared between the Centre and the States. The Central Government bears 90% of the burden while the NER States & Himalayan States and the UT with Legislature share 10% of the burden for these components. For the remaining States/UTs, 60% cost of these components is born by the Central Government while the States/UTs bear 40% of the cost on them. The Centre bears 100% of the cost on these components for the UTs without legislature.

Procedure for release of funds: Under the Scheme, the Programme Approval Board (PAB) – PM POSHAN Scheme chaired by the Secretary, School Education & Literacy examine and approve the Annual Work Plan & Budget (AWP&B) proposals submitted by States/UTs. The Central assistance is released on the basis of approval of the PAB-PM POSHAN Scheme and in accordance with the instructions of the Department of Expenditure, Ministry of Finance under the PFMS from 2022-23 as updated from time-to-time. As per the extant instructions, the following conditions are required to be fulfilled by the States/UTs:

i. Submission of Utilisation Certificate (UC) in the prescribed format of GFR-12C, duly signed by the Secretary of the Nodal Department for implementation of PM POSHAN Scheme in the State/UT.

ii. Submission of information of allocation, lifting and utilisation of food grains in the prescribed format.

iii. Transfer of entire amount of central share released to States/UTs and its corresponding state share in State Nodal Agency (SNA) account.

iv. Deposit of interest accrued towards central share in the Consolidated Fund of India (CFI).

v. Funds available in SNA account including state share at the time of release of funds should not be more than 50% of the instalment (central share + state share) likely to be released.

vi. Separate budget line for central as well as state share under PM POSHAN Scheme should be opened in the State's Detailed Demand for Grants (DDG).

vii. State should have utilised at least 75% of the funds released (both central share as well as corresponding state share).

viii. Mapping of all Implementing Agencies (IA) with SNA.

7. Implementation of the PM-POSHAN Scheme

i. The overall responsibility for providing nutritious and hot-cooked meals to eligible students rests with the State Governments and Union Territory Administrations. States/ UTs have to ensure that all logistical and administrative arrangements are made to ensure regular service of wholesome, nutritious and cooked meals in every eligible school. This includes development of adequate infrastructure viz. construction of kitchen-cum-store, and procurement of kitchen devices, engagement of cook-cum-helpers through funds made available under the Scheme and mobilization of additional resources through convergence with other developmental programmes of other Departments or State/UT budgetary support. Drinking water and toilet facilities are to be created in convergence with Samagra Shiksha, Drinking Water Mission and Total Sanitation Programme.

ii. Food grains allocation is made in advance and States/UTs have the flexibility to lift the quarterly allocation in one go. The Food Corporation of India is responsible for ensuring continuous availability of adequate food grains in its Depots and in Principal Distribution Centers in the case of North East Region. 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 meal should be assigned to local women's/mothers' Self-Help Group or local Youth Club affiliated the Nehru Yuvak Kendras 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 Hot Cooked Meal

i. Quality of meal largely depends on the quality of food grains. FCI is responsible for supply 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 PM-POSHAN 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 the Scheme to all the States/UTs with request to take prompt action for setting up of an effective Management Structure for the PM POSHAN Scheme at various levels;

Nutritious and hygienic meals are nurturing young minds to learn, grow and flourish

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 AGMARK quality on the lines of Maharashtra;

iii. Detailed Guidelines on Food Safety and Hygiene for School Level Kitchens under PM-POSHAN 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. Further, the above-mentioned guidelines on Food Safety and Hygiene have been revised in the comprehensive Guidelines on PM POSHAN Scheme issued on 21.12.2022.

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

v. **Management Information System (MIS):** Web enabled PM POSHAN-MIS has been launched for effective online monitoring of the Scheme. The portal captures information on important parameters like category wise Enrolment, Teacher (looking after PM POSHAN) 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 PM-POSHAN such as no. of meals served, utilization of food grain & material cost, honorarium paid to Cook-cum-Helpers, school inspection details etc.

vi. **Automated Monitoring System (AMS):** This department has put in place an Automated System of data collection for real time monitoring of PM POSHAN Scheme. Such data (on number of meals served on that particular day and reasons if meals not served) is being captured from schools with no cost to school Head Master/Teacher. Under the Automated Monitoring System, States/UTs have set up a suitable system of data collection (i.e., Interactive Voice Response System (IVRS)/ SMS/Mobile Application/Web Application) from schools on a daily basis and using it for purpose of monitoring and timely follow up action. States/UTs are pushing data on specific fields in a predefined format on a real time basis to the Central Server maintained by NIC. A central portal has been provided 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.

vii. **Contingency Plan for Medical Emergency:** The State/CSO/NGO should have a Contingency Plan for any untoward incident. The names and telephone numbers of the nearest hospitals, Primary Health Centre, Ambulance, Police, Fire-brigade should be displayed at prominent places.

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

a) States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.

b) In addition to above, the States and UTs shall also develop dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible (like toll free call facility etc.).

10. Monitoring Mechanisms

Department of School Education and Literacy, Ministry of Education has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the PM-POSHAN 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:

a. Regularity and wholesomeness of the hot cooked meal served to children

b. Cleanliness in cooking and serving of the hot cooked meal

c. Timeliness in procurement of good quality ingredients, fuel, etc.

d. Implementation of varied menu

e. Social and gender equity on a daily basis

ii. **Display of Information:** In order to ensure transparency and accountability, all schools and centres, where the PM POSHAN Scheme is implemented, are required to display the following information at a visible place in the campus for the notice of the general public:

a. Quantity of food grains received, date of receipt

b. Quantity of food grains utilized

c. Other ingredients purchased, utilized

d. Number of children given meal

e. Daily Menu

f. Roster of Community Members for supervision and monitoring

iii. **Block Level Committee:** A broad based Steering-cum-Monitoring Committee also monitors implementation of the 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 are visited every quarter.

v. **District Level Committees:** Besides a District Level Steering-cum-Monitoring Committee under the Chairpersonship of District Collector, a District Level Committee under the Chairmanship of senior most Member of Parliament (MP) of the district has been constituted to monitor the scheme.

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 the following:

a. Coverage of children and institutions

b. Number of school days

c. Progress in utilization of central assistance

d. Availability of necessary infrastructure in schools

e. 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 under the chairpersonship of the Chief Secretary 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 Monitoring**

i. Empowered Committee on PM POSHAN has been set up under the Chairmanship of Hon'ble Minister, Ministry of Education for monitoring the access, safety, hygiene and quality aspects in the implementation of the scheme; 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.

ii. Executive Council of the National Mission for Samagra Shiksha (SS) headed by the Hon'ble Minister, Ministry of Education also reviews PM-POSHAN Scheme.

iii. National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of the Secretary (SE&L).

iv. National Meetings with Education Secretaries and Regional Review Meetings are also held to monitor implementation of Scheme.

x. **Joint Review Mission** visited 5 States namely Andhra Pradesh, Bihar, Himachal Pradesh, Maharashtra and Uttar Pradesh during 2018-19. 12th Joint Review Mission was proposed to visit in Assam, Chhattisgarh, Karnataka, West Bengal and Puducherry during 2019-20. Due to COVID-19 pandemic across the country since schools were closed, therefore, Joint Review Mission visited in Chhattisgarh and Karnataka States only. During 2020-21 and 2021-22 could not visit in the States/UTs due to COVID-19 pandemic across the country since schools were closed. 13th Joint Review Mission visited in 4 States namely, Assam, Tamil Nadu, Telangana and West Bengal.

xi. **Social Audit of PM-POSHAN Scheme and its Status:** "Social Audit" means the process in which people collectively monitor and evaluate the planning and implementation of a programme or scheme. The Department has informed all States and UTs that under the provisions of Section 28 of National Food Security Act, 2013, Social Audit of the scheme is mandatory. As per the PM POSHAN guidelines, it is mandatory to conduct Social Audit in at least 2% of the schools covered under the scheme or 20 schools, whichever is higher in all districts and then scale up the auditing in the schools. The Department has requested all States and UTs during PAB meetings and at various other forums like Joint review Mission, Workshops, Field Visits etc. to mandatorily conduct social audit PM-POSHAN scheme in all schools on regular basis and to take corrective measures in case of deficiencies pointed out. The States were advised to utilize the resources of the Rural Development department or any other suitable agency for conducting social audit.

During 2023-24, 30 States & UTs conducted Social Audit in 41228 Schools

*For illustrative purposes only. Not to scale.

xii. **School Nutrition (Kitchen) Gardens:** Under the scheme School Nutrition (Kitchen) Gardens are being developed in almost all schools. School Nutrition (kitchen) Gardens is a wonderful way to use the schoolyard to reconnect the students to a natural world and make them aware about the true source of their food, and teach them valuable gardening and agriculture concepts and skills that integrate with several subjects, such as math, science, art, health and physical education, and social studies, as well as several educational goals, including personal and social responsibility. School Nutrition (Kitchen) Gardens provide an opportunity for students to follow the same learning of gardening concepts and start in their own homes. The purpose of setting up such a Kitchen Garden in Schools is to give students a lifelong skill and to encourage them to go home and start their own garden, in whatever space is available using their knowledge learnt in School. School Nutrition Gardens have been set up in more than 6.96 lakh schools across the country. (Annexure -V)

Students growing vegetables in School Nutrition Gardens, fostering lifelong gardening skills

11. Impact of the Scheme

(i) Many studies have shown that PM-POSHAN Scheme has helped in preventing classroom hunger; promoting school participation and fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children.

(ii) Monitoring and Evaluation of scheme

In this context it is pertinent to note that the NITI AAYOG has conducted independent 3rd party evaluation of PM-POSHAN Scheme during 2019-2020. Major findings are as under:

i. The scheme is relevant to the Sustainable Development Goals (SDG) 2 and 4 as well as to the National Development Agenda of 'Inclusion in School Education'.

ii. PM-POSHAN is one of the important meals of the day for students and in some cases the only meal for first half of the day.

iii. The scheme is effective as it has well defined, realistic targets based on beneficiary approach.

iv. Nutritional level among students availing MDM is reported to have improved as attributed by Comprehensive National Nutrition Survey (2016-2018).

v. It positively impacts and caters to the education sector needs and outcomes, especially at Primary and Upper Primary level.

vi. The scheme is especially important to people from disadvantage background (both socially and economically).

These findings are in sync with the earlier conducted 3rd party evaluation of the Scheme in 70 districts of 20 States and UTs conducted in 2017-18 in the leadership of National Institute of Nutrition (NIN). The major findings of the report are given below:

i. 92% of the students attending schools were availing MDM

ii. 87% students liked the taste of MDM

iii. 72% Children opined that MDM helped them concentrate more in the class room studies

iv. 96% parents opined that the MDM is beneficial to their children

v. More than 80% parents stated MDM increased the enrolment & attendance, improved nutritional and health status of their children

vi. 96% teachers mentioned that MDM improved the nutritional status of the school children

vii. 92% teachers stated that MDM increased enrolment & improved attendance

viii. 86% teachers also opined that MDM helped in reducing the school dropout rates

Recommendations:

i. States which are already providing items like egg/milk/snacks etc. in addition to MDM at lunch time, may provide them in the morning as breakfast.

ii. To increase the micronutrient content of the MDM food, it is recommended to develop 'KITCHEN GARDENS'

iii. Role of the teachers in MDM should be to supervise that the cook-cum-helpers prepares the meal, taste the meal before serving to children and also to ensure that the entire process of consuming of MDM is completed in an orderly manner within the recess period.

iv. Sharing of good practices through inter State, inter district visits.

v. Capacity building of cook-cum-helpers.

vi. Since, the cook-cum-helpers are working more than half a day (4-5 hours/day), their honorarium may adequately be revised to function at fullest potential.

vii. In order to develop database, anthropometric measurements of PM-POSHAN beneficiaries need to be collected periodically and monitored for PM-POSHAN impact and time trends in their nutritional status. The local Home Science Colleges and nutrition research institutes may be engaged for this purpose.

viii. Only half of the schools were having contingency plan to act on emergencies like fire, medical etc., therefore, all the schools should have their own contingency plans.

ix. Comprehensive impact evaluation of PM-POSHAN may be carried out.

x. All the functionaries need to be oriented on health and nutrition, with special reference to the PM-POSHAN execution, monitoring, supervision and quality control.

xi. Periodic third party evaluation may be ensured.

Little learners joyfully savouring healthy meals in their school

12. Achievements

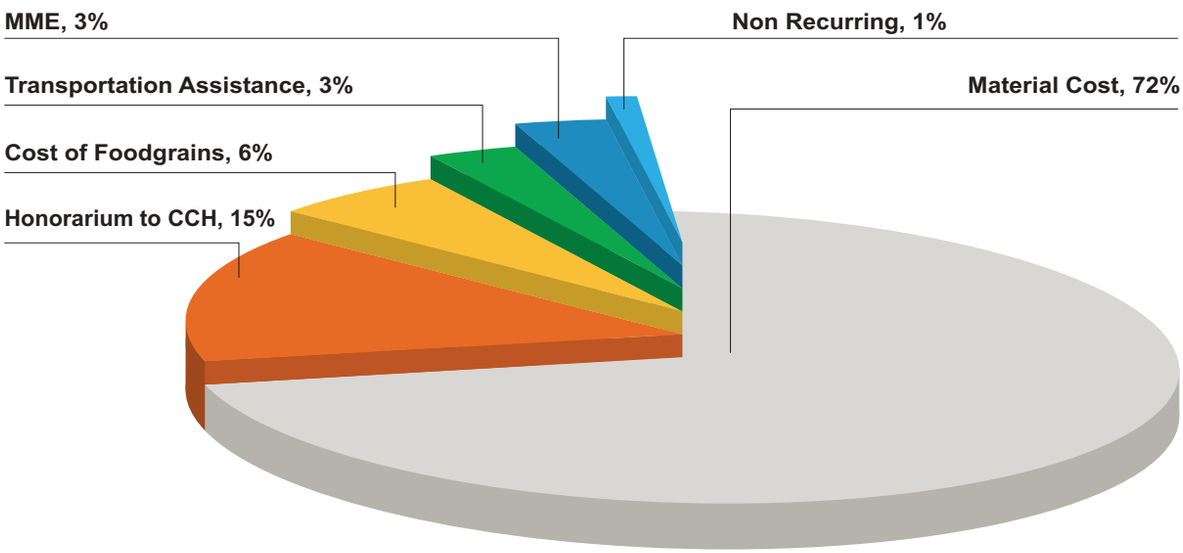
The BE for 2023-24 was ₹ 11600 crore and RE is ₹ 10000.00 crore. The year-wise achievements of physical and financial targets of the scheme during the last five years are given below:

Table 2: Coverage and expenditure trends

Components	2018-19	2019-20	2020-21	2021--22	2022-23	2023-24	2024-25
No. of Beneficiary (in crore)	12.03	11.98	11.80	12.21	12.16	11.65	11.20
Food grains allocated (in lakh MTs)	26.94	26.90	34.45(a)	30.95	29.68	26.77	25.31
Budget allocation (₹ in crore)	10500	11000	12900	10233.75	12800	11600	12467.39
Releases (₹ in crore)	9518.08	9705.94	12882.11	10233.75	12681.03	8457.74	5232.46

** as on 30.01.2025*

13. Component-wise Budget Allocation for the F.Y. 2024-25 is ₹ 12467.39 Crore



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

Preparation of hygienic and wholesome meal under the PM-POSHAN Scheme 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 PM-POSHAN Scheme, 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 Education 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 scheme has witnessed several improvements as indicated below:

i. Annual increase in material cost linked to Inflation Index. This year material cost has been enhanced by 13.7% to ₹ 6.19 per student per day for Bal Vatika and Primary classes and to ₹ 9.29 per student per day for upper primary classes w.e.f. 01.12.2024.

ii. During 'Shiksha Saptaah' Tithi Bhojan served to more than 1.84 crore students in about 2.42 lakh schools. During 2024-25 till November, more than 3.87 crore students have been benefitted with Tithi Bhojan in 4.31 lakh schools.

iii. Setting up a School Nutrition Garden (also called Kitchen Garden) seeks to achieve a similar goal as it is both a place and an activity where children learn the skill of growing their own food. So far School Nutrition Gardens have been developed in over 6.96 lakh schools.

iv. Supply of fortified Rice at NFSA rate.

v. Revision of the transportation rate from ₹ 75 per quintal, for non-special category of States to PDS rate (maximum of ₹ 150 per quintal).

vi. Revision of Management, Monitoring and Evaluation (MME) rate from 2% to 3% of the total admissible recurring Central Assistance.

vii. The assistance for kitchen devices has been enhanced from flat rate of ₹ 5,000 per school to ₹ 10,000 – ₹ 25,000 per school based on enrolment.

viii. A new component of ₹ 10,000 for repair of more than 10 year old kitchen-cum-store has been introduced.

ix. The States and UTs have been given flexibility to utilize, with the prior approval of Ministry of Education, 5% of their Annual Work Plan & Budget for new interventions.

x. Concept of community participation in the form of Tithi Bhojan has been encouraged under which people from the community celebrate important days such as child birth, marriage, birthdays etc. by contributing to the PM-POSHAN Scheme.

xi. Cooking competitions at Block, District and State levels to promote innovative menus.

16. Notification of the PM-POSHAN Rules, 2015 under National Food Security Act 2013

PM-POSHAN 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 maqtabs 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 PM-POSHAN Scheme in the school.

iii. In order to ensure that the meal meets the nutritional standards and quality prescribed by the PM-POSHAN 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 under the Scheme

Sl. No.	State/UT	Name of Food Item
1	Andhra Pradesh	Egg, Additional Menu, Chikki
2	Arunachal Pradesh	-
3	Assam	-
4	Bihar	Egg
5	Chhattisgarh	Chikki
6	Goa	-
7	Gujarat	Oil, Sukhadi, Milk (12 Districts & 26 Blocks)
8	Haryana	Milk
9	Himachal Pradesh	-
10	Jharkhand	Egg/Seasonal Fruit
11	Karnataka	Egg/Hot Flavored Milk
12	Kerala	Egg/banana, Milk
13	Madhya Pradesh	Milk
14	Maharashtra	Banana, Soya Biscuits, Rajgiraladu, Chikki
15	Manipur	-
16	Meghalaya	-
17	Mizoram	Vegetable, Fruits, Eggs, Milk
18	Nagaland	Vegetables
19	Odisha	Egg
20	Punjab	Sweet Kheer
21	Rajasthan	Seasonal Fruits, Hot milk
22	Sikkim	Millet based item like Momos, pan cake
23	Tamil Nadu	Egg/ Banana
24	Telangana	Egg
25	Tripura	-
26	Uttar Pradesh	Seasonal Fresh Fruit / Chikki
27	Uttarakhand	Egg/Fruits/ Milk/Gudpapdi/ Ramdanakeladu
28	West Bengal	Egg, Cheese, Mushroom
29	A&N Islands	Boiled Egg, Rippened Banana
30	Chandigarh	-
31	DD and DNH	Sukhdi, Lapsi
32	Delhi	-
33	Jammu& Kashmir	-
34	Ladakh	Egg/Fruits/ Milk/gudpapdi/ Ramdanakeladu
35	Lakshadweep	Egg, Fish, Chicken, Apple, Mango, Banana, Orange, Water melon
36	Puducherry	Hot Milk, Egg

II. ADULT EDUCATION

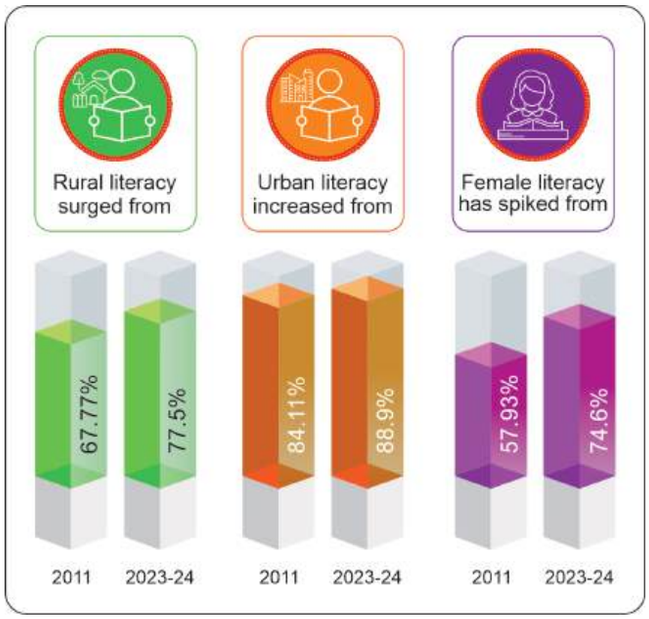
As per the Census 2011, the absolute number of non-literates in the country in the age group of 15 years and above was 25.76 crore, comprising 9.08 crore males and 16.68 crore females. With the progress made under the Saakshar Bharat Programme, which certified 7.64 crore individuals as literates by March 2018, it is estimated that approximately 18.12 crore adults, remained illiterate.

To address this, the Government of India launched the Padhna Likhna Abhiyan (PLA) in 2020 during the COVID -19 Pandemic, a Centrally Sponsored Scheme aimed at imparting functional literacy—reading, writing, and numeracy—to 57 lakh non-literates aged 15 years and above across rural and urban areas during FY 2020-21. The PLA concluded on 31.03.2022, following a one-year extension.

Building on this progress, ULLAS - Nav Bharat Saaksharta Karyakram has been launched on 01.04.2022 with the aim of achieving Jan Jan Saakshar (literacy for all). ULLAS focuses on bridging remaining gaps through targeted interventions in functional literacy, skill-building, and technology-driven education. By doing so, ULLAS seeks to empower communities and drive India's socio-economic development.

The latest Periodic Labour Force Survey (PLFS) Annual Report 2023-24 conducted by the National Sample Survey Office (NSSO) under the Ministry of Statistics & Programme Implementation shows significant progress in literacy rates:

These improvements have collectively elevated the overall literacy rate to 80.9% in 2023-24, up from 74.04% in 2011.

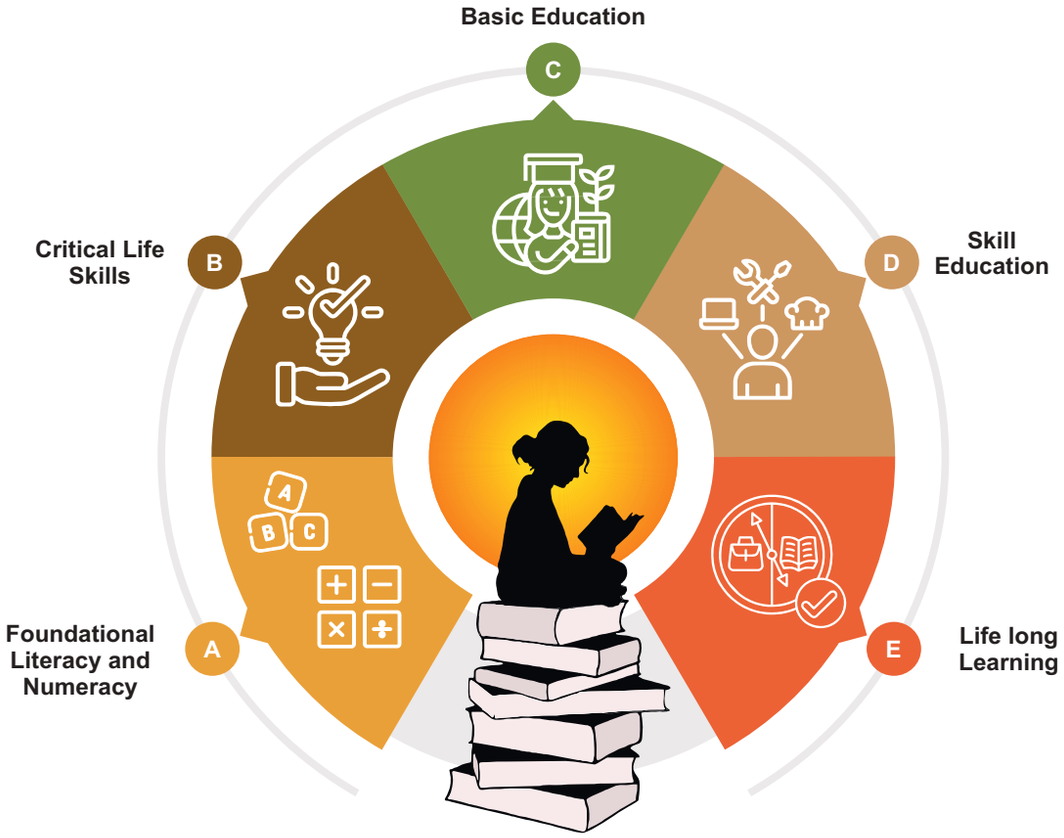


This transformational growth underscores the success of past literacy schemes like Saakshar Bharat, PLA and ULLAS as well as the collective efforts of States/UTs, and volunteers.

(i) The brief activities undertaken under ULLAS – NAV BHARAT SAAKSHARTA KARYAKRAM

With a view to make Bharat Fully Literate, the Government of India has approved a centrally sponsored scheme Nav Bharat Saksharta Karyakram, popularly called ULLAS: Understanding of Lifelong Learning for All in Society. The scheme aligns with the recommendations of the National Education Policy (NEP) 2020 and seeks to empower adults aged 15 years and above from all backgrounds who could not attain schooling. The scheme has a budget of ₹ 1037.90 crore and is being implemented over five years, from FY 2022-23 to FY 2026-27.

The scheme has five components, namely;



(ii) Implementation Strategy

The scheme is being implemented though volunteerism. Volunteers are students from Schools, Higher Education Institutions under UGC, and Teacher Education Institutions under NCTE. Additionally, literate individuals who are willing to contribute, such as those from NYSK, NSS, NCC, CSOs, Community members, Housewives, Anganwadi workers, and Teachers, are being actively involved. It adopts a hybrid approach, blending online and offline modes of learning, while harnessing the spirit of volunteerism to create a vibrant learning ecosystem. Through the collective expertise and dedication of volunteers (Kartavyabodh), the scheme aims to equip adults with knowledge and skills, fostering a strong sense of community engagement towards Janbhagidari.

The implementation of the scheme is carried out through Samajik Chetna Kendras and through ULLAS Mobile App. Learning happens at Samajik Chetna Kendras that are set up in government/aided schools registered under UDISE, or at places like Panchayat Offices, Community Halls, One Stop Centres, Post Offices, Higher Education Institutions, Teacher Education Institutions, Anganwadi Centres, Local Cultural Centres. Public Libraries, work Sites or Spaces volunteered by willing people, organisations, companies, etc. where foundational literacy, numeracy, and life skills can be taught both online and/or offline by the volunteers. To provide academic and resource support, a dedicated Cell for National Centre for Literacy (NCL) has been established at NCERT as part of ULLAS- Nav Bharat Saaksharta Karyakram.

ULLAS primers developed in 26 regional languages are used by Volunteer Teachers (VTs) to provide adult learners with a structured and progressive approach for developing their reading, writing and numeracy skills.

(iii) Launch during Akhil Bhartiya Shiksha Samagam

Sh. Dharmendra Pradhan, the Hon'ble Minister of Education launched the ULLAS Logo, Slogan: Jan Jan Saakshar, popular name ULLAS that stands for Understanding of Lifelong Learning for All in Society and ULLAS Mobile App on 29.07.2023 during Akhil Bhartiya Shiksha Samagam 2023.

ULLAS Logo

उल्लास ULLAS
जन जन साक्षर
नव भारत साक्षरता कार्यक्रम

Slogan/Tagline

जन-जन साक्षर | Jan Jan Saakshar

(iv) ULLAS Mobile App

ULLAS Mobile App has been created for registering learners and volunteer teachers and also enables teaching learning process by providing access to **primers in 26 regional languages**. By accessing content in their local/ regional languages, learners can experience improved comprehension, engagement, cultural relevance, language development, inclusivity, and the development of higher - order thinking skills. Till now, over **2.13 crore learners and more than 39 lakh volunteer teachers have registered** on the app.

The Foundational Literacy and Numeracy Assessment Test (FLNAT) is an evaluation under the ULLAS scheme designed to assess basic reading, writing, and numeracy skills in non-literate individuals, certifying them as "neo-literates" upon successful completion.

Key Achievements of ULLAS

- **UGC, NCTE and AICTE** have issued directions to their affiliated institutions to award academic credits to students actively volunteering for ULLAS towards this nation building noble activity.
- Joint letters issued by Secretary, DoSEL, MoE & Secretary, MSD&E on 10.10.2023 for linking neo-literates to skill education through JSS.
- To promote ULLAS- Nav Bharat Saaksharta Karyakram and spread awareness amongst all stakeholders, a dedicated Facebook Page, X (Twitter) account and YouTube Channels have been created.
- **1,10,69,400** learners from 31 States/UTs have appeared for the **FLNAT** which has been held four times. **96,10,923 learners have been certified** so far. Now, the States/UTs have the flexibility to conduct FLNAT according to their convenience.
- **ULLAS Mela** was conducted on 6th and 7th February, 2024 in New Delhi which was inaugurated by **Hon'ble Education Minister**. The major highlights included:
  - (i) Felicitation of selected Neo-literates and Volunteer Teachers from States/ UTs for their exemplary work.
  - (ii) Release of ULLAS Primers in 22 languages during the event.
- **National Literacy Week** was celebrated from September 1st to 8th, 2024, concluding on International Literacy Day, with approximately **4.8 Crore participants.**
- **International Conference** on "Spectrum of Literacy" was organised on the eve of International Literacy Day in collaboration with UNESCO on 7.9.2024 in CIET, NCERT for bringing global and national experts, educators, policymakers, and literacy advocates to explore the diverse and evolving dimensions of Literacy in today's world.
- **International Literacy Day** was celebrated on September 8, 2024, at Vigyan Bhawan, New Delhi. **Hon'ble Vice President of India, Shri Jagdeep Dhankhar**, and Shri Jayant Chaudhary, Hon'ble Minister of State graced the event as Chief Guest for Education chaired the event.
- 13 States/UTs have conducted the ULLAS Mela so far.
- **Definition of literacy aligned with NEP 2020 and Criteria for States/UTs to declare full literacy,** has been communicated on 7th August, 2024. As per the definition- "Literacy is the ability to read, write, and compute with comprehension, i.e., to identify, understand, interpret and create, along-with critical life skills such as digital literacy, financial literacy, etc."
- **Ladakh** has become **the first administrative unit which is Fully Literate** under ULLAS, declared on 24.06.2024.
- **DTH Channel No. 14:** Broadcasting adult learning lessons in 22 official languages.

III. National Means-cum-Merit Scholarship Scheme (NMMSS)

The Central Sector Scheme 'National Means-cum-Merit Scholarship Scheme' is being implemented, 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 their education at secondary stage. One lakh fresh scholarships are awarded to selected students of class IX every year and their continuation / renewal in classes X to XII for study in State Government, Government-aided and Local body schools under the scheme. The amount of scholarship is ₹ 12000/- per annum.

Government has approved continuing the Scheme from FY 2021-22 to 2025-26 with total allocation of ₹ 1827 crores.

(i) Eligibility criteria

Students whose parental income from all sources is not more than ₹3,50,000/- per annum are eligible to avail the scholarships. The students must have minimum of 55 % marks or equivalent grade in Class VII examination for appearing in selection test for award of scholarship **(relaxable by 5% for SC/ST students).** The students should be studying as regular student in a Government, Government-aided and local body schools. Students of NVS, KVS and residential schools are not entitled for the scholarships. There is reservation as per State Government norms.

(ii) Selection of fresh Awardee Students

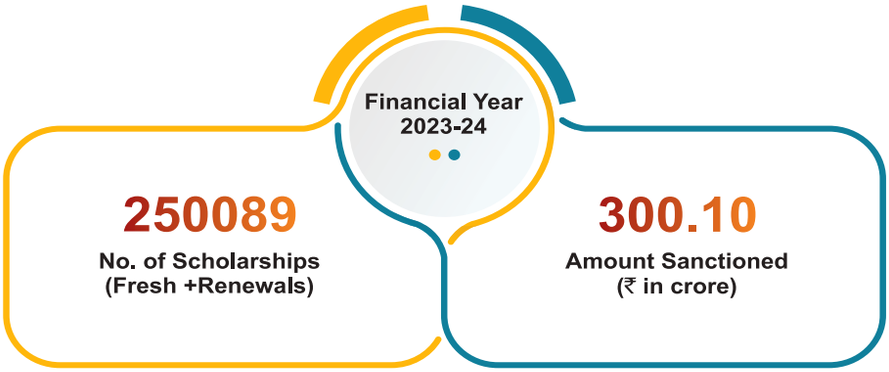
Each State/UT conducts its own test for selection of students for the award of the National Means-cum-Merit Scholarship. The test is conducted at stage of class-VIII. The students, who fulfill the eligibility criteria, must pass both the tests, i.e., Mental Ability Test (MAT) and Scholastic Aptitude Test (SAT) under NMMSS exam with at least 40 % marks in aggregate taken together for these two tests. For the SC/ST students, this cut off is 32% marks.

(iii) Selection of Renewal Awardee Students

The awardees should get minimum of 60% marks in Class X for continuation of scholarship (relaxable by 5% for SC/ST candidates) in next higher classes. For continuing the scholarship in class X and XII, the awardees should get clear promotion from class IX to class X and from class XI to class XII in the first attempt.

(iv) Disbursement of Scholarships

The scheme is fully on boarded on National Scholarship Portal (NSP) from 2018-19. The Ministry sanctions funds from Annual Budget Provision for releasing them to SBI, the implementing bank for the scheme for disbursal of scholarships to students directly into their bank accounts by Direct Benefit Transfer (DBT) through Public Financial Management System (PFMS).



The details regarding number of scholarships sanctioned to beneficiaries under National Means-cum-Merit Scholarship Scheme during the financial year 2023-24.

Note: During the Project year 2024-25, NSP is operational since 30.06.2024 and the last date for registration of scholarship applications was 15.11.2024. The last date for L1 or Level 1 verification (by Institute Nodal Officer) is 15.12.2024 and L2 or Level 2 verification (by District Nodal Officer or DNO) is 31.12.2024. Applications which are finally verified on NSP are considered for sanction of scholarship in a project year for the preceding academic year.

IV. National Teachers' Award 2024

National Teachers' Award was first instituted in 1958 to recognize excellence and commitment of teachers in shaping the minds as well as future of the youth. From mid-60s, 5th September came to be the fixed date for the function on account of the birthday of Dr. Sarvepalli Radhakrishnan, former President of India. The award was established to accord public recognition to meritorious teachers working in elementary and secondary schools.

The guidelines of the National Teachers' Award revised in the year 2023. The basic premise was that the new scheme should be transparent, fair, and reward meritorious teachers so that they could be held as examples and inspiration for other teachers. The features of the new scheme are as under:

In the revised guidelines, a provision for online self-nominations from teachers are invited at **www.nationalawardstoteachers.education.gov.in**

The Hon'ble President of India, Smt. Droupadi Murmu, along with the Hon'ble Union Minister of Education, Shri Dharmendra Pradhan, felicitating a teacher with the National Teachers' Award 2024

The features of the New Scheme under National Teachers' Award 2024 are as follows

- School teachers and Heads of Schools working in recognized primary/middle/ high/higher secondary schools under the following categories:
  - a. Schools run by State Govt./UTs Administration, schools run by local bodies, schools aided by State Govt. and UT Administration and Private schools affiliated to State/UTs Board.
  - b. Central Govt. Schools i.e., Kendriya Vidyalayas (KVs), schools of NVS, Sainik Schools run by Ministry of Defence (MoD), Schools run by Atomic Energy Education Society (AEES) and Eklavya Model Residential Schools (EMRS) run by Ministry of Tribal Affairs.
  - c. Schools affiliated to Central Board of Secondary Education (CBSE) (other than those at (a) and (b) above)
  - d. Schools affiliated to Council for Indian Schools Certificate Examination (CISCE) (Other than those at (a), (b) and (c) above
- Only regular Teachers and Heads of Schools with minimum ten years of services are eligible.
- Normally retired teachers are not eligible for the award but those teachers who have served a part of the calendar year (at least for four months i.e. up to 30th April in the year to which National Awards relate) may be considered if they fulfill all other conditions.
- The numbers of awards have been rationalized to 47 (45+2) in 2018 and again revamped in 2023 to 50 (48+2), as against the earlier 378, thereby restoring the prestige of the awards.
- In addition, 2 teachers under Special Category could be selected from differently abled teachers etc., if any.
- No State, UT or Organization has a quota in the final selection. This encouraged them to compete for the awards truly at National level.
- The final selection is done by an Independent Jury from amongst nominations received from States/UTs and Organizations, thereby ensuring that the role of these agencies was not diluted under the new scheme.
- The nominated teachers make a presentation before the Jury for final selection. This ensures that all of them are given an opportunity to share the work done by them.

The rationalized number of awards restored the prestige of the awards and with enhanced transparency, the sanctity of selection process of the teachers selected for National Awards to Teachers was taken seriously.

High quality films of one minute duration on the exemplary work done by each one of the awardees are being made since 2018. The films are shot on location in the respective schools of the awardees, artistically and succinctly capturing the wide gamut of innovative activities like promotion of joyful learning through art & theatre resource mobilization from community, use of free educational apps & ICT, development of school nutrition garden etc.

For the year 2023, after the online self-nomination process followed by 3 tier selection process at District, State and National level, Hon'ble President of India conferred the awards to 50 Awardees on 5th September, 2023 in Vigyan Bhawan, New Delhi. A documentary film on each of the 50 Awardee Teachers was also shown during the live telecast of the program on Doordarshan.

For National Teachers' Awards 2024, total 3218 online applications of the teachers have been received on the online portal of Ministry of Education from all States/UTs/Organisations. Out of 3218 online applications, States/UTs/Organisations have shortlisted 152 teachers and forwarded to Independent Jury at National Level constituted by Hon'ble Shiksha Mantri ji. Finally, the Independent Jury at National Level recommended the names of 50 Teachers for the approval of the Hon'ble Shiksha Mantri ji. Hon'ble President conferred the Awards to 50 selected teachers on 5th September, 2024 at a ceremony held at Vigyan Bhawan.

V. Digital Education

Department of School Education and Literacy (DoSEL), Ministry of Education, GoI has undertaken various digital education initiatives for upliftment of quality school education in India through NCERT. The glimpses of some major initiatives undertaken during the year 2024-2025 are as follows.

DIKSHA (Digital Infrastructure for Knowledge Sharing): One Nation One Digital Platform' under PM-eVidya as a national platform for school education, has been adopted by almost all the States/UTs, Central Autonomous Bodies, including NCERT, CBSE and NIOS etc. During this year Artificial Intelligence (AI) / Machine Learning (ML) based video search capability have been developed and enabled on DIKSHA for classes 8 to 10. E-contents in about 104 languages have been added on DIKSHA platform, making the total languages represented on DIKSHA as 126 Indian 7 foreign languages. A vertical of "Equitable and Inclusive Education - Learning for All" has been made live on DIKSHA. The mechanism for sharing content from DIKSHA with Google Classroom has been completed. Continuous Professional Development (CPD) program on e-contents development for DIKSHA have been organised for the 33 State Resource Group (SRG) members. Three workshops were organised to curate and select engaging contents on DIKSHA and about 45,000 e-content were curated.

Under **PM eVidya** initiative, a bouquet of 200 DTH Channels were launched on 09th March, 2024 by Sh. Dharmendra Pradhan, Hon'ble Union Minister of Education and Minister of Skill Development and Entrepreneurship, Govt. of India to ensure learning for all with equity, to cover all students at all levels of education and in all geographical locations, even in the

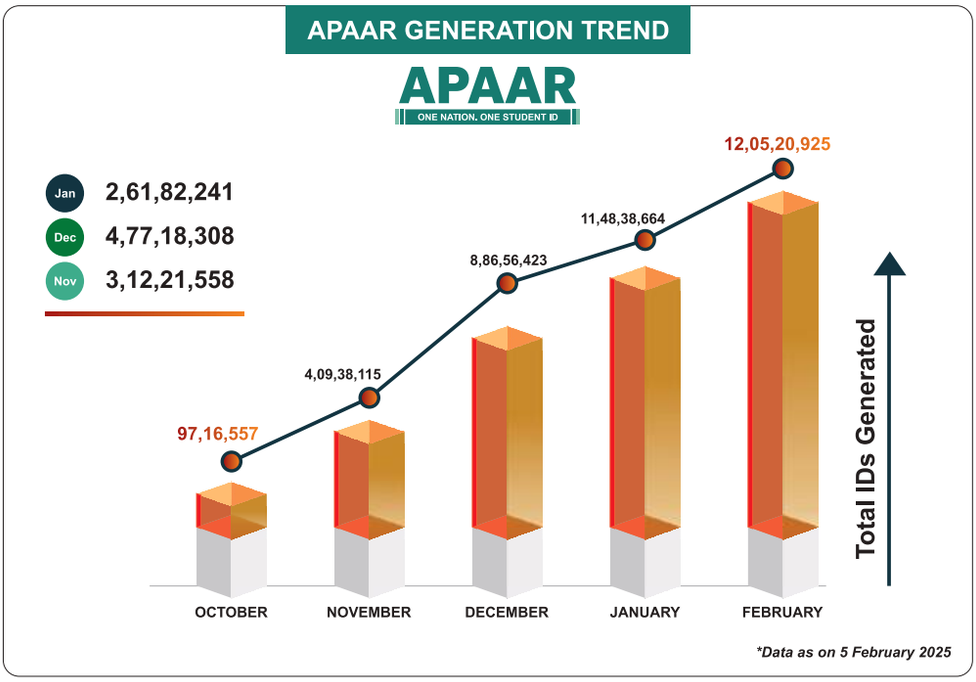
Students with Virtual Reality (VR) headsets dive into immersive digital learning

remotest parts of the country, thereby reducing 'digital divide'. A dedicated Tamil language TV channel as part of the PM eVidya initiative (Channel no. 34) was launched to facilitate learning-teaching of Indian languages by Dr. Sukanta Majumdar, Hon'ble Minister of State for Education and Development of North Eastern Region, Government of India and Shri Jayant Chaudhary, Hon'ble Minister of State (Independent Charge) for Skill Development & Entrepreneurship and Minister of State for Education, Government of India on July 29, 2024. A dedicated channel for Nav Bharat Saaksharata Abhiyaan - Adult Education - ULLAS (Channel no. 14) was launched on 8th September 2024 by Shri Jayant Chaudhary, Hon'ble Minister of State (Independent Charge) for Skill Development and Entrepreneurship, and Minister of State for Education, Government of India. A dedicated TV channel for Indian Sign Language (ISL) as part of the PM eVidya initiative (Channel no. 31) was launched by Sh. Dharmendra Pradhan, Hon'ble Union Minister of Education, Govt. of India on 6th December, 2024 for providing a holistic learning experience for Hearing Impaired (HI) students as part of Universal Design of Learning (UDL) principles.

National Digital Education Architecture (NDEAR) compliant **Rashtriya Vidya Samiksha Kendra (RVSK)**, an institutional avenue has been set up at NCERT, that enables integrated and shared 'seeing' for amplifying data-based decision making and bringing in transformative impact towards outcomes. The **Vidya Samiksha Kendras (VSK)** are being set up across the Country following a holistic 6A Educational data capturing framework, i.e. collating near real time educational datasets like Attendance, Assessment, Accreditation, Administration and Adaptive learning which in turn would feed an Artificial Intelligence model for drawing recommendations and analysis to enable stakeholders in making data driven decisions. So far, 35 VSKs in States / UTs CABs have been made operational and remaining 5 are in the process of operationalizing their VSKs. So far 26 States / UTs and CABs are connected to RVSK through attendance APIs and are analysed for visualizing multiple KPIs. Approximately 2.13 lakh schools, 12.33 lakh teachers, and 2.12 crore students daily data are reported by States/UTs through API integration to the RVSK.

Hon'ble Union Minister Shri Dharmendra Pradhan launched 200 DTH Channels under PM eVidya initiative on 9th March 2024

Automated Permanent Academic Account Registry (APAAR) is an ambitious initiative under the 'One Nation, One Student ID' program, aligned with the National Education Policy (NEP) 2020. As of 03rd February 2025, APAAR IDs of 11.7 Cr i.e., 53% of the enrolled students have been validated and generated through UDISE+ platform. About 11.98 Lakh schools, i.e. more than 80% schools have initiated APAAR activities out of 14+ Lakh schools.



National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is a National Mission to improve learning outcomes through an Integrated Teacher Training Programme. Twelve courses of NISHTHA FLN Batch 5 (16th October 2024 - 15th March 2025) have been launched in four languages (English, Hindi, Urdu and Telugu) and 2,322 participants have been certified. Six courses of NISHTHA ECCE Batch 5 (16th October 2024 - 15th March 2025) have been launched in two languages (English and Hindi) and 1,666 participants have been certified as on 18th December 2024. NISHTHA Educational Technology was launched on 16th December 2024 by Hon'ble Union Minister of Education, Govt. of India, Sh. Dharmendra Pradhan.

e-Jaadui Pitara was launched on 10th February 2024 by Hon'ble Union Minister of Education, Sh. Dharmendra Pradhan, MoE, GoI. It is an educational treasure trove powered by AI bots specifically for parents and teachers. eJaadui Pitara mobile app supports 14 languages, with the process of integrating rest of the languages is going on. Jaadui Pitara related resources are available in 23 Languages (including 22 Schedule VIII languages and in English) on DIKSHA platform. In total, 789 content of Jaadui Pitara are uploaded on DIKSHA.

As per NEP 2020, to promote use of child's mother tongue, home language, local language, or regional language for teaching and learning at all stages of school education and higher education, **104 Primers** (instructional materials in book form either print or digital) have been launched by the Ministry of Education. About 52 Indian Language Primers launched on 09th March, 2024 by Sh. Dharmendra Pradhan, Hon'ble Union Minister of Education and Minister of Skill Development and Entrepreneurship,

Govt. of India. Another 25 Primers in Indian Languages were developed and released on the occasion of 4th Anniversary of 'National Education Policy - 2020' by the Hon'ble Minister of Education, Govt. of India on 29th July 2024. A total of 25 Primers in Indian Languages were developed and released on the occasion of 'Bhartiya Bhasha Utsav' by the Hon'ble Minister of Education, Govt. of India on 11th Dec. 2024 and making it to 104 language primers altogether. All the Primers are made available through DIKSHA web portal and mobile app.

280 Virtual Labs for Science and Mathematics for subjects Class 6th to 12th have been made available. In addition, an experiential learning lab sponsored by Google was launched to facilitate capacity building of teachers and their continuous professional development on 16 December 2024 by the Hon'ble Union Minister of Education, Govt. of India.

Education for children with disabilities

e-Content for DIVYANG in Indian Sign Language (ISL) and PRASHAST Mobile app:

A vertical of "Equitable and Inclusive Education - Learning for All" is made live on DIKSHA. A dedicated DTH TV Channel no. 31 for ISL was launched on 06th December 2024. About 182 live sessions on Inclusive Classroom were conducted and 2,973 ISL videos including glossary words, academic terms etc. were developed and disseminated. A mobile app, PRASHAST, was launched for the Screening of disabilities for Schools, on 09th January 2024 which has 11,38,033 registered users across the country.

VI. Eco Clubs for Mission LiFE

The National Education Policy (NEP) 2020 emphasizes the critical importance of integrating environmental awareness and sustainability principles into school curricula. The vision of the Policy is to instil 'among the learners a deep-rooted pride in being Indian. and dispositions that support responsible commitment to sustainable development and living...' The policy also highlights ancient Indian traditions of environmental conservation, aligning them with modern scientific understanding.

Eco Clubs Mission LiFE are a significant initiative to promote environmental consciousness among students. These Clubs have been renamed as Eco Clubs for Mission LiFE and its activities have been aligned with the 7 themes of Mission LiFE viz; Adopt Healthy Lifestyle, Adopt Sustainable Food Systems, Reduce e-waste, Reduce Waste, Save Energy, Save Water, Say No to Single Use Plastic. It is a significant step towards sensitizing our children to environment and climate change issues and inculcating in them pro-environment attitudes and behaviours.

Young learners are sowing hope for the future by planting saplings in their schools

As per UDISE+ 2023-24 data, 7,42,431 (50%) schools across the country have established Eco Clubs for Mission LiFE. Under Samagra Shiksha Scheme, funds are provided for government schools empowering them to participate and take up meaningful environmental activities and projects. A total fund of ₹ 743.15 crores was approved to States/ UTs during FY 2024-25.

School students are planting saplings with their mother under Ek Ped Maa Ke Naam initiative, nurturing a greener tomorrow with every seed

To ensure the continuity and sustainability of Eco Clubs for Mission LiFE, Department has been organising activities throughout the year, in order to inculcate pro-environment behaviour and attitudes in students. On the occasion of World Environment Day 2024 (5 June, 2024), Summer Camps were organised in schools across the country under the aegis of Eco Clubs for Mission LiFE and activities aligned with the seven themes of Mission LiFE were carried out. More than 11.17 crore participants including students, teachers and community members participated in these Summer Camps.

During Shiksha Saptah, observed from 22-28 July, 2024 as a run up to the 4th anniversary of NEP 2020, one day was designated as "Eco Clubs for Mission LiFE" Day. More than 5.18 crore saplings were planted under **#एक_पेड़_माँ_के_नाम** initiative across the school ecosystem. In addition, 1.46 lakh new Eco Clubs for Mission LiFE were established in schools across the country during Shiksha Saptah.

Through Eco Clubs for Mission LiFE, students are learning to appreciate and protect their natural surroundings. These efforts promise a sustainable future, where education and community involvement play pivotal roles in environmental conservation.

CHAPTER - 03

Autonomous Institutions under the Department of School Education & Literacy

NAVODAYA VIDYALAYA SAMITI (NVS)

The Navodaya Vidyalaya Scheme envisages setting up of residential co-educational school, one in each district of the country, to provide good quality modern education to the rural talented children irrespective of their socio-economic background.

At present, total 689 schools of NVS have been sanctioned across the country including 28 schools of NVS recently sanctioned by the Govt. of India on dated 06.12.2024 and except Tamil Nadu state which has not yet accepted the Navodaya Vidyalaya Scheme. Out of these 689 sanctioned schools of NVS, 653 schools of NVS are functional and 36 schools of NVS are non-functional for want of suitable land and temporary accommodation from the concerned State Govt./UT Administration.

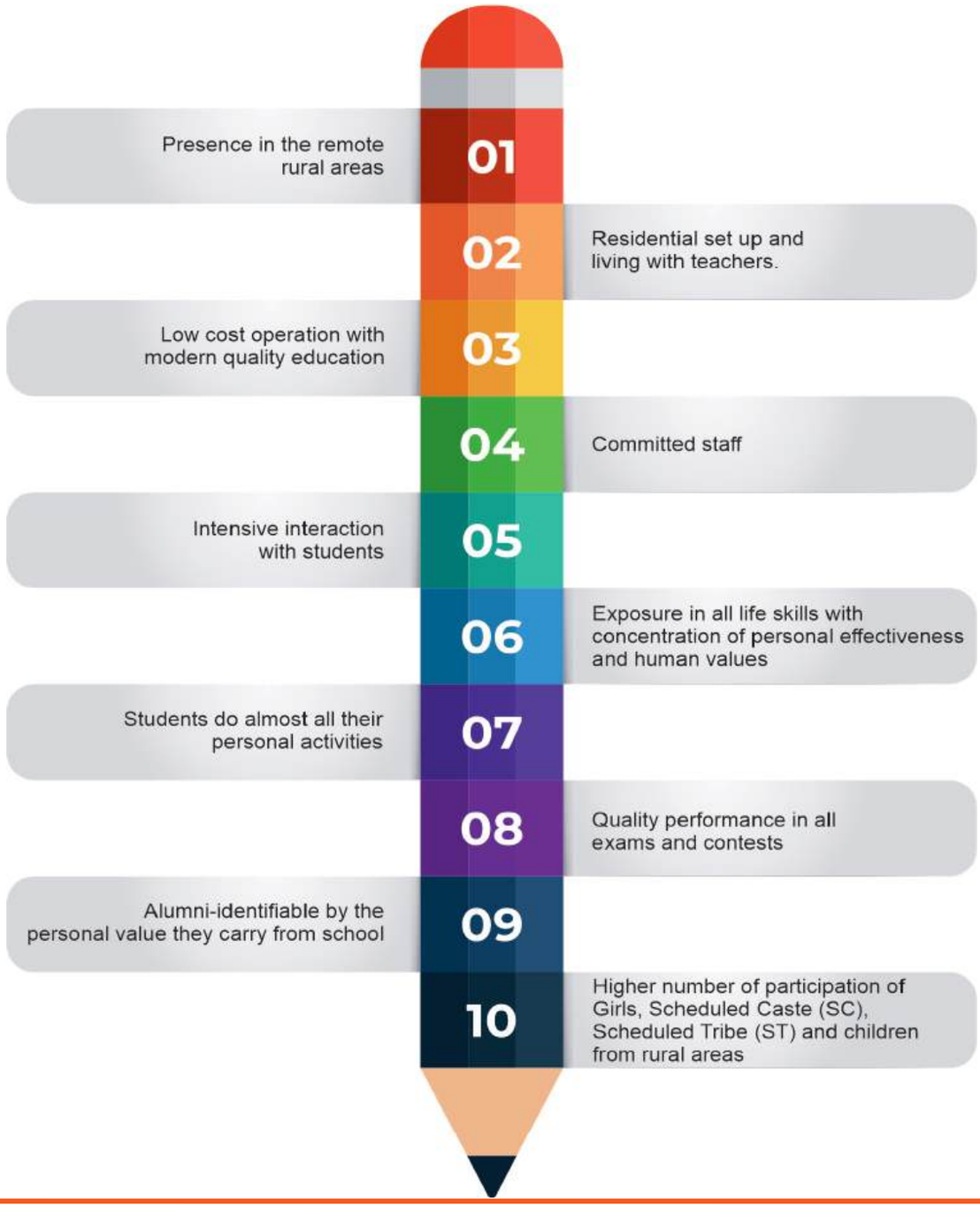
As per the revised guidelines issued by the Ministry of Minority Affairs (MoMA), Govt. of India, which are effective from the Year 2022-23, location of a Central Government office will be considered to be located in MCA, if concentration of minority population is more than 25% in the catchment area (15 KM radius) as per the Census-2011. Such certificate has been issued by the concerned district administration in respect of 127 schools of NVS. Therefore, total 127 schools of NVS are located in minority concentrated area as per the extent guidelines of the Ministry of Minority Affairs.

With the objective to develop infrastructure of schools of NVS, located in Minority Concentrated Areas, Ministry of Minority Affairs (MoMA) have so far funded setting up of 1173 Smart Classrooms in 99 schools of NVS for an amount of ₹37.86 crore under the Pradhan Mantri Jan Vikas Karyakram (PMJVK) and an amount of ₹243.53 crore has also been sanctioned during the year 2019-20 for construction of 6 schools of NVS located in Pakur-II (Jharkhand), Howrah (West Bengal), Uttar Dinajpur (West Bengal), West Kameng (Arunachal Pradesh), Senapati-II (Manipur) and Mamit (Mizoram) districts under the same scheme. During the year 2022-23, the Empowered Committee of MoMA has approved an amount of ₹263.14 crore for construction of Multipurpose Hall in 59 schools of NVS, located in MCA. In first phase, construction of Multipurpose Hall in 22 schools of NVS has been undertaken with the first installment received from the Union Ministry of Minority Affairs.

Procedure/Criteria for opening a School of NVS

Opening a school of NVS is a continuous process. As per the Navodaya Vidyalaya scheme, new schools of NVS are operationalized in new districts after due approval of proposal regarding expenditure, sanctioned strength etc. from the Ministry of Education, Govt. of India. For opening of schools of NVS, the concerned State Government/UT Administration has to provide about 30 acres of suitable land, free of cost and free from all encumbrances. The State Government has also to provide sufficient temporary building/accommodation and other infrastructure facilities, 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.

NAVODAYA
MODEL OF EDUCATION

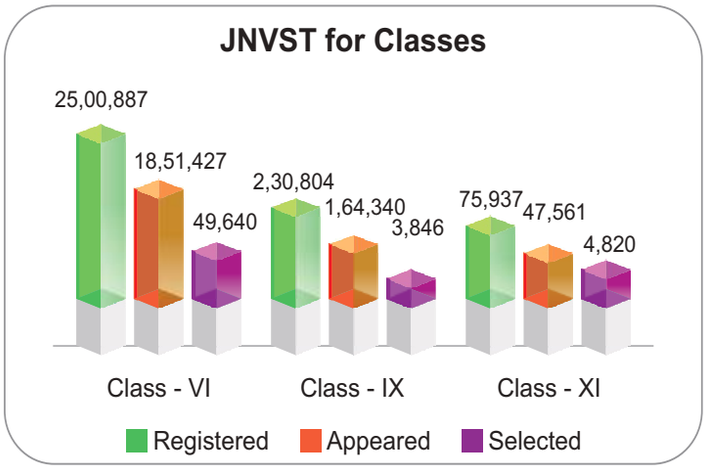


Status of Sanctioned and Functional Schools of NVS

Beginning from two schools of NVS established during the Year 1985-86, at Jhajjar (Haryana) and Amaravati (Maharashtra), total 689 (including 28 newly sanctioned schools of NVS) schools of NVS have so far been sanctioned by the Government in 27 States and 8 UTs, except Tamil Nadu State which has not yet accepted the Navodaya Vidyalaya Scheme. Out of total 689 (including 28 newly sanctioned) schools of NVS sanctioned, 653 schools of NVS are functional, at present.

Admission of Students in Schools of NVS

Admission in schools of NVS is made on the basis of Selection Test designed and conducted by the Central Board of Secondary Education through online application. The Selection test is non-verbal and class neutral and is designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. Only the candidates from the district concerned where the school of NVS has been opened are eligible to apply for admission. However, the district where schools of NVS 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 schools of NVS, in case a new school of NVS has not been started in newly bifurcated district as yet. Schools of NVS are co-educational residential schools having classes from VI to XII. The admissions are done for Class VI, IX and XI through JNV Selection Test. The statistical figures for the students registered for the JNVST and selected in the year 2024 are as under:



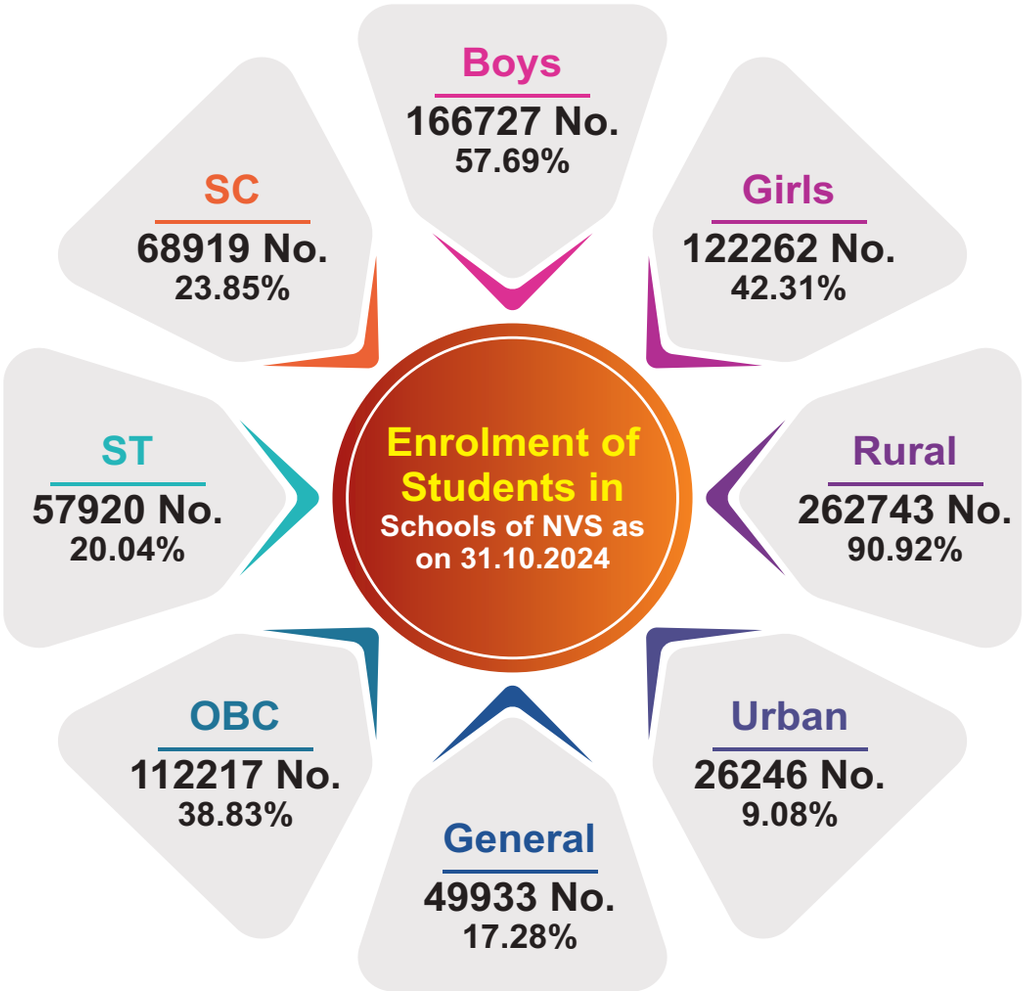
Reservation Policy for Admitting Students in the Schools of NVS

At least 75% of the seats in a district are filled by candidates provisionally selected from rural areas of the district concerned. The remaining seats are open which are filled up from the candidates of both urban and rural areas of the district concerned.

- Reservation for SC & ST as per actual population in the district concerned subject to a minimum of national average (i.e.15% for SCs and 7.5% for STs) but subject to a maximum of 50% for both the categories (SC & ST) taken together.
- 1/3rd of the seats are reserved for girl students.
- There is a provision for reservation of 3 seats out of 80 seats for Divyang Children (i.e.Orthopedically Handicapped, Hearing Impaired and Visually Handicapped).
- There is a provision of 27% reservation to the OBC candidates. The reservations to the OBC candidates is as per central list as applicable from time to time.

Recruitment

Recruitment is a continuous process as vacancies keeps on arising on account of retirement, promotion, resignation, up-gradation of existing schools of NVS to higher classes, sanctioning of new streams, demise of employees etc. Concerted efforts are taken up to fill up the vacancies of schools of NVS. To protect the academic interests of the students, teachers are engaged on short term contractual basis against the vacant posts, if any till the regular teachers are recruited.



In order to ensure uniformity and transparency in the selection process Samiti has been adopting the following:

- Resorting to the "Centralized Recruitment" process.
- Resorting to the Computer Based Test doing away with the conventional OMR Sheet/ Written Test.
- "Answer Sheet/Response Sheet" along with "Answer Keys" are displayed on the official website of NVS and objections, if any get resolved before publishing final result.
- Posting is given based on the choice exercised by the candidates, subject to merit position and availability of vacancy.

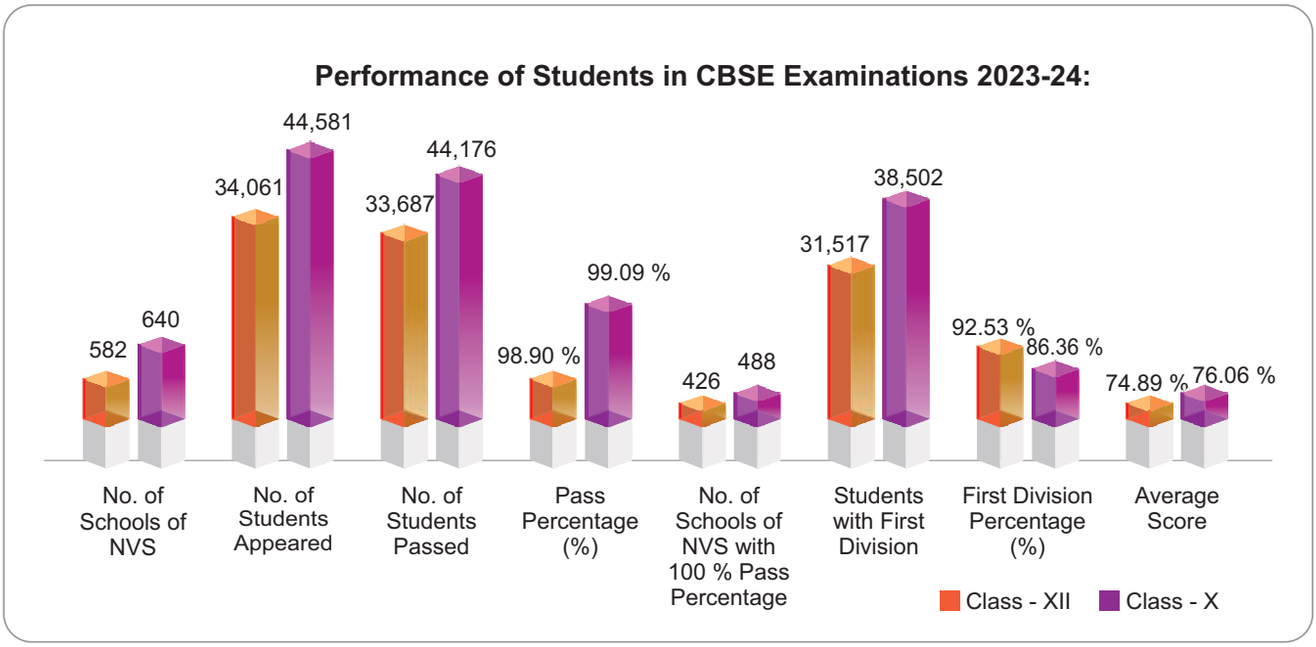
A total of 882 staff has been recruited during the year 2024. Further, 41 appointments on compassionate ground have also been made.

Performance of Schools of NVS:

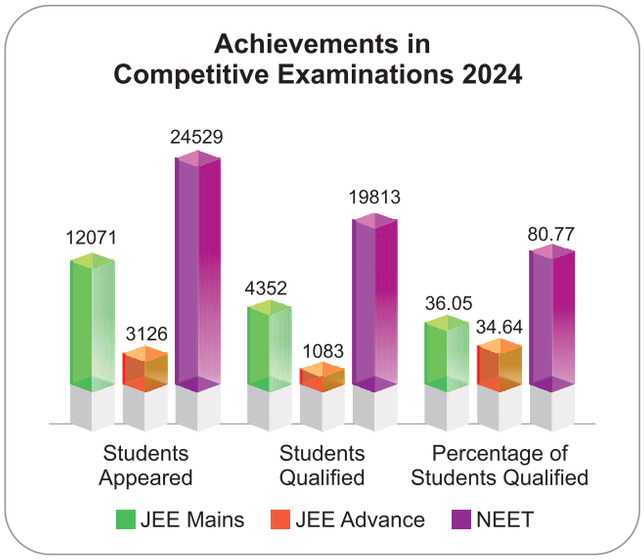
Schools of NVS have been performing consistently well, as it evident from the results declared by CBSE for the last many years:

Year	Class – X	Class – XII
2018	97.15	97.08
2019	98.57	96.62
2020	98.66	98.70
2021	99.97	99.94
2022	99.71	98.93
2023	99.14	97.51
2024	99.09	98.90

A. Performance of Students in CBSE Examinations 2023–24:



B. Achievements in Competitive Examinations 2024:



C. Admission of Children in International Universities

A new initiative has been taken by the Navodaya Vidyalayas Samiti to support children from economically weaker families for higher studies with the help of CSR support organized by KARTA Initiative Foundation, supported by TATA Trust and such other supporters. Following students have secured admission in International Universities in 2017 to 2024:

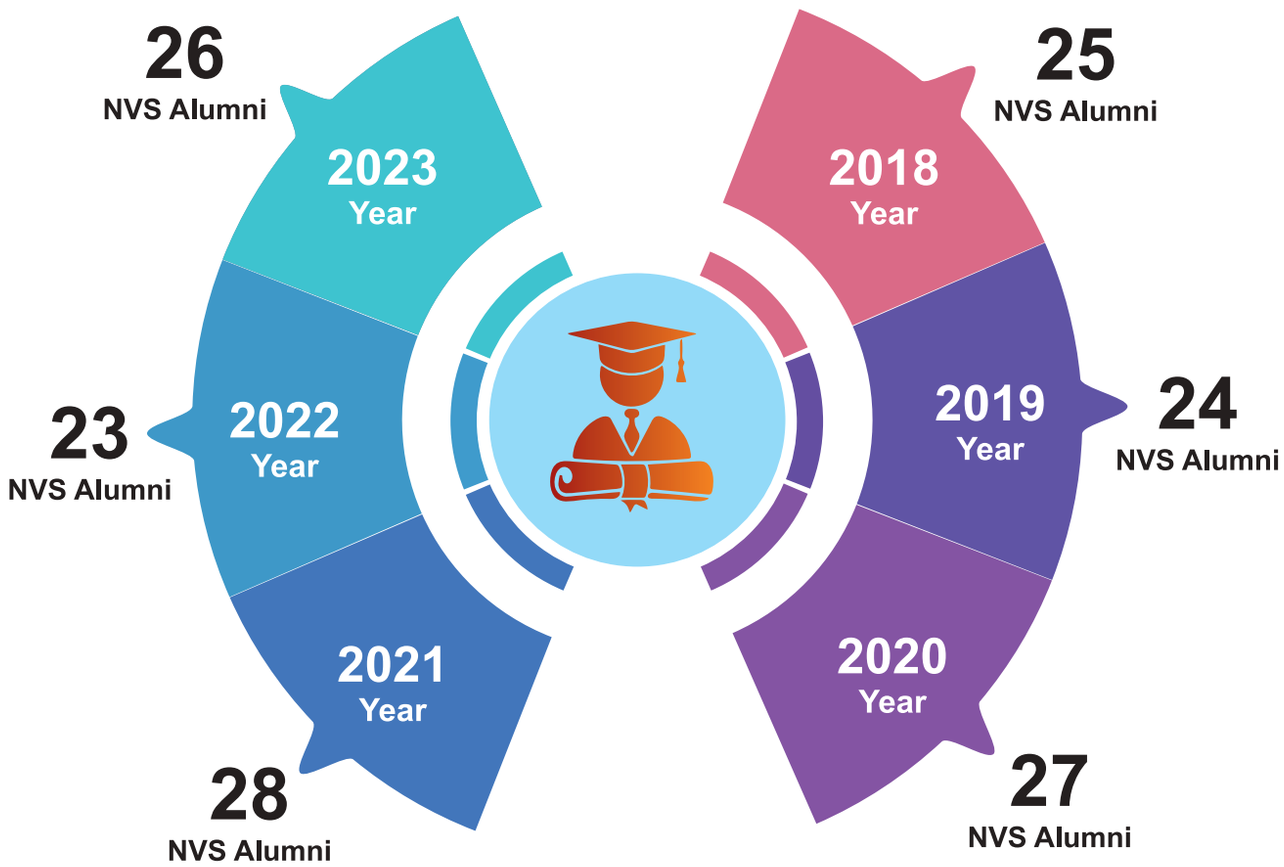
S. No	University & Country	Number of Students							
		2017	2018	2019	2021	2022	2023	2024	Total
1	Imperial College London, UK	01	-	01	-	-	-	-	02
2	Edinburgh University, UK	01	01	-	02	02	02	-	08
3	Bristol University, UK	01	-	-	-	-	-	-	01
4	University College London, UK	01	-	-	-	01	-	-	02

S. No	University & Country	Number of Students							
		2017	2018	2019	2021	2022	2023	2024	Total
5	McGill University, Canada	-	01	-	-	01	-	-	02
6	Oxford University, UK	-	-	02	-	-	-	-	02
7	Huron University, Canada	-	-	01	-	02	01	-	04
8	University of Toronto, Canada	-	01	-	-	02	02	-	05
9	Queen's University – Kingston, Canada	-	-	01	01	04	03	02	11
Total		**04**	**03**	**05**	**03**	**12**	**08**	**02**	**37**

D. Selection of NVS Alumni in Civil Services:

Every year, around 25 to 30 students are selected in Civil Services through UPSC Examination. Year-wise details are as under:

Selection of NVS Alumni in Civil Services



Details of NVS Alumni Qualified in UPSC Civil Service Examination – 2023

S. No.	Alumni Name	Schools of NVS (Distt.)	State / UT	All India Rank (AIR)
1	Shri Ravindra Kumar	Sirohi	Rajasthan	138
2	Shri Pawan Kumar	Bulandshahr	Uttar Pradesh	239
3	Shri Parvati Gopakumar	Alappuzha	Kerala	282
4	Ms. Bratati Dutta	North 24 Parganas	West Bengal	346
5	Shri Abhijeet Pandey	Ghazipur	Uttar Pradesh	451
6	Shri Shivam	Rewari	Haryana	457
7	Ms. Komal Punia	Saharanpur	Uttar Pradesh	474
8	Shri Yugal Kapse	Gondia	Maharashtra	535
9	Ms. S. Kiran	Warangal	Telangana	568
10	Ms. Priyanka Mohite	Nashik	Maharashtra	595
11	Dr. J. Bhanu Prakash	Chamarajanagar	Karnataka	600
12	Shri Ankit Kumar	Etah	Uttar Pradesh	623
13	Shri Chawan Rajkumaar	Kumuram Bheem Asifabad	Telangana	703
14	Shri Rekulavari Shubham	Kumuram Bheem Asifabad	Telangana	790
15	Shri Dhanunjay Kumar	Chittoor	Andhra Pradesh	810
16	Shri A. Sandeep	Kumuram Bheem Asifabad	Telangana	830
17	Ms. Rashmi Paikra	Surajpur	Chhattisgarh	881
18	Shri Puran Prakash	Barmer	Rajasthan	885
19	Shri Hatchinghoi Haokip	Churachandpur (Up to X) Bangalore Urban (XI & XII)	Manipur Karnataka	898
20	Dr. Gautham	Chikkaballapura	Karnataka	939
21	Shri T. Vijay Kumar	Vijayanagara	Karnataka	953
22	Shri Rajesh Kumar	Bageshwar	Uttarakhand	988
23	Shri Dominic Sominthang Haokip	Churachandpur	Manipur	994
24	Shri Azmal Hussain	Baksa	Assam	1013
25	Shri Aditya Anil Bamane	Kolhapur	Maharashtra	1015
26	Shri J. Sai Chaitanya, IFS	Kumuram Bheem Asifabad	Telangana	131

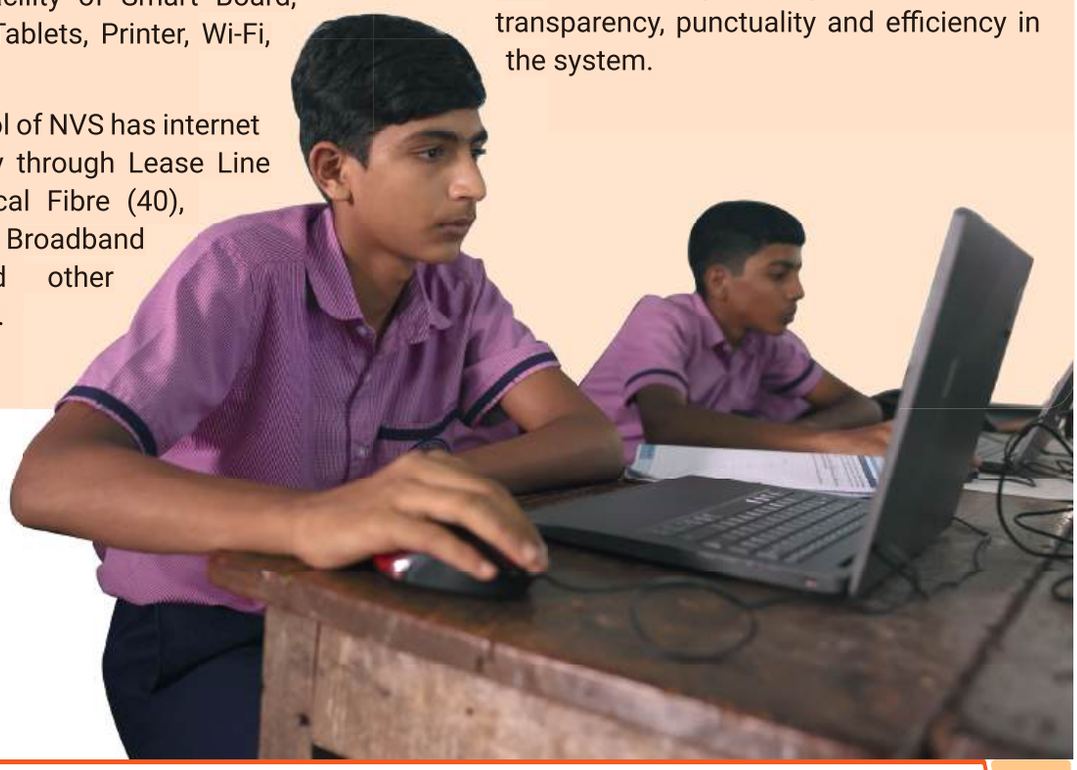
Migration Policy Adopted by the Samiti for NVS Students:

One of the important features of the Navodaya Vidyalaya Scheme is exchange of students for year at the level of Class–IX, from one school of NVS in a particular linguistic region to another school of NVS in a different linguistic region, to promote understanding of the diversity and plurality of India's culture and people.

NVS has been a pioneer in National Integration in lines with 'Ek Bharat Shrestha Bharat' initiative of Govt. of India since inception of the organization during the Year 1985–86. Total 10,287 students of Class–IX of all functional schools of NVS have been migrated during the current academic session i.e., 2024–25.

Digital Infrastructure in Schools of NVS:

- All schools of NVS have computer aided education.
- Total 3,095 existing classrooms of schools of NVS have been converted into Smart Classrooms. Further, 5,776 remaining classrooms are being converted into Smart Classrooms. 15 Smart Virtual Classrooms one in each of 7 Navodaya Leadership Institutes (Training Institutes) and two in each of the 4 Centers of Excellence have been setup. On an average, 3 to 4 Smart Classrooms per school of NVS have already been setup at present.
- Apart from this, conversion of all balance classrooms of all schools of NVS into smart classrooms is in progress through project approved by Ministry of Education, & PM SHRI scheme and likely to be completed within a year.
- Smart Computer Labs have been established in 616 schools of NVS under Corporate Social Responsibility (CSR) with requisite facility of Smart Board, Laptops / Tablets, Printer, Wi-Fi, Router etc.
- Every school of NVS has internet connectivity through Lease Line (327), Optical Fibre (40), FTTH (79), Broadband (174) and other modes (29).
- All schools of NVS have at least 40 computers.
- The post of TGT (Computer Science) is sanctioned for all schools of NVS.
- The post of PGT (Computer Science) is sanctioned where the schools of NVS is at Senior Secondary level.
- 68,940 dedicated digital devices (Digital Tablets) have been provided to 561 schools of NVS for the students of Classes XI & XII of all schools of NVS during the Academic Session 2022 – 23.
- **Implementation of e-Office in Regional Offices:** E-Office has been implemented in all Regional Offices. Training regarding management and functionality has been provided to the Master trainers nominated for these Regional Offices.
- **Centralized Aadhar based Attendance System:** (CABS) has been implemented for all the units of NVS (Hqrs. / ROs / NLIs / Schools of NVS). The system will ensure transparency, punctuality and efficiency in the system.



Facilities for the Students in the Schools of NVS:

Education in the schools of NVS, including boarding & lodging as well as expenses on uniform, textbooks, bedding items, stationery, daily use items, examination fee and expenditure on journey (TA/DA) to participants in official academic activities etc. are free for all students. However, a nominal fee of ₹ 600/- (Six Hundred only) per student per month is collected as "Vidyalaya Vikas Nidhi (VVN)" from students of classes IX to XII excluding Scheduled Caste (SC), Scheduled Tribe (ST), Girl students, Children with Special Need (CwSN) & wards of Below Poverty Line (BPL) families. In respect of wards of Government employees, other than exempted category (students of Classes VI to VIII, all SC, ST & Girl Students, CwSN & wards of BPL families), VVN either @ ₹ 1500/- (One Thousand & Five Hundred only) per month or actual Children Education Allowance received by the parent per month, whichever is less, is to be paid. Such Government employees required to produce a certificate from the employer mentioning the Children Education Allowance admissible in their organization, if the Children Education Allowance received is less than ₹ 1500/- per month. However, the VVN charged shall not be less than ₹ 600/- per student per month. The average operational expenditure per student per annum for the year 2023-24 was ₹1,56,529/- (One Lakh Fifty-Six Thousand Five Hundred and Twenty-Nine only)

Training and Development:

A. Training Infrastructure:

Trainings are conducted in Navodaya Vidyalaya Samiti through Navodaya Leadership Institutes (NLIs), Regional Offices and through External Agencies. At present, 7 training institutes have been established in NVS as Navodaya Leadership Institutes (NLIs) at Amritsar, Goa, Kamrup, NOIDA, Rangareddy, Puri and Udaipur.

Navodaya Vidyalaya Samiti organizes several orientation courses for the Principals and conducted training programmes for different categories of teachers & other staff. Navodaya Vidyalaya Samiti has started developing its own capacity building and training facilities in the organization. The trainings conducted in the last five years has increased. However, more emphasis was laid on quality of trainings and accordingly significant improvement in infrastructure was made.

a. The trainings have been conducted by making shift arrangements using the resources as available in the schools where the training centers have temporarily been set up till 2014-15 in 5 places. Navodaya Vidyalaya Samiti (NVS) has established its seven Navodaya Leadership Institutes (NLIs) to provide

training to its teaching and non-teaching staff. These institutes are well equipped with infrastructure and facilities to deliver high-quality training to the staff of NVS. The NLIs are designed to cater to the needs of different categories of staff and provide them with the necessary skills and knowledge to enhance their performance and contribute to the growth and development of the organization. The NLIs also offer various orientation courses and training programs to principals and other staff members to keep them updated with the latest developments in education and management.

b. Annual Training Calendar is prepared keeping in view the recommendations of New Education Policy–2020.

c. In order to deliver high-quality training to the staff, Navodaya Vidyalaya Samiti (NVS) has created manpower support at all seven Navodaya Leadership Institutes (NLIs). Over the past four years, NVS has created 70 positions at various levels to support the delivery of quality training at NLIs. These positions are staffed by qualified and experienced professionals who have the expertise to design and deliver effective training programs to meet the needs of NVS staff. With the creation of these positions, NVS has improved the quality of the training programs. It is ensured that, staff receive the knowledge and skills in order to perform their jobs effectively. Training has been made outcome based where skill testing is done twice, before the start of the training and at the end of the training to see the actual gain out of the training programmes / workshop conducted. It is also followed with results of internal & external exam and the same is linked to the training processes.

Major Training Programmes in NVS through NLIs:

- Induction Programme for newly recruited Staff (12 / 05 days).
- Orientation Programme for newly promoted Staff (10 / 05 days).
- Content Enrichment Programme for newly promoted Teachers (10 days).
- Capacity Building Programme for Non-Teaching Staff (03/05 days).
- Training Programme on Creative Pedagogy for TGTs (03 days).
- Continuous Professional Development Programme for Creative Teachers (05 days).
- Specialized Theme based training programmes on emergent professional competencies (02 / 03 days).
- Training Programme on Safety & Security / Guidance & Counselling for House Masters (03 / 05 days).

Training Data:

Total Trainings conducted during the Year 2024 (as on 31.12.2024):

S. No.	NLI / External Agency	Total Trainings	Total Trainees
1	NLIs	142	5920
2	Regional Office Level	09	241
3	Through External Agencies	57	6786
Total		**208**	**12947**

National Education Policy 2020:

i. Experiential Learning with flexible choices of subjects:

- Art / Sports / Toy / Story Based Pedagogy integrated in classroom transactions.
- 2490 Teachers in different subjects trained in Integrated Pedagogy.
- Annual Pedagogical Plan for each school of NVS being prepared by Principals trained in collaboration with NIEPA.
- Choice of subjects for the students across

all three streams (Humanities, Science & Commerce) in addition to Skill Subjects at Senior Secondary level.

- 10-days Bag-less period for all students from class VI to XII.
- Constitution of topic-centered and project-based clubs (like Eco- club, Astronomy, Tourism, Science, Fine Arts, Performing Arts, Language/Literary Club etc.) and every student associated with clubs.
- Establishment of 175 Science, 192 Mathematics and 82 Social Science parks in open areas for out-of-classroom experiential learning.

ii. Transforming Assessment:

- Transforming assessment from memorization-based to competency-based by including 50% competency-based questions in all internal assessments.
- Subject enrichment, Projects, Portfolios, Group work, Quizzes, etc. as part of school-based assessments.
- Preparation of model question papers for all subjects with the collaboration of CBSE, British Council, NCERT, etc. for each class.
- Subject teachers are preparing CCT-based items bank.
- Soil Testing Labs in 289 schools of NVS. Total 11668 Soil Health Card generated.

iii. Skill Integration in Education:

- Exposure of skill courses to each child at different levels.
- Skill Lab in every school of NVS through PM SHRI Scheme.
- Science Labs in all schools of NVS.
- Provision of 17 Skill Subjects each at middle level and 14 Skill Subjects have been introduced at Secondary Level. 22 Skill Subjects as per the choice of students at Senior Secondary Level.
- Mapping of local industries with schools of NVS for internship/visits.
- 235 Skill Hub Initiatives have been established in schools of NVS with 34 job roles for out-of-education female candidates nearby the schools of NVS. Total 3,919 female candidates have been registered. As on date assessment have been completed in 184 Skill Hub Initiatives.
- 400 schools of NVS will have Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) programme of Ministry of Skill Development, Govt. of India.
- PMKVY Skill India Centres in 361 schools of NVS with 10,740 students enrolled in 49 job roles.
- Coding, Artificial Intelligence and other contemporary skill courses introduced at different levels.
- Automotive Skill Labs being established in 25 schools of NVS.

iv. Promotion of Indian languages, Art & Culture:

- Three language formula in all schools of NVS i.e. Regional language, English & Hindi for promotion of Indian Languages.
- 17 Regional languages are being taught as a part of three language formula in all schools of NVS.
- All Regional language teachers are trained in collaboration with CIIL Mysore on Teaching, Testing, and Evaluation as per NEP 2020.
- 20% content of Art & Culture pertaining to the mother state of regional language is integrated in third language teaching and assessment.
- The Art & Culture content of regional languages are being prepared bi-lingual.

Pariksha Pe Charcha:

7th Edition of Pariksha Pe Charcha has been organized on 29.01.2024 details of which are as under:

- 2 Students of schools of NVS Una (Himachal Pradesh) and NVS Yamunanagar, (Haryana) have compered in Pariksha Pe Charcha-2024 – 7th Edition.
- 22 Students of schools of NVS have participated in Art and Science Exhibition and also interacted with Hon'ble Prime Minister.
- 24 Students of NVS Balaghat (Madhya Pradesh) have performed Group Dance and 15 Students of NVS Kapurthala (Punjab) have performed a Group Song during the Cultural Programme at Pariksha Pe Charcha – 2024 at Bharat Mandapam, Pragati Maidan, New Delhi on 29.01.2024.
- 30 Students of NVS Faridabad (Haryana) and 25 students of NVS South West Delhi (Jaffarpur Kalan), (Delhi) have attended the Event at Bharat Mandapam, Pragati Maidan, New Delhi on 29.01.2024.
- Total 3,26,598 Students, Staff & Parents of schools of NVS watched the live telecast of Pariksha Pe Charcha – 2024.

Hon'ble Prime Minister, Shri Narendra Modi interacts with students at the 7th edition of Pariksha Pe Charcha 2024

Co-curricular & Pace-Setting Activities:

Besides providing opportunities for achieving academic excellence, schools of NVS also aim at giving their students opportunities for self-development & creative expression through sports & arts. Some of these activities organized in schools of NVS are as under:

- **National Games & Sports Meet:** Sports & Games Meets are organized at different levels in each region namely Cluster Meet, Regional Meet and National Meet.
- **Scouts and Guides:** A total number of 19,707 scouts and 19,710 guides are on the roll of NVS.
- **National Service Scheme (NSS):** NSS activities are organized in schools of NVS. Total 9,876 students are enrolled for NSS units of 113 schools of NVS.
- **National Cadet Corps (NCC):** NCC activities are being carried out in 361 schools of NVS with the assistance of NCC Directorate and the total number of cadets enrolled stood at 24,816. Efforts are being taken for other schools of NVS also.
- **Student Police Cadet (SPC):** The Student Police Cadet programme has been implemented in 125 schools of NVS as per the directions of Ministry of Home Affairs, Govt. of India.
- **Museum Corner :** Under this program, the NVS students can visualize their cultural heritage and strengthen universal values. Museum corners have been established in all schools of NVS.
- **Regional Science Congress:** Regional Science Congress is organized in each region with exhaustive activities to inculcate scientific temperament and to promote scientific talent amongst the students of schools of NVS.
- **Youth Parliament:** With a view to strengthening the roots of democracy, inculcate healthy habits of discipline, tolerance of the view of others and to enable the student community to know about the working of Parliament and legislature, the National Youth Parliament programme is conducted annually in consultation with Ministry of Parliamentary Affairs, Govt. of India. 88 schools of NVS participated in the 26th Youth Parliament competition 2024-25.
- **Art in Education:** Different facets of Traditional and Contemporary Arts of the community with additional focus on indigenous Art forms have been introduced as part of Art in Education activities. 597 PM SHRI schools of NVS organized one-month workshops in a year followed by Regional and National Integration Meets.

Special Academic Activities Carried out During the Year

Scientific Temperament and Science as Career :

- Organization of Science Exhibition at Cluster, Regional and National levels for NVS students.
- Expansion of Vigyan Jyoti Knowledge Centers in schools of NVS.
- Participation in National Children's Science Congress programme of NCERT.
- Participation in Science and Mathematics Olympiads organized by Homi Bhabha Center for Science Education, TIFR, both for junior and senior students.
- Participation in Vidyarthi Vigyan Manthan programme.
- Science clubs in schools.
- Establishment of Astronomy Labs in 20 schools of NVS.
- Visit of students to the Scientific Laboratories and interaction with scientists.
- Every year, more than 800 children participate in various activities for nurturing scientific temperament in Regional Science Congress organized region-wise.
- Participation in Vigyan Pratibha: Direct interaction of scientists with students under Vigyan Pratibha programme.

A student engages in exploring space concepts through a hands-on model

Enhancement of Creativity and Innovation:

- Establishment of Atal Tinkering Labs (133 schools of NVS) being established in remaining schools of NVS under PM SHRI Scheme.
- Establishment of Artificial Intelligence Labs at NVS Palwal (Haryana) under support from Intel.
- School Innovation Ambassador Training Program for teachers of schools of NVS.
- Constitution of topic-centred and project-based clubs (like Eco-clubs, Astronomy, Tourism, Science, Fine Arts, Performing Arts, Language/Literary Club etc.) and every student associated with clubs.

Exposure to Contemporary Areas /Subjects:

- Financial Literacy training with the help of NSE.
- Disaster Management in association with NDRF.
- Training in contemporary learning skills in association with Tata Institute of Social Science – principals and teachers of schools of NVS of Chhattisgarh has been taken up. This program has the technical support from MIT, USA.

Ease of Doing Business:

- Recruitment process has been made online and faceless till the appointments. The appointment letters are also downloaded by candidates using their login password.
- Process of transfer has been made online which has resulted in increased transparency and timely completion of the process.
- Microsoft Teams have been implemented for online teaching in all the schools of NVS of all Regional Offices.

- e-Office has been implemented in NVS Hqrs., Regional Offices & National Leadership Institutes to ensure smooth & transparent transaction of day-to-day activities.
- Aadhar Enabled Biometric Attendance System (AEBAS) has been setup in Hqrs., Regional Offices, Navodaya Leadership Institutes & all schools of NVS.
- Service matters of employees such as Annual Performance Appraisal Report (APAR) & Annual Immovable Property Returns (AIPR) etc. have been made online.
- An online "Alumni Portal" has been developed to facilitate interactions among NVS Alumni and for connecting Alumni to schools of NVS. This portal provides Alumni Directory through which easy connectivity with each other of Alumni.
- NVS has developed its own Grievance Redressal Mechanism (NVS-GRM) wherein employees and students / parents may lodge their grievance for quick disposal by the concerned Principal / Regional Office.

Entrepreneurial Skills:

- Skill education is provided to the students of schools of NVS.
- Automotive Skill Labs are being established in 25 schools of NVS under CSR Support from Tata Motors Limited (TML).
- Coding, Artificial Intelligence and other contemporary skill courses have been introduced at different levels.

Enhancement of Learning Experiences

- Constitution of topic-centered and project-based clubs (like Eco-Clubs, Astronomy, Tourism, Science, Fine Arts, Performing Arts, Language / Literary Club etc.) and every student associated with clubs.
- **Open Educational Parks in schools of NVS:** To promote experiential & hands on learning and to develop conceptual understanding in the students, 449 open Educational Parks (Maths – 192, Science – 175 & Social Science – 82) have been established in schools of NVS with robust all-weather exhibits demonstrating basic principles along with concepts in Maths, Science & Social Science.
- 10 Bagless days in a year have been incorporated through academic planning for various types of enrichment activities involving arts and skill crafts.
- Exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits to higher educational institutions.

Inclusive Education:

- 3,510 (1.21%) Divyang (CwSN) Students are enrolled in schools of NVS as on 31.10.2024.
- Workshop with the help of theatre schools is being organized.
- Sports talent identification camp & Sports Meets, National Sports Meet, exclusively for divyang students is organized in NVS.

Para-athlete students of NVS showcase their determination by actively participating in sports competitions

Value Orientation:

- Awakened Citizen's Programme is organized with the help of Ramakrishna Mission for teachers and students in all the functional schools of NVS.
- Training course in Value Education for Officers / Principals / Vice Principals at RIMSE Mysore.
- Students of Schools of NVS participate in Digital Citizenship and Cyber Wellness Quiz.
- Yoga sessions are organized in schools of NVS.

Guidance and Counselling:

- Provision of two qualified counsellors (one male and one female) on contractual basis in each NVS for providing psychological support for mental health and wellbeing.

Contribution to the Society:

- PMKVY Skill India Centers in 361 schools of NVS with 10,740 students enrolled in 49 job roles.
- 400 schools of NVS will have Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) programme of Ministry of Skill Development, Govt. of India.
- Participation of the students of the neighbouring schools in the co-curricular activities of the schools of NVS.
- Programmes for the neighbouring schools are organized in schools of NVS on awareness of issues like conservation of nature, road safety, first aid, cleanliness, civic sense & democratic values and scientific temperament.
- Girl students of other schools are trained in schools of NVS under Vigyan Jyoti Programme.
- Participation and organization of academic and co-curricular contests with the neighbourhood schools.
- Coaching is provided to rural children for preparation of NVS Selection Test.
- Immunization camps, health checkup camps, first aid training camps, pollution control & cleanliness drive and literacy campaign etc. are organized in schools of NVS.
- Awareness campaigns on health & hygiene, safe drinking water, population education and balanced diet is conducted by schools of NVS.

Providing domestic data entry operator training to students under Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

Ensuring the well-being of students through regular health check-up in schools

Health, Hygiene, Safety and Security

- Complete health check-ups of students are done at the entry level.
- Health check-ups of students are done twice in an academic session to monitor their proper physical growth.
- There is a staff nurse available in each NVS to look after the health and wellbeing of students.
- A qualified physician is engaged by each NVS on honorarium basis to visit the schools of NVS regularly and provide the medical advice to the ailing students.
- There is a medical inspection room in each NVS with the availability of basic medicines and equipment.
- Matrons have been engaged on contractual basis to take care of girl students under the guidance and supervision of House Masters & Associate House Masters.
- Multitasking Staff are being used as caretakers for Boys hostels. They discharge their duties as caretakers under the supervision of House Masters & Associate House Masters.
- A male and a female sweeper have been engaged through outsourcing in every NVS for ensuring cleanliness and hygienic conditions.
- Yoga program is compulsory during the morning on rotation basis.
- Teachers have been trained in Yoga through specialized training centers.
- CCTV Cameras have been installed in common areas / sensitive places of schools of NVS.
- Incinerators have been provided for proper disposal of sanitary pads / napkins.
- 6 Security Personnel are engaged in schools of NVS to keep round the clock vigil in the entire NVS campus.
- Schools of NVS have been instructed to include millet based recipes in at least one meal daily for students.
- NVS has provided ramp and toilets for Persons with Disabilities (PwDs) in all schools of NVS at permanent site.

Department of Science & Technology Project for Girl Students:

Navodaya Vidyalaya Samiti in collaboration with Department of Science and Technology (DST) has established Vigyan Jyoti Knowledge Centers at 300 schools of NVS with an objective to promote more number of girl students to pursue Science as their career. Under this programme, support is provided to girl students of Classes from IX to XII of school of NVS and school systems in the neighbouring area with the aim of providing focused support in STEM, future prospective and career counselling. The DST mandates registration of total 50 girls of Class – IX and 50 Girls of Class – XI under the program. Series of lectures in STEM, special need based classes, student interface with women role models in Science, hands-on laboratory work, small projects, visit to Research & Development (R&D) labs, continuous interaction with scientists, parents counselling, etc. are conceived under this programme. Entire cost of support system including the monthly stipend to girl students covered, is funded by the Department of Science and Technology, Ministry of Science and Technology, Govt. of India. Total 29,015 Girl Students have been registered under the Vigyan Jyoti Programme up to the current session.

INSPIRE Manak Award:

4 NVS students participated in 11th National Level Exhibition and Project Competition (NLEPC) – 2024.

Parmanu Jyoti:

Parmanu Jyoti Program has been started in schools of NVS in collaboration with The Department of Atomic Energy, Govt. of India, in which BARC Scientists and Engineers from the Mumbai cell visit schools of NVS and conduct interactive sessions, Quizzes etc with the students to make them aware of the peaceful uses of Atomic Energy and the career prospects in the field of atomic energy. BARC Scientists and Engineers visited 48 schools of NVS in 2023-24 and 48 schools of NVS during 2024-25.

Academic Incentives:

- Teachers are recommended for the National Award.
- Smt. Sunita Gupta, PGT (Mathematics), NVS Dindori (Madhya Pradesh) has been awarded National Teachers' Award 2024 by Hon'ble President of India on 5th September, 2024.
- Merit certificates are issued to the teachers achieving the bench mark fixed.

Sports and Games:

- Compulsory Physical Training (PT) in morning and sports & games in evening for 1 hour 45 minutes, are conducted daily for students in schools of NVS.
- Fitness Assessment of all students twice in a year.
- Sports competitions are organized at cluster, regional and national levels up to the level of SGFI.
- Centre of Excellence (CoE) for sports have been established at NVS Karnal (Haryana) and NVS Varanasi (Uttar Pradesh).

Children with Special Needs shine in para sports, achieving remarkable success through perseverance and talent

Achievements of CwSN in Para Sports:

The following students have participated in various events during the Academic Session 2023-2024:

1. **3rd Para Shooting Championship 2024:** Master Gopichand from Class X of NVS Guntur secured a Gold Medal in the 3rd Para Shooting Championship 2024, held at YMCA, Visakhapatnam, Andhra Pradesh.
2. **14th Karnataka State Games of Deaf:** Kumari Nandini from Class X of NVS Devangree secured a Bronze Medal in the State Deaf Sports Badminton Competition, held at Basaveshwara Stadium, Bagalkot, Karnataka.
3. **WSPS World Cup 2024** - Km. Pavani (Class-11) won Bronze in R11 Mixed Team at New Delhi WSPS World Cup 2024 in March 2024. At just 16, she's made history as the youngest in the world championship.
4. **13th Junior/Sub Junior National Athletics Championship 2024 held at Shree Kanteerava Stadium, Bengaluru:** 16 students participated and won total 5 Gold, 3 Silver & 5 Bronze Medals in Shot-put, Discus, Javelin, Long Jump & 100 mtr. Sprint.

Expenses on Students:

All expenses on boarding and lodging of students of schools of NVS as well as expenses on uniform, stationery etc. are borne by the Central Government.

The revised / applicable rates per student per year with effect from 01.04.2024, are as under:

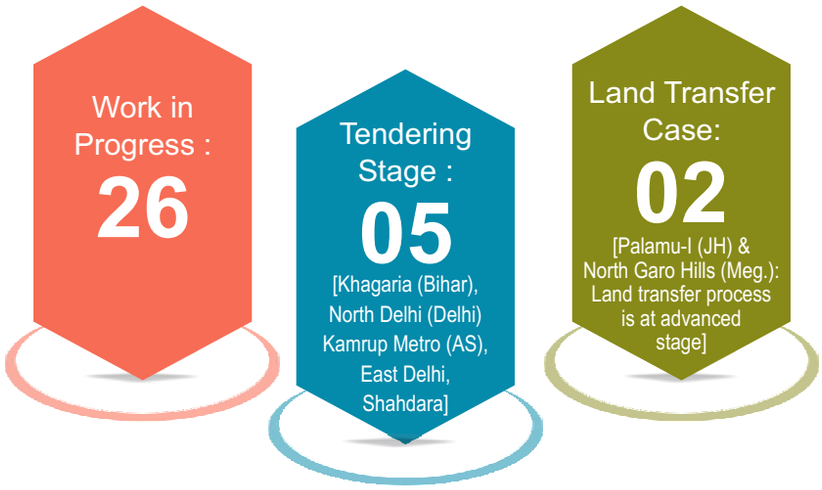
Categories	Schools of NVS Located in other than Hard & Difficult Areas		Schools of NVS Located in Hard & Difficult Areas		Schools of NVS* Located in Extreme Hard & Difficult Areas	
A. Mess Expenditure (Per Student Per Month for 9 months)	Per Month	Per Day	Per Month	Per Day	Per Month	Per Day
	Rs. 2,240	Rs. 74.67	Rs. 2,546	Rs. 84.87	Rs. 2,672	Rs. 89.07
B. Uniforms (Per Annum)	Rs. 2,772		Rs. 3,465		Rs. 3,881	
C. Daily Use Items (Per Annum)	Rs. 1,320		Rs. 1,320		Rs. 1,320	
D. School Bag (at Class VI, IX & XI)	Rs. 416		Rs. 416		Rs. 416	
E. Travel Expenses (9 Months)	Rs. 243		Rs. 243		Rs. 243	
F. Daily Allowance (Per Day) [During journey only for participating in various events outside the schools of NVS]	Rs. 347		Rs. 347		Rs. 347	
G. Bedding Item (Per Annum)	Rs. 832 Rs.		Rs. 832		Rs. 832	

** 11 schools of NVS viz. Kargil, Leh, Lahaul & Spiti, Car Nicobar, North & Middle Andaman, Minicoy (Lakshadweep), Tawang, Anjaw, Dibang Valley, Jaisalmer & Kutch are located in Extreme Hard & Difficult Areas.*

Construction of NVS Buildings:

Construction of building for schools of NVS is done in 3 phases. The facilities consist of school buildings, dormitories, staff quarters, kitchen and dining hall, compound wall, development of play fields and other development work like internal roads, electrification etc. The construction work is assigned to Central Public Works Department (CPWD) / Central Public Sector Undertakings (CPSUs) / State Public Sector Undertaking (SPSUs) etc.

At present, 620 schools of NVS have been shifted to their permanent buildings / campuses and construction work in respect of other 33 schools of NVS are in progress. Present status of construction I.R.O. 33 schools of NVS running from Temporary Campus:



Year-wise Progress in Construction of Schools of NVS:

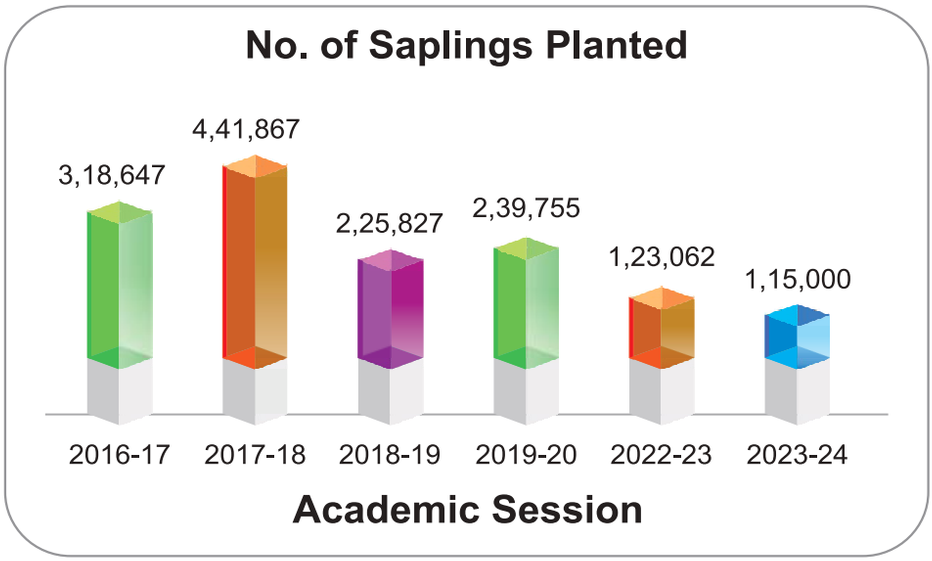
S. No.	Year	No. of Schools of NVS Shifted to their Permanent Site
1	2019-20	2
2	2020-21	7
3	2021-22	9
4	2022-23	16
5	2023-24	15
6	2024-25	05

Environmental Conservation:

1. **Water Conservation:** Right from the inception of NVS water conservation and channelizing the used water to various secondary purposes has been high on the organizational planning. schools of NVS being pace setting institutes have always been receptive and proactive to environmental friendly initiatives. Considering the location of schools of NVS across the country and student strength, various actions are proposed under the Jal Shakti Abhiyan for water conservation. Rain Water Harvesting project has been implemented in 159 schools of NVS and the same is under progress in 37 schools of NVS. The Rain Water Harvesting system will be setup in all schools of NVS under PM SHRI Scheme.

   In addition to it "Samagra Shiksha, Jal Suraksha" campaign has also been launched in schools of NVS. Awareness is being brought among the students and other stakeholders through Eco-Clubs and their suggestions are being practices in all schools of NVS by considering the need of the hour. This campaign targets to save at least one litre of water by each student every day.

2. **Tree Plantation:** Schools of NVS undertake plantation drive in and around the schools of NVS campuses specially during the rainy season. EK PED MAA KE NAAM - In the month of July, 2024 under Siksha Saptaha activity, 25453 saplings have been planted in 650 schools of NVS. The number of trees planted during the last five years, are as under:



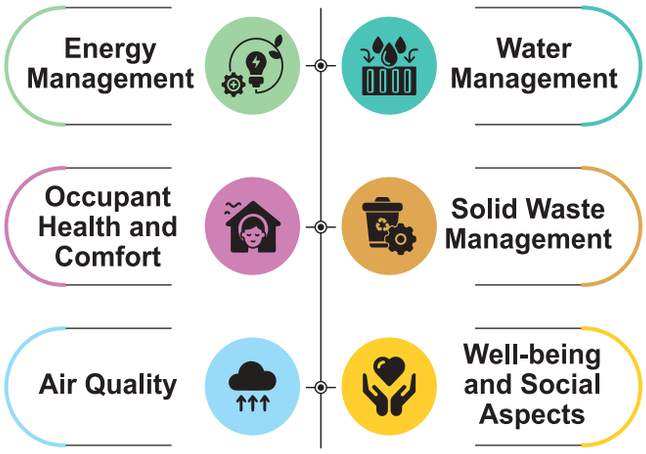
Note: During the Sessions 2020-21 & 2021-2022, plantation drive could not be undertaken due to COVID-19 restrictions.

3. **House Kitchen Garden:** These are being developed in schools of NVS where students engage themselves in activities like planting locally available vegetable plant saplings, watering, pruning, tilling earth etc. under the guidance of teachers.

4. Roof-Top Solar Power Generation System has been introduced in schools of NVS during

the year 2018 and has also been setup in 169 schools of NVS through RESCO model of Ministry of New & Renewable Energy (MNRE), Govt. of India in Phase – I. MNRE has also initiated process for Roof-Top Solar Power Generation system in 411 schools of NVS. Remaining schools of NVS will also be covered under this project in phased manner.

5. Eco-Sewage Treatment Plant (STP) has been introduced in schools of NVS during the year 2018 by replacing the traditional Septic Tanks.
6. LED lights being used in all schools of NVS.
7. Segregation of waste at source is being undertaken in schools of NVS.
8. **Green Rating for Integrated Habitat Assessment of Schools of NVS by GRIHA Council, New Delhi:** Schools of NVS campuses have incorporated several Eco-friendly features like installation of Rooftop Solar Panels, Rain Water Harvesting, Eco-friendly Waste Disposal System, Ban on Single-use Plastic, Composting of Kitchen Waste, efficient LED lightings, development of Kitchen Garden, Plantation etc. schools of NVS are being rated on following features by an external agency (GRIHA Council, New Delhi) and awarded star ratings:



So far:

- No. of schools of NVS awarded 5 Star Ratings:99
- No. of schools of NVS awarded 4 Star Ratings:153
- Sensitization towards Environment Conservation under Co-Curricular Activities (CCA).
- Constitution of Eco-Club in each school of NVS.
- Ban on Single-use Plastic in all schools of NVS.
- House-wise Kitchen Garden in each school of NVS.
- Converting Kitchen Waste into compost in schools of NVS and compost pits in all schools of NVS under PM SHRI Scheme.
- Plantation drive every year under the programme "Each One, Plant One".
- Use of energy-efficient electrical equipment in all schools of NVS.

9. 2 hours of engagement of students on Sundays/Holidays for environment conservation activities.

Coverage Under PM SHRI Scheme

PM SHRI Scheme is a centrally sponsored scheme by the Government of India. This initiative is intended to develop more than 14,500 PM SHRI Schools managed by Central Government / State/ UT Government / Local Bodies including NVS & KVS. PM SHRI Schools are envisioned to be schools of excellence that meet the demands of the 21st century. These schools will be qualitatively strengthened to showcase the various aspects of the National Education Policy, 2020 and to emerge as exemplar schools in their regions, which will further mentor surrounding schools to uphold the quality standards of the PM SHRI schools.

As of now, 620 schools of NVS are included under PM SHRI Scheme under three different phases for strengthening the infrastructure and pedagogical practices & areas to show case NEP-2020. The total budget approved for these 620 PM SHRI schools of NVS during the year 2024-25 is Rs.567.25 crore (Rs.177.69 crore recurring & Rs. 389.56 crore non-recurring).

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, the Central School Organization was started as a unit of the Ministry of Education, Govt. of India. Initially, 20 Regimental Schools, then functioning at places having a 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 1256 as on 31.12.2024 including three KVs abroad (Kathmandu, Moscow, and Tehran). The number of KVs running in double-shift is 70. Out of 1256 KVs, 114 KVs are functioning in the Northeastern Region including the State of Sikkim.

Salient features of Kendriya Vidyalayas

In pursuance of the above objectives, the Kendriya Vidyalaya Sangathan has the following features and norms:

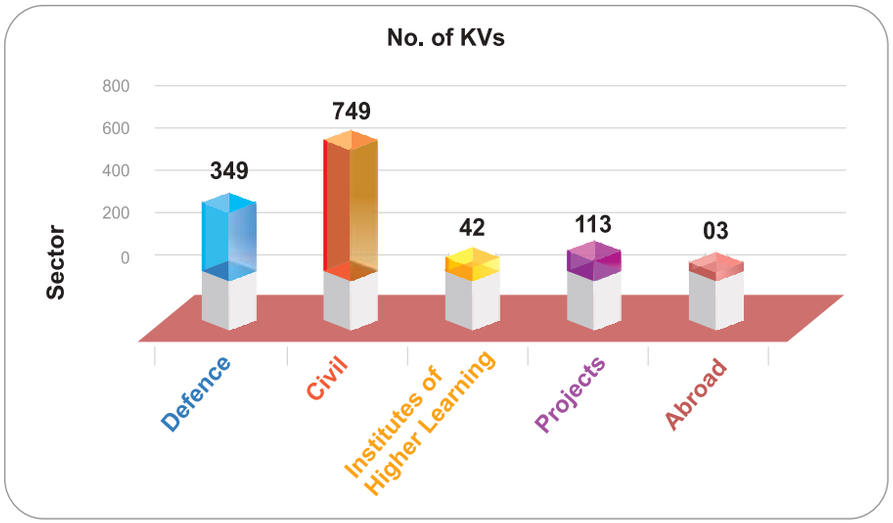
- Common textbooks and bilingual (English & Hindi) medium of instruction for all Kendriya Vidyalayas.
- All Kendriya Vidyalayas are affiliated to the Central Board of Secondary Education (CBSE).
- All Kendriya Vidyalayas are co-educational, composite schools.
- Teaching of three languages – English, Hindi & Sanskrit from Classes VI to VIII is compulsory. In Classes IX and X, English language is compulsory and one language may be opted out of Hindi, and Sanskrit. Sanskrit can also be taken as an elective subject at +2 stages.
- Through an ideal and updated methodology, KVS strives to maintain excellence in academic pursuits.

Students immersed in the joy of reading books

I. KVS Administration

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

The sector-wise distribution of 1256 KVs is as under (as on 31.12.2024):



II. Admissions in KVs

Kendriya Vidyalayas were primarily established with the primary objective of providing uninterrupted education to the wards of transferable Central Govt. employees. Priority in admissions is therefore accorded to the children of Central Govt. employees, State Govt. employees, and others in that order. Other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees, and wards of the floating population if seats are available. In addition to admission under the RTE Act, 2009, reservation for Students belonging to SC, ST, and OBC as per Govt. norms is provided. A total number of 13,56,258 students, 7,21,373 Boys and 6,34,885 Girls are studying in Kendriya Vidyalayas as on 30.09.2024. Since the academic session 2016-17, admission in Class-I is being done across the country using an online admission portal which is fully automated. From the Academic Year 2022-23 onwards the entry age for admission in Class-I has been made to 6+ years (Previously 5+ Years) due to the implementation of NEP 2020. Certain special provisions for admission over and above class strength in KVs have been withdrawn to maintain a healthy pupil-teacher ratio as per the recommendations of NEP 2020.

(a) RTE & Education of SCs /STs and OBCs

Admissions are also governed by the RTE Act, 2009, with reservations for students from the SC, ST, and OBC categories as per Government of India norms. 15% of seats for Scheduled Castes, 7.5% of seats for Scheduled Tribes, and 27% of seats for Other Backward Classes Non-Creamy Layer (OBC-NCL) are reserved in all fresh admissions in all Kendriya Vidyalayas.

(b) Educational development of divyang (Differently Abled Students)

3% of the seats of the total available seats for fresh admission are being horizontally reserved for Divyang (Differently Abled) children. Specially designed toilets and ramps are mandatory in all the Kendriya Vidyalayas to

facilitate a comfortable stay for these children in the school. Teachers are continuously oriented towards caring for students with physical as well as learning disabilities, during the in-service training programmes.

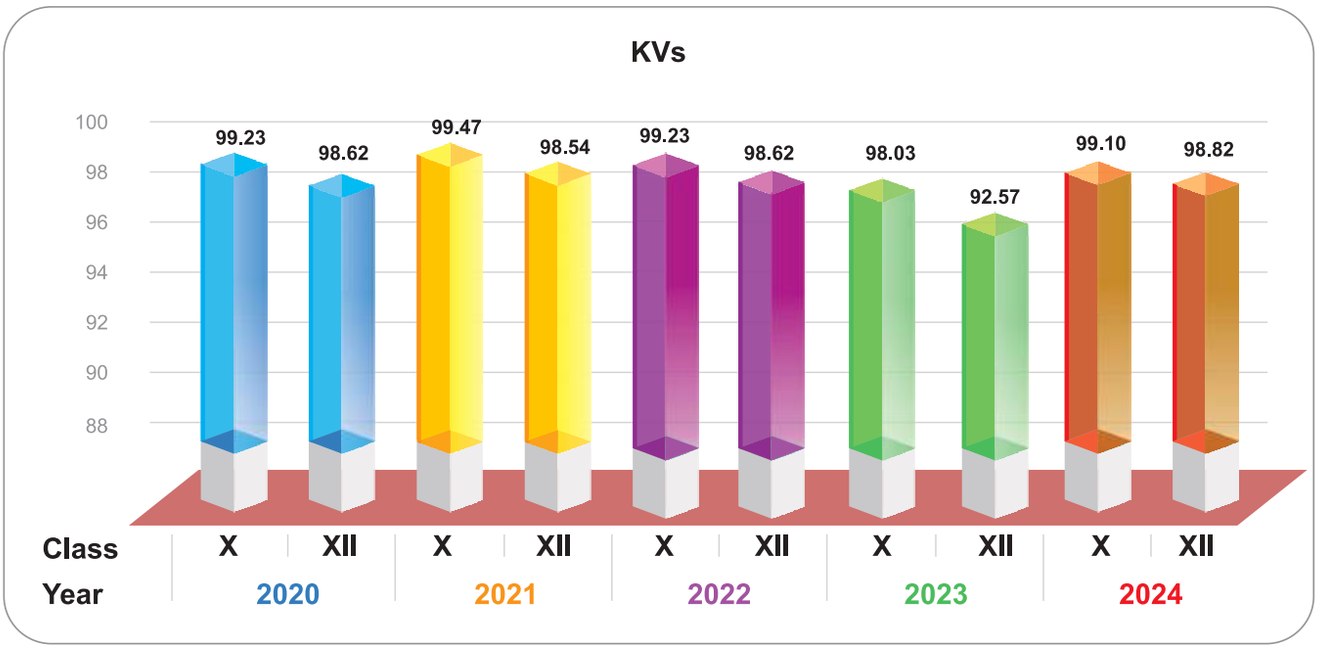
(c) PM CARES for Children Scheme

Children orphaned due to Covid-19 pandemic are considered for admission over and above the class strength under PM CARES for Children Scheme. The admission is done on the basis of list given by District Magistrate of the concerned District subject to 10 children per KV and maximum of 2 children per class. These children are exempted from payment of any fees from Classes I to XII. At present 232 students are studying in KVS under PM CARES for children scheme as on 31.12.2024.

III. Academic Performance

Students of Kendriya Vidyalayas have once again brought laurels to KVS by achieving pass percentage of 98.82% in Class XII (AISSCE) & 99.10% in Class X (AISSE), 2024. Kendriya Vidyalaya Sangathan (KVS) is the topper among all Educational Institutions affiliated to CBSE and produced 99.10% pass percentage in the CBSE class X Results. The numbers of Kendriya Vidyalayas with 100% pass percentage in Class XII (AISSCE) is 717 (out of 1067 KVs including Second shift KVs) and class X (AISSE) is 905 (out of 1267 KVs including Second shift KVs) in, 2024 respectively.

The performance of KVS during the last 5 years in Class X and Class XII examinations conducted by the Central Board of Secondary Education is given in the table below:



IV. Child in Focus: Towards Excellence

As a premier educational organization, KVS always has the child as its focus when planning its programmes and implementing them. Apart from the well-structured academic programmes, several other co-scholastic programmes are also planned in all the schools to facilitate the holistic development of the child's personality. All KVs are affiliated with CBSE and aim to provide education from classes I to XII (selected 496 KVs are also running Balvatika class (es). Hindi and English are taught from classes I to V. Sanskrit is also taught as one of the languages along with Hindi and English from grades VI to VIII. The students can also opt for Sanskrit as one of the languages in classes

IX to XII. KVS affirmed the need to move from rote learning to competency-based learning to equip the child with key competencies and meet the challenges of the 21st century. To realize this affirmation, KVS is determined to provide competency-based education (CBE) in all KVs, which includes aligning assessment to CBE, developing examples of resources for teachers and students on CBE pedagogy and assessment, and continuing teacher capacity building. Examination and assessment practices are followed as per CBSE guidelines, as issues from time to time.

V. Implementation of the National Education Policy (NEP) 2020

Kendriya Vidyalayas (KVs) have undertaken comprehensive measures to implement the National Education Policy (NEP) 2020, fostering innovation and excellence in education. A total of 864 KVs have been designated as PM SHRI schools, envisioned as schools of excellence under NEP 2020. Balvatika classes have been introduced in 53 KVs for children aged 3+, 4+, and 5+, and in 443 KVs for children aged 5+. To engage the community in education, 1,250 KVs have on boarded the Vidyanjali Portal to receive resources and support.

Multi-modal education access is being promoted through the KVS-PM e-Vidya channel for online and on-air learning. Foundational Literacy and Numeracy (FLN) is prioritized to ensure that students at the foundational stage achieve proficiency in reading, writing, and basic mathematics. Innovative pedagogical methods like experiential learning, art-integrated learning, and toy-based learning are being implemented using NCERT's Jadui Pitara. Competency-based learning and assessments are emphasized to achieve targeted outcomes.

Capacity-building programs for principals, teachers, and staff are conducted in collaboration with NCERT, CBSE, and other institutions. Initiatives such as Vidya Pravesh, a three-month play-based school preparation module for Class I, and pre-skill and skill education courses from Classes VI to XII further enhance student readiness. New NCERT textbooks are being adopted for Classes I to III and VI. Sensitization workshops on the National Curriculum Framework (NCF) have been conducted for teachers, and a three-tier monitoring system involving KVS HQ, Regional Offices, and schools ensures effective implementation of NEP 2020 across all levels.

a. Balvatika Classes In Kendriya Vidyalayas

In consonance with the National Education Policy 2020, Balvatika (Pre-Primary) Classes are introduced for children in the age groups of

3+, 4+ and 5+ respectively from the Academic Session 2022-23 with the approval of MoE.

Initially, one section in each Balvatika 1, 2 & 3 for the age groups 3+, 4+ and 5+ children was made functional in selected 50 Kendriya Vidyalayas by carving out the classrooms from the existing school infrastructure. Subsequently, 3 KVs also got approval on the same line. At present, these 53 KVs

are accommodating 6,276 children as on 30.09.2024.

During the Academic Session 2023-24, 450 selected KVs were approved to open Balvatika 3 with the same guidelines as of previous 50 KVs on pilot basis. At present, 443 KVs are accommodating 17,117 children as on 30.09.2024.

To summarise, Balvatika 1, 2 & 3 are functioning in 53 KVs and Balvatika 3 in 443 KVs. Putting together, 496 KVs having Balvatika, are accommodating 23,393 children as on 30.09.2024.

Further, on completion of the academic session, these children are automatically progress to the next higher Class. The students of Balvatika 3 of 5+ age, in this session, automatically progress to Class I in the next academic session. Since NEP-2020 recommends a lower student teacher ratio at this stage, two ECCE trained teachers handle each of these classes (as per NCERT Guidelines for Pre-school Education). Further, one caregiver is provided for each of these classes. Thus, for one section in all the three classes together 6 teachers and 3 caregivers are engaged. Admissions in Balvatika are done as per the extent KVS Admission Guidelines with defined priority and reservations. Duration of school timings are 4 hours per day on a five-day week basis. Vacation and breaks are applicable as per the existing schedule. No specific uniform is proposed to be prescribed for these classes.

b. Implementation of VIDYA PRAVESH

To support the learning and adjustment of children entering Grade-I with the primary school curriculum at the beginning of the academic session, Vidya Pravesh a three-month play-based school preparation module developed by NCERT has been implemented from academic year 2022-23 onwards in all Kendriya Vidyalayas.

c. Initiatives to strengthen Foundational Literacy and Numeracy in KVs

In line with the National Education Policy (NEP) 2020 and National Curriculum Framework for Foundational Stage (NCF FS) 2022, Kendriya Vidyalayas (KVs) have taken significant

Building strong foundations of students through early literacy and numeracy skills

steps to strengthen foundational literacy and numeracy. These initiatives are designed to build a strong foundation for lifelong learning, focusing on achieving universal proficiency in basic reading, writing, and arithmetic by Grade 3. Below are some of the key initiatives:

1. Phonics-Based Learning Programmes

1.1. Development and implementation of phonics-integrated workbooks for Classes I and II to improve reading fluency and comprehension.

1.2. Conducting training sessions for teachers to enhance their skills in phonics-based teaching methods.

2. Experiential Learning

2.1. Introduction of toy-based and play-based and experiential learning approaches to engage young learners in literacy and numeracy activities.

2.2. Use of storytelling, games, and hands-on activities to build conceptual understanding and critical thinking skills.

3. Capacity Building of Teachers

3.1. Regular workshops, webinars, and professional development programs for teachers on FLN pedagogy.

3.2. Dissemination of best practices and innovative teaching methods to address diverse learner needs.

3.3. In the year 2024, a total of 42 workshops were conducted to train more than 3500 teachers in FLN.

4. Monitoring and Evaluation

4.1. Monitoring of learning outcomes of students is done through PIMS portal.

4.2. Sharing progress reports with stakeholders, including parents, teachers, and administrators, to ensure transparency and accountability.

5. Resource Creation and Dissemination

5.1. Phonics workbooks for classes 1 & 2 have been developed in-house for the dissemination in classrooms.

5.2. KVS has published an in-house compilation on sharing best practices of FLN to inspire and motivate educators. This book is titled 'Kislay' under the series 'Purposive Pedagogical Practices'.

These initiatives collectively aim to ensure that every child in KVS attains the desired learning outcomes in foundational literacy and numeracy, setting the stage for future academic and personal success.

d. Pre-Skill and Skill Education in KVS

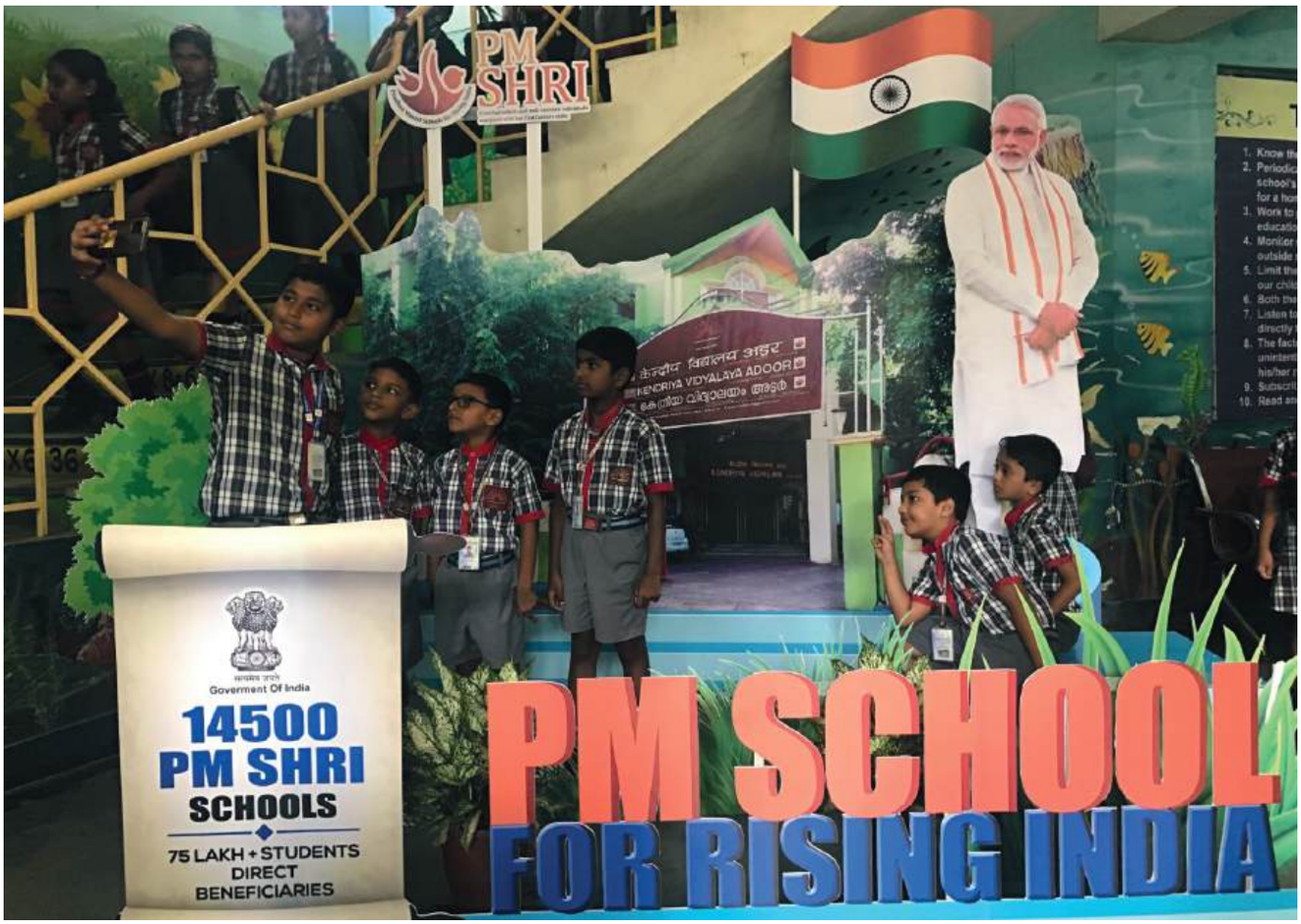
Kendriya Vidyalayas (KVs) have undertaken significant initiatives to integrate pre-skill and skill education in alignment with the objectives of the National Education Policy (NEP) 2020. Artificial Intelligence (AI) was introduced as a skill subject for Class VIII students from the academic session 2020-21 and expanded to Classes VI and VII from 2024-25. Pre-skill skills, such as carpentry, pottery, and electrical work, have been offered as engaging courses for students in Classes VI to VIII since 2022-23, utilizing 10 Bagless days for hands-on skill activities.

Students create innovative models, applying concepts learned through skill education

To enhance training in emerging technologies, KVS has partnered with the National Institute of Electronics and Information Technology (NIELIT) to provide specialized training in Artificial Intelligence and Machine Learning (AI/ML) for Class VIII students. Exposure visits and expert talks are regularly organized to promote skill education. For students in Classes IX and X, skill subjects are available as additional options, adhering to CBSE guidelines. Additionally, the expertise of Trained Graduate Teachers (Work Experience) is being leveraged for skill development, with ongoing training programs designed to enhance their capabilities in various skill fields.

e. PM SHRI Schools Scheme

Under the PM SHRI Schools Scheme, a total of 864 Kendriya Vidyalayas (KVs) have been selected as PM SHRI Schools through a rigorous challenging method, with 730 KVs in the first phase, 104 KVs in the second phase, and 30 KVs in the third phase. Significant milestones have been achieved under this scheme, including the saturation of modern infrastructure in these schools, such as advanced science and computer labs, digital libraries, smart classrooms, and sustainable facilities like LED lighting, composting units, and kitchen gardens. Furthermore, initiatives such as self-defence training, career guidance and counselling, skill-based training, sports development, and implementation of the Vidya Pravesh Module have been successfully conducted. The scheme's progress is effectively monitored through an in-house portal (https://app.kvs.gov.in), ensuring the holistic development of students and establishing these schools as exemplars for neighbouring institutions.



Students capture joyful moments at the PM SHRI School selfie stand

f. PM e-VIDYA

PM e-VIDYA is a comprehensive initiative that unifies all efforts related to digital/online/on-air education to enable multi-model access to education. The modules based on books are being prepared by KV teachers.

An MoU has been signed between KVS and NCERT regarding Transmission of Educational Video Contents through PM eVIDYA DTH TV Channels for School Education under PM e-VIDYA Programme of DoSE&L, MoE, GoI.

Thus, KVS has its own channel under PM e-VIDYA scheme. The channel offers 258 (62 Primary, 130 Secondary and 66 Miscellaneous) sessions across various subjects, ensuring alignment with the CBSE curriculum for consistent and relevant learning support. KVS has collaborated with CIET for recording and broadcasting of video lessons for classes I to XII. KVS PM e-VIDYA channel is available on DTH Channel 16 and on YouTube channel- **https://www.youtube.com/channel/UCW8_s0dBUWwFUNfnnkSNqCA**

g. Vidyanjali Portal

- **Activities:** As of now there are 2261 activities registered with Vidyanjali portal and preliminary focusing on Teaching Skill courses, sponsoring self-defence training for girls, CwSN identification camp, sponsoring medical camps, teaching languages, mentoring students for carrier counselling, support for preparation of entrance examinations mentoring of talented/god gifted students etc.
- **Status of activities:** Total registered 2261, ongoing-1478, completed-783 activities Total students impacted: 72139.
- **Assets:** As of now there are 4086 Assets are created on the portal and they are preliminary focusing on Digital Devices like Desktop Interactive boards, Computer, Printers, TVs/Router etc., electrical equipments like electrical ceiling fan, water purifier, photocopier, electrical fixtures change etc. Developing sports equipments like badminton racquets, shuttle cock, net, cricket equipments like bat, ball etc. Developing medical equipments like medical first aid kit, medicines etc.
- **Status of assets:** Total registered 4086, ongoing-3621, completed-450 activities Total students impacted: 144671

h. National Mission for Mentoring (NMM)

The National Education Policy (NEP) 2020 proposed the National Mission for Mentoring (NMM) to establish a network of skilled professionals dedicated to mentoring school teachers. These mentors, irrespective of their age or position, play a pivotal role in advancing 21st century educational goals. They provide both short-term and long-term professional support, fostering collaborative learning and growth.

Currently, 16 teachers from various Kendriya Vidyalayas are registered as mentors, and 15 KVs are enrolled as mentees on the NMM portal. These mentors regularly conduct sessions focused on enhancing professional competencies as well as promoting mental health and overall well-being among teachers.

VI. Promotion of Science and Technology in Kendriya Vidyalayas

In addition to the teaching of science as part of the curriculum, various other measures are being taken up in KVs. A brief description of the measures is given below:

a. National Children's Science Congress (NCSC)

NCSC is a flagship programme of Government of India conducted by the Department of Science and Technology. In this theme-based research project carried out by the students under the supervision of a guide teacher, the participants (students in the age group 10-14 and 14-17) make oral and poster

Students showcase their science and technology models, sharing ideas with peers

presentations and their projects are evaluated on their originality, practical applicability, and benefits.

Theme for NCSC 2024 was Understanding Ecosystem for Health and Well-being with the following Sub-Themes:

- Know Your Ecosystem.
- Fostering health, nutrition and well–being.
- Social and Cultural practices for ecosystem and health.
- Ecosystem based approach for self–reliance.
- Technological innovation for ecosystem and health.
- The 31st NCSC will take place at Ravindra Bhawan, Bhopal, Madhya Pradesh, from January 3-6, 2025.
- 42 projects from various Kendriya Vidyalayas have been selected for participation.

b. Rashtriya Bal Vaigyanik Pradarshani (RBVP)

With a view to encourage, popularize and inculcate scientific temper among the children of the country, NCERT organizes a national-level science exhibition every year where children showcase their talents in science and mathematics and their applications in different areas related to our everyday life.

- The 51st Rashtriya Bal Vaigyanik Pradarshani (RBVP)-2024 held from December 26-31, 2024, at Sports University, Rai, Sonipat, Haryana.
- Six students from Kendriya Vidyalayas (KVs) across the country have been selected to participate.

c. Inspire Award Manak Scheme

Innovation in Science Pursuit for Inspired Research' (INSPIRE) scheme is one of the flagships programmes of Department of Science & Technology (DST), Government of India.

The INSPIRE program, under the Department of Science & Technology (DST), motivates students aged 10-15 (classes 6-10) to innovate. Schools nominate five original ideas/innovations per year.

- **For the year 2022-23:** The 11th National Level Exhibition and Project Competition (NLEPC) were conducted from September 17-19, 2024, at Vigyan Bhawan, New Delhi. Seven students from KVs participated.
- **For the year 2023-24:** A total of 247 projects were selected at the District Level Exhibition and Project Competition (DLEPC).
- **For the year 2024-25:** A total of 4,995 students from KVs registered online for the INSPIRE MANAK Scheme.

d. JIGYASA

An MoU between Kendriya Vidyalaya Sangathan (KVS) and the Council of Scientific and Industrial Research (CSIR), New Delhi was signed on 6th July 2017. This programme is called JIGYASA. Students / teachers have participated in the JIGYASA programme. Students actively participated in the programme. The main objectives of the JIGYASA programme are:

- Connect the CSIR Institutes with school students to develop a 'Scientific Temper' in young minds.
- Creating a Scientific Temper is a mechanism wherein students' capabilities to use scientific methods which include questioning, observing physical reality, testing hypothesizing, analyzing, and communicating are enhanced.
- This will help in nurturing the scientific quotient of the students.
- KVS is collaborating with CSIR to connect 38 Central Labs with Kendriya Vidyalayas to trigger curiosity and spirit of research.

e. Sakura Exchange Programme

- Collaboration between the Japan Science and Technology Agency (JST) and the Department of School Education and Literacy (DoSE&L).
- Aims to broaden intellectual horizons, nurture cross-cultural understanding, and stimulate scientific exploration.
- Eight KVS students participated in the Sakura Science High School Program from 16th -22nd June, 2024.
- Nine KVS students participated in the program from 10th -16th November, 2024.

f. Atal Tinkering Labs

National Institute for Transforming India (NITI, Aayog) New Delhi, Government of India has set up Atal Innovation Mission (AIM) to promote creativity and scientific temper among students. ATLs are established in 340 Kendriya Vidyalayas nationwide to foster creativity, innovation, and problem-solving skills. Supported by the Atal Innovation Mission (AIM) under NITI Aayog, these labs receive grants to promote students' innovation journeys.

g. Mathematical Olympiad Programme

- Conducted under the National Board for Higher Mathematics (NBHM) and Homi Bhabha Centre for Science Education (HBCSE).
- The first stage (IOQM/PRMO) was held on September 8, 2024. 278 KVS students qualified for the second stage (RMO), held on September 3, 2024.
- 41 students selected for third stage, INMO 2025.

h. Vidyarthi Vigyan Manthan (VVM)

- Organized by Vijnana Bharati (VIBHA) for students of classes VI to XI.
- In 2024, 652 KVs registered, and 14,804 students appeared for the exams held on October 23 and 27, 2024.

i. Soil Health Programme

- A nationwide initiative by the Ministry of Agriculture and Farmers' Welfare, in collaboration with the Ministry of Education,

to enhance soil health and agricultural productivity.

- Piloted in 10 KVs for students of classes VI-XII, involving soil testing and educating farmers, study material and testing kits were provided, students learned soil testing, conducted experiments, and educated local farmers, led to the program's expansion to 200 KVs across the country.
- World Soil Day: Eleven KVS students attended an event organized on December 5, 2024, at Leela Palace, New Delhi.

j. PRAYAAS

- An NCERT initiative promoting research attitudes in students of classes IX to XI to solve societal problems.
- For 2024-25, 329 projects from KVs were selected under this scheme.

VII. Promotion of Art, Values, Culture and Ethos in Kendriya Vidyalayas

a. Independence Day Ceremony (IDC)

Eight (8) KVS students were invited as special guests to attend the Independence Day Ceremony at the Red Fort, Delhi, on August 15, 2024, and visited various monuments in Delhi.

b. Janjatiya Gaurav Diwas

Kendriya Vidyalaya Sangathan organized the 4th Janjatiya Gaurav Diwas from 15th November 2024 to 26th November 2024 to commemorate the birth anniversary of Bhagwan Birsa Munda, a renowned tribal leader and freedom fighter. Students, teachers, and other stakeholders participated in various activities, including special morning assemblies, tribal wall art projects, visits to Janjatiya museums, community visits, seminars, outreach programs, debates, speeches, poster-making, quizzes, group dances, role-play competitions, and other cultural events. These activities were aimed at respecting and acknowledging the contributions of Bhagwan Birsa Munda and all tribal freedom fighters, while recognizing their invaluable contributions to India's freedom struggle and cultural heritage. Social media platforms were effectively utilized to popularize the event. Additionally, approximately 3 lakh students from Kendriya Vidyalayas participated daily in activities suggested by the Ministry of Education.

c. Samvidhan Diwas (Constitution Day)

Samvidhan Diwas (Constitution Day) is celebrated every year on 26th November in all Kendriya Vidyalayas across the country. A total of 8,59,416 students, staff and other stakeholders read the Preamble of Indian Constitution, 2,08,890 students participated in Talks and 66,182 students participated in Seminars and 3,39,212 students participated in Webinars on Fundamental Rights and Fundamental Duties given in Indian Constitution on the occasion of Samvidhan Diwas (Constitution Day). Teacher Talks were organized during which the teachers explained many interesting facts like the need for the Constitution, the history of the Constitution, the People behind the Constitution of India, the Basic Rights and Duties of the Indian citizens, and the Preamble of the Constitution.

All the students and teachers reaffirmed their commitment to the Indian Constitution by taking the pledge. The teachers also discussed the importance of being a Sovereign, Socialist, Secular, Democratic and Republic country. Students' patriotic fervour was at high on the occasion. The children were urged to abide by the Constitution and feel proud to be a citizen of a great country. Social Media Platform was used effectively to popularize the event.

d. Ek Bharat Shreshtha Bharat (EBSB)

The Ek Bharat Shrestha Bharat programme aims to enhance interaction and promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. The states carry out activities to promote a sustained and structured cultural connection in the areas of language learning, culture, traditions & music, tourism & cuisine, sports and sharing of best practices, etc. Modeled on the philosophy of Sardar Vallabhbhai Patel 'Ek Bharat Shreshtha Bharat' provides a platform to students and teachers to express their talent in performing and visual arts. All the 25 regions of KVS are paired with a State different from their own State. The students prepare projects/exhibits on the culture, customs, dress, agriculture, industry, economy, climate, and topography etc. of the State allotted to them. This gives them an opportunity to understand the Art and Culture of the paired States, thus helping them imbibe a mutual respect towards different cultures. The students compete at various levels- Vidyalaya/Cluster and Region.

KVS has organized KVS Rashtriya Ekta Parv 2024-25 with an aim to promote National Integration and appreciation for Indian Art & Culture and bringing out the talent of students. This year KVS National Rashtriya Ekta Parv 2024 was held through Physical Mode at Hyderabad from 11-13th November 2024 at Hyderabad.

The event was inaugurated by Shri G. Kishan Reddy, Hon'ble Union Minister of Coal and Mines, Govt. of India.

Total 4 events conducted during the EBSB, and their result (First Position) is as under: -

S. No.	Name of Event	Name of Region	Name of KV
1	Group Dance National	Ernakulam	PM SHRI KV Ottapalam
2	Group Song National	Ernakulam	PM SHRI KV Ottapalam
3	Display of Artefacts/ Projects	Kolkata	--
4	On the Spot Painting	Bhubneshwar	KV Jharsuguda

e. Celebration of Bharatiya Bhasha Utsav in KVs

Kendriya Vidyalayas celebrated Bharatiya Bhasha Utsav from December 4–11, 2024, with enthusiasm and active participation. Aligned with NEP 2020, the theme "Unity through Languages" emphasized linguistic diversity as a foundation for national unity. The event commemorated the birth anniversary of Shri Subramania Bharati Ji, a pioneer in India's literary and independence movements. Daily themes like "Language and Literature" and "Regional Fiesta" featured cultural programs, language fairs, and oratory competitions. Activities highlighted the richness of Indian languages, fostering multilingualism and pride in cultural heritage. The week-long celebration strengthened linguistic harmony and enhanced students' language skills through experiential learning.

f. Rashtriya Ekta Diwas

KVs observed Rashtriya Ekta Diwas (National Unity Day) on 30.10.2024 to strengthen the commitment to national security, unity, and integrity by promoting the event on social media platforms and websites. Various contests were organized to educate students about Sardar Vallabhbhai Patel and his vision for the Unity of the Nation.

Awareness about the campaign was raised in all Kendriya Vidyalayas across the country through various programs:

- Promoted national unity and security through social media and morning assemblies in all Kendriya Vidyalayas.
- Encouraged participation in the 'Run for Unity' by students, and teachers.
- Special morning assemblies conducted by KVs from 28-30 October 2024, dedicated to Sardar Vallabhbhai Patel where his contributions were highlighted in making a unified India.
- KVs participated in the Unity Run, where 803209 Students, Teachers, employees of KV, Officers of Regional Offices and KVS (HQ) participated in Pledge Taking Ceremony, 374516 students, Teachers and Staff actively participated in Run for Unity. Further KVs. Regional Offices and KVS HQs social media handle used to popularizing the event.

g. Kala Utsav

Kala Utsav is an initiative of the Department of School Education & Literacy, Ministry of Education to promote arts in education by nurturing and showcasing the artistic talent of school students in the country.

The National Level Competition of Kala Utsav 2024 was organized by NCERT from 3rd January to 6th January 2025 at RIE Bhopal. Two Participants from Kendriya Vidyalaya Sangathan have won the prizes, Details are given below:

S.No.	Name of Students	Name of Kv	Art Form	Group / Solo	Position	Region
1	NAVYA M VINOD & AADITH U P	PM SHRI Kendriya Vidyalaya Ottapalam - 679103 Palakkad, Kerala, India	Traditional Story Telling	Group	1st	Ernakulam
2	Neha Kumari	PM SHRI Kendriya Vidyalaya Khagaul, Lanka Colony, Post- Khagaul, Dist- Patna, Bihar -801105	Visual Arts	Solo	2nd	Patna

h. Veer Baal Diwas

Kendriya Vidyalaya Sangathan observed Veer Baal Diwas from 16.12.2024 to 24.12.2024 in all KVs across the country at Essay Writing, Painting, Drawing, Special Morning Assembly, Poster Making Competition, Poem Recitation, Skit on Sahibzadas, Special Assembly, Drawing, Essay writing, Poem Recitation, Debate, Film show etc. activities have been organized.

Participation Details:

Activities	No. of Students Participated	No. of Teachers Participated	No. of Community members Participated	No. of Social Media Posts (X, FB, Insta, YouTube)
Foundational Stage Activities	201854	9262	1447	891
Secondary Stage activities	204382	11105	958	817

i. National Youth Parliament

The National Youth Parliament Competition is an annual program organized to foster democratic values, encourage public speaking, and enhance parliamentary awareness among students. This initiative provides a platform for young minds to develop their debating skills, express their viewpoints on national and international issues, and gain insights into parliamentary procedures.

The 34th National Youth parliament Competition, 2023-24 for Kendriya Vidyalayas was organized successfully by the Ministry of Parliamentary Affairs in association with the Kendriya Vidyalayas Sangathan (KVS).

PM SHRI Kendriya Vidyalaya, IIT Kharagpur, Kolkata Region, East Zone stood First Position at National Level and won the Nehru Running Shield and Trophy.

The other four Kendriya Vidyalays stood first in Zonal Level are given hereunder:

Sl. No.	Name of Kendriya Vidyalayas	Zone
1	Kendriya Vidyalay, NSG Manesar (Gurugram Region)	North
2	Kendriya Vidyalaya Mhow (Bhopal Region)	Central
3	PM SHRI Kendriya Vidyalaya No. 1 Kota (Jaipur Region)	West
4	PM SHRI Kendriya Vidyalaya, HVF Avadi (Chennai Region)	South

j. Mission LiFE

- **Quality Summer Fun Camp:** Organized online from April 15 to June 30, 2024, for classes 1-12, focusing on quality education and nation-building.
- **Eco Clubs:** Summer camps on the theme "Eco Clubs for Mission LIFE" were held from June 5-10, 2024, in virtual/physical modes, featuring various activities.
- **World Environment Day:** Celebrated across all Kendriya Vidyalayas on June 5, 2024.

VIII. Promotion of Games and Sports, Yoga, NCC, Scouts and Guides and others

a. Games, Sports, Yoga & Fitness

Games & Sports is one such activity which is carried out at multiple levels for both Boys and Girls. Students selected at one level participate in the Meet at the next level viz., Schools participate at the Sub-Regional/Regional level, Regions participate at the KVS National level and KVS teams participate in the National School Games (NSG) Championships organized by School Games Federation of India (SGFI).

Events include both Individual and Team participation in Athletics, Swimming, Archery, Yoga, Chess, Boxing, Judo, Taekwondo, Skating, Shooting and Rope Skipping as well as team games like Kabaddi,

Kho-Kho, Cricket, Football, Hockey, Basketball, Volleyball, Handball, Lawn Tennis, Table Tennis, and Badminton.

53rd KVS National Sports Meets (Session 2024-25) were conducted at different venues viz. Agra, Ahmedabad, Bengaluru, Chandigarh, Delhi, Dehradun, Gurugram, Hyderabad, Jammu, Bhubaneswar, Lucknow, Jaipur and Ernakulam Regions. A total of 22 Sports Disciplines for different age groups of Boys & Girls were included in these Mega Sports Festival. Approx. 20,000 Students, Staff & Technical Officials participated in these events at different venues. Students identified in the Individuals & Teams games from these events after that they shall represent KVS in the 68th National School Games (SGFI) Championships for the Session 2024-25.

i) National Sports Day, 2024

Birthday of Major Dhyanchand "The Legendary & Magician of Hockey" celebrated as "National Sports Day" 2024 on 29th August, 2024 in all KVs across the Country on the theme "SPORTS FOR UNITY", which was provided by the Ministry of Youth Affairs and Sports. Most of the KVs organised one day programme and Students, Teachers and stakeholders participated from 26.08.2024 to 31.08.2024. The suggested competitive Games (Outdoor/Indoor), Fitness, Indigenous and Fun activities were conducted: -

For Primary (I-V)	For Middle (VI-VIII)	For Secondary (IX-XII)	Stake holder
Walk / Race	Walk / Race	Walk / Race	Walk / Race
Lemon Race/ Sack Race	Rope Jumping	Volleybal	Rope Jumping
Lagori & Langadi	Kho-Kho	Hockey (Penalty Shootout)	Table Tennis
Tennis Ball Cricket	Futsal/Mini Football (3 Vs 3)	Table Tennis	Chess
—	Basketball (3 Vs 3)	Chess	Plank Challenge
—	Plank Challenge	Plank Challenge	Tug of War

ii) 53rd Kvs National Sports Meet 2024

The 53rd KVS National Sports Meet, 2024 was conducted for Boys & Girls in different age category by 13 Regions in two phases between 3rd week of August to second week of October, 2024 at KVs and Outsource venues. Events include both Individual and Team participation in Athletics, Swimming,

Archery, Yoga, Chess, Boxing, Judo, Taekwondo, Skating, Shooting, Rope Skipping and Gymnastic, Mallkhamb Wrestling (up to Regional Level Only) as well as team games like Kabbadi, Kho-Kho, Cricket, Football, Hockey, Basketball, Volleyball, Handball, Lawn Tennis, Table Tennis, and Badminton.

Mega Sports Festival started with First Phase of 53 KVS NSM, 2024 was organized from 27th to 31st August, 2024 by Agra Region (At Jhansi) and Hyderabad Region (At Hyderabad) and it was ended with Athletics (Boys u-14, 17 & 19) from 05th to 09th October, 2024 at Trivandrum by Ernakulam Region.

25 Regions participated in all 22 events (Boys & Girls) during 53rd KVS NSM, 2024 with their full of potential and strength. As per performance of the teams and individuals, they secured points based on Medals.

Position of Region	Overall Championship with Points (Boys)	Overall Championship with Points (Girls)	Overall Championship with Points (Boys & Girls)
1	Jaipur (44)	Jaipur (54)	Jaipur (98)
2	Chennai (36)	Chennai (46)	Chennai (82)
3	Guwahati (32)	Bengaluru (32)	Delhi (50)

Winners and Talented players selected during KVS National team to represent KVS in 68th National School Games (SGFI), 2024-25 being conducted in different states as scheduled by SGFI.

Selection of players	Boys	Girls	Total
Main	538	521	1059
Standby	472	473	945

Achievements at National (SGFI) in the year, 2024

KVS achieved medals in 68th National School Games, 2024-25 as on 31/12/2024 in various Sports events (boys & Girls) organized at different venues by School Games federation of India (SGFI).

Achievements at International Level in Sports in the year 2024

S. No.	Name of Students	Studying in Class	KV & Region	Won Medals	Games	Tournament
1	Ms. Preetishmita Bhoi	X	KV Dhenkanal, Bhubaneswar Region	Category – U- 40 kg Gold & Created World record by lifted 133 kg (57 kg – snatch, 76 kg – clean & Jerk)	Weight lifting	IWF World Youth Weightlifting Championship held in Lima, Peru on 23.05.2024
2	Ms. Devika Ashwin Desai	XII	KV No. 2 Jalahalli, Bengaluru Region	Gold – 04	Power Lifting	Classic Power lifting in Common wealth games at South Africa
3	Ms. Rahnuma Band	XI	KV No. 1, Bajaj Nagar, Jaipur Region	Gold - 01	Taekwondo	1st South Asian Combat School Games held at Dhaka Bangladesh
4	Ms. Saksham Yadav	XII	KV High Ground Chandigarh, Chandigarh Region	Bronze - 01	Taekwondo	Junior World Taekwondo Championship U-42 kg at Chuncheon, Korea
5	Master Aron Martin	X	PM SHRI KV No. 2 Naval Base Kochi	Gold - 01	Mini Golf	Asian Mini Golf Championship at Thailand from 10th to 13th Oct 2024
6	Master Nikhil Thakur	XI	PM SHRI KV 14 GTC Subhathu	Gold - 01	Kabaddi	Khelo Bharat Youth National Championship 2024-25
7	Ms. Dhinidhi	IX	KV DRDO Bengaluru		Swimming	Paris Olympics 2024
8	Tejas Yadav	IX	KV High Ground	Bronze - 01	Taekwondo	Junior Mixed Category at the virtual World Taekwondo Championship held on 16th November 2024 in Singapore

iii) Fit India School Week Programme 2024

6th Edition Fit India School Week Celebration, 2024 from 15th November to 31st December, 2024. KVs has organized various Sports and Fitness Activities for 4 to 6 days, to reaffirm the importance of Fitness in one's daily life. In this period Annual Sports Day of Schools was also celebrated on one day falling during the event.

Participation of KVs, Students, Teacher & Stakeholders in 10th IDY on 21st June, 2024

Total no. of Regions	25
Total no. of Vidyalayas Participated/ Conducted (including 2nd shift)	1256
Total Participation (Students/Teachers /Stakeholders)	675782

b. Promotion of Yoga

In order to promote all round development in the child's personality, Kendriya Vidyalaya Sangathan has given equal importance to Yoga Activities along with academics. Every child is encouraged and given opportunity to participate in various Yoga activities of choice through Inter House competitions at school level. Yoga is taught from Class I onwards in KVs. Further, to promote Yoga students participated in different activities and competitions at different levels. Some of the remarkable competitions/activities are:

i) 10th International Yoga Day (IDY) 2024

International Yoga Day is an important event that was celebrated on 21st June across the Globe with great enthusiasm. This year, the Ministry of Ayush has coined the theme "YOGA FOR SELF AND SOCIETY." The theme was selected to activate and inspire the Yoga community for sustainability and global development. In Consonance with the Spirit of Yoga and its importance in day-to-day life, KVS has made Yoga a daily routine for all its staff members and students every day in the morning assembly as "YOGA WITH MODI". Yogic exercises were administered to celebrate the 10th International Day of Yoga (IDY). KVS followed the Guidelines as issued by the Ministry of Education & Ministry of Ayush, NCERT.

Date/Day	Yoga Program / Activities	Presentation area and time limit (as per convenience)
21/06/2024 (Friday)	Mass Demonstration (Yogasana, Surya Namaskar with Mantras) by the Students /Staff/Parents at Vidyalaya/Office on 21st June 2024, where standard cut outs /Quotations (Digital photos of Iconic Personalities/Historical places/Previous demo by the Children) shall be made and placed in the venues of Demonstrations.	Corporate presentation Morning (8.00 am to 9.00 am) Or As per the time prescribed by the Government of India
	Seminar/Workshop on Yoga History, Importance of Yoga, Basic Asanas, Surya Namaskar and its importance/ benefit in daily life (by eminent personality in field of Yoga).	11.00 am To 12.00 Noon

Participation of KVs, Students, Teacher & Stakeholders in 10th IDY on 21st June, 2024

Total no. of Regions	Total no. of KVs participated (including 2nd shift)	Total no. of PM SHRI KVs Participated (including 2nd shift)	Total no. of students participated		Total no. of stakeholder (Teachers/ Staff/ Parents)	Total Participation (Students/ Teachers/ Stakeholders)
			Boys	Girls		
25	1256	834	323852	284811	67119	675782

ii) National Yoga Olympiad 2024

National Yoga Olympiad, 2024 was organized by NCERT at the National level from June 18th to 20th, 2024 at Regional Institute of Education (RIE), Mysuru (Karnataka). KVS teams (04 Teams) participated in two age category U-14 (Four Boys & Four Girls) at middle level and U-17 (Four Boys & Four Girls) at secondary level. Total 31 States/Institutes participated in this event. KVS teams performed and won two silver medals in U-17(Boys & Girls). The details of winner teams (Students): -

KV	Student	Class	Achievement
BOYS- SECONDARY LEVEL CLASS- IX–X (UNDER-17 YRS.)			
KV Khanapara	Harshit Konwar Borah	IX	SILVER MEDAL (2nd place)
KV Kokrajhar	Lochan Chetry	X	
KV HVF Avadi	B Manoj	IX	
KV CRPF Durgapur	Sayan Bauri	IX	
Girls- Secondary Level Class- IX–X (Under-17Yrs.)			
KV Ajni Nagpur (Shft-2)	Yashika Barapatre	X	SILVER MEDAL (2nd place)
KV No. 4, Gwalior	Mohini Prajapati	X	
KV No. 1 CPCRI	Abhijna	IX	
KV Suryalanka	Vuyyuru Snigdha	X	
Boys -Middle level Class- VI to VIII (Under-14 Yrs.)			
KV No. 1, Tezpur	Charaynam Dixit Pujari	VIII	Participation
KV BSF Raising Nagar	Daksh Sharma	VIII	
KV Thiruvarur	K Rithish	VII	
KV Palwal	Harsh Kumar	VIII	
Girls- Middle level Class -VI to VIII (Under-14 Yrs.)			
KV Ajni Nagpur (Shift-1)	Nakita Dhole	VII	Participation
KV No. 1, Saltlake	Purba Das	VIII	
KV OCF Avadi	P G Dharini	VIII	
KV ONGC Sivasagar	Harshita Konwar	VIII	

Team Coach;

1.Dr. Satendra Singh Tomar, TGT (P&HE) KV Loktak, Tinsukia Region.

2.Ms. Ashita Mandal, TGT (P&HE) KV No. 2, Ishapore, Kolkata Region.

c. Bharat Scouts and Guides Activities in KVS

Kendriya Vidyalaya Sangathan (KVS), with the status of a state in the Bharat Scouts and Guides movement, actively participates in promoting the values and goals of Scouting and Guiding among students. These activities are carried out across four main sections—Cubs, Bulbuls, Scouts, and Guides—ensuring the participation of a wide age group, from younger children to teens.

The KVS organizes Pravesh, Pratham Sopan/Komal Pankh/Pratham Charan, Rajat Pankh/Dwitiya Charan testing camps at the school level. In addition to the school-level activities, the Dwitiya and Tritiya Sopan testing camps are organized at the District/Regional level.

796 Scouts and guides of KVS BS&G State are found eligible to participate in National Level President Scout/Guide Certificate Examination (CBT) for the year 2022-23. This exam was held on 28.09.2024.

- 360 units of Scouts and Guides registered for Prime Minister Shield Competition 2024-25.
- 2987 Cubs and 2930 Bulbuls got Golden Arrow Award in 2023. 3470 Cubs and 3233 Bulbuls are registered for Golden Arrow Award-2024.
- 8000 (approx.) Scouts & Guides qualified in Rajya Puraskar Testing Camps-2024 conducted at Regional Level from 21.08.2024 to 25.08.2024 and 21.10.2024 to 25.10.2024.
- 92 Adult Leader training courses have been conducted to train 3194 adult leaders in all wings of scout and guide.

S. No.	Name of Course	Cub Master	Scout Master	Flock Leader	Guide Captain
1	No. of Basic Course	22	22	19	20
2	No. of Advanced Course	03	03	02	01
3	No. of Teachers attended basic Course	755	755	726	678
4	No. of Teachers attended Advanced Course	106	70	40	64

16 Principals/Vice –Principals of KVS attended Basic Commissioner Course in BS&G National Training Centre.

d) NCC in KVS

NCC aims to provide necessary military training to students of KVs and motivate them to join the Armed Forces. At present, 25002 students from KVs participate in NCC activities. NCC was introduced in 107 KVs in the early 1970s. As of December 31, 2024, there are 432 KVs from various regions where NCC has been allotted and training is going on. About 290 KVs have approached their nearest NCC units and applied to start NCC. At present, there are 25002 cadets (14091 boys and 10911 girls) in 432 KVs across the country.

IX. Celebrations of Important Days, Events and Programmes in KVS

a. 7th Edition of Pariksha Pe Charcha

The 7th Edition of Pariksha Pe Charcha was conducted on 29th January 2024 at Bharat Mandapam, Pragati Maidan, New Delhi. The Hon'ble Prime Minister of India interacted with students, teachers and parents during this programme and gave his valuable suggestions/ inputs to all stakeholders. The programme was telecast live by many TV Channels and YouTube channels.

Four students of Kendriya Vidyalayas anchored the programme, whose details are as under:

- Kumari Meghna N Nath, PM SHRI KV No. 1 Calicut, Kerala
- Kumari Ananya Jyoti, KV BHU Varanasi, Uttar Pradesh
- Master Sankalp, SPG Dwarka, Delhi
- Master Ayush, PM SHRI KV Pitampura, Delhi

717,141 students, 109,161 employees, Parents and others participated in Pariksha Pe Charcha 2024 across different KVs.

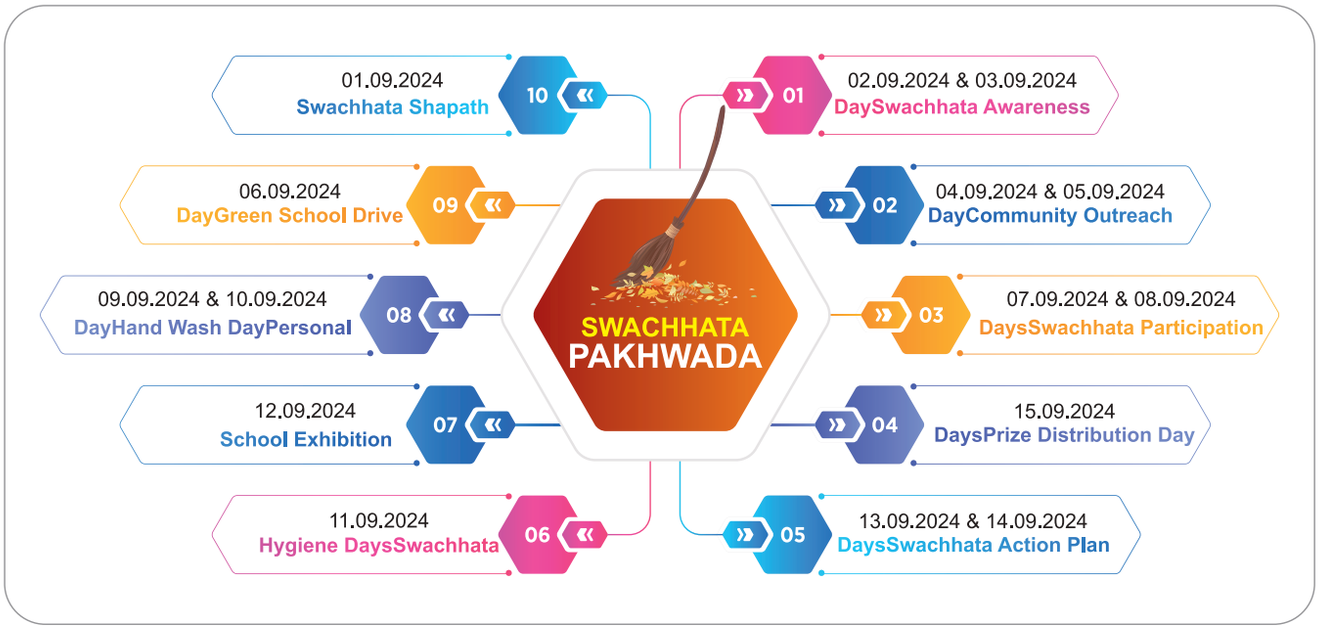
Prior to Pariksha Pe Charch 2024, KVS celebrated National Youth Day on 12th January 2024, on the birth anniversary of Swami Vivekananda, and conducted various activities in KVs across the country from National Youth Day to Parakram Diwas, i.e., from 12.01.2024 to 23.01.2024.

A Painting Competition was organized on 23rd January 2024 on Parakram Diwas in 657 Kendriya Vidyalayas across the country wherein mantras were given in the "Exam Warriors" book authored by the Hon'ble Prime Minister of India to reduce examination stress. 61,589 students participated in the programme where 19,178 students from KVs, 4,866 students from schools of NVS, 23,423 students from CBSE Schools, and 14,122 students from state board schools have participated. Also, Social media platforms were used for popularizing the programme.

b. Swachhata Pakhwada

Swachhata Pakhwada 2024 was observed in All Kendriya Vidyalaya across the country from 1st to 15th September 2024 ensuring focus participation of students, teachers and all stakeholders to achieve cleanliness, sanitation and hygiene in schools in the long term.

KVS has uploaded Photos & Videos of day wise activities on the Google Tracker shared by Ministry of Education. The following activities have been conducted during the pakhwada:



c. International Drug Abuse Day

On the 4th Anniversary of the Nasha Mukt Bharat Abhiyaan (NMBA) students of KV INA Delhi participated in the Mass Pledge event, on 12th August 2024 from 9 to 10 AM at KV INA School premises itself. A total of 37162 Teachers, 728478 students and 13258 stakeholders participated the Mass Pledge Event. Students, teachers and staff of KVs organized various

activities like, speech, poster Making, Essay writing, Slogan writing, Seminar & Teachers talk, poster making, Awareness Campaign, Skit, Drawing Competition, Nukkad Natak, Special Morning Assembly, Wall Painting, students rally, Carrer Counseling, has been conducted during the day under the banner of Nasha Mukt Bharat Abhiyaan with an aim to create awareness against drug abuse and to highlight its ill effect.

Further, as per direction of Ministry of Education, Kendriya Vidyalaya Sangathan will take necessary support from following six spiritual organizations/social service organization i.e., The Art of Living Foundation, Brahma Kumaris, Sant Nirankari Mission, All World Gayaatri Pariwar, ISKCON, Shri Ram Chandra Mission etc. to support the Nasha Mukt Bharat Abhiyaan and conduct mass awareness activities. Schools may choose any one of above six spiritual organizations to utilize the services of these organizations to sensitize students about de- addiction and promote a drug free environment as per need.

D. Akhil Bharatiya Shiksha Samagam 2024

The Akhil Bhartiya Shiksha Samagam (ABSS) 2024 was celebrated on July 29, 2024, at the Manekshaw Centre, 10 Parade Road, Delhi Cantt, to mark the 4th anniversary of the National Education Policy (NEP) 2020. The event underscored the achievements and ongoing efforts associated with NEP 2020, bringing together key stakeholders in the field of education. The Kendriya Vidyalaya Sangathan (KVS) participated with enthusiasm and dedication, represented by:

- 85 Principals, Vice-Principals, and Teachers from different Kendriya Vidyalayas of the Delhi Region and Officers from KVS Headquarters and KVS Regional Office Delhi.
- 25 Students from PM SHRI Kendriya Vidyalaya No. 3 Delhi Cantt, PM SHRI Kendriya Vidyalaya JNU, and PM SHRI Kendriya Vidyalaya, Chhawla.
- All the Regions of Kendriya Vidyalaya Sangathan and Vidyalayas across the country witnessed the program on YouTube.
- Master Mayank Shekhar Singh, Class XII, KV Sector 8 R K Puram & Ms. Anushka Bhattacharjee, Class XII, KV Andrewsganj anchored the programme.
- 12 students from KV JNU and KV Chhawla performed the “Panch Pran” Song which was well – received and appreciated by the Hon’ble Minister of State for Education.

Prior to Akhil Bhartiya Shiksha Samagam, "Shiksha Saptah" was also observed from July 22-28, 2024. “Shiksha Saptah” aims to foster a spirit of collaboration and innovation among learners, educators, policymakers, and stakeholders in the education sector. It provides a platform to share best practices, discuss challenges, and chart a plan forward towards realizing the vision outlined in the NEP 2020 at the grassroots level. KVs have actively participated to sensitize the stakeholders about NEP 2020.

e. National Space Day 2024

The landing of India’s Chandrayaan-3 on the Moon is a monumental occasion that not only fuels curiosity but also ignites a passion for exploration in the minds of our youth. To commemorate the successful Chandrayaan-3 mission, the Government of India announced on 23rd August 2023 that 23rd August would be celebrated as National Space Day from 2024 onwards. The theme for National Space Day 2024 was: Touching Lives While Touching the Moon: India’s Space Saga.

In this regard, KVS issued instructions to all Kendriya Vidyalayas (KVs) across the country and abroad to organize various activities such as Special Morning Assembly Programmes, Quizzes, Speeches, Model Displays, Exhibitions on Chandrayaan and ISRO’s journey, Painting Competitions, Collage-Making, Guest Lectures by Scientists, Student Speeches and Talks etc. on 23rd August 2024.

In total, 619,898 students from 1,256 KVs participated in the celebration. Additionally, 203,334 students watched a 30-minute video on Chandrayaan shared by NCERT, 171,281 students explored the Bharat on Moon portal and 118,019 students actively participated in a quiz based on the knowledge gained from these resources. KVs also utilized their social media platforms to popularize the celebrations by sharing photos and videos of the various activities conducted.

X. MOU Signed by KVS with various organisations

a) KVS Partner with GRIHA Council for Sustainability

KVS signed a MoU with the GRIHA Council on 4th December 2024 during the 16th GRIHA Summit to assess 195 Kendriya Vidyalayas under the GRIHA rating system, promoting sustainability as a way of life. This initiative aims to educate students and teachers on sustainable practices.

XI. Awards and Achievements

Students, KVs and Regional Offices have been awarded with Prizes and Awards by different Ministries, departments and organization of Govt. of India for significant achievements in different fields:

i) **Pradhan Mantri Rashtriya Bal Puraskar-2024:** Km. Preetismita Bhoi, student of KV Dhenkanal, Odisha was awarded with Pradhan Mantri Rashtriya Bal Puraskar 2024 for her exceptional achievement in the field of Sports.

ii) **National Awards to Teachers-2024:** Ms. Charu Sharma, Principal of Dr. Rajendra Prasad Kendriya Vidyalaya, Delhi, and Mr. Ashok Sengupta, PGT, Computer Science teacher at Kendriya Vidyalaya No. 1 Jalahalli, West Bengaluru, were honored with the National Award for Teachers on September 5, 2024. This prestigious recognition was conferred by the President of India in appreciation of their outstanding contributions to the field of education.

iii) **GSP Audit 2024:** The Green School Programme (GSP), an environmental education initiative, helps schools audit their resource use and assess their consumption and waste management. The exercise involves collecting information on air, energy, food, land, water, and waste from schools. The audit cycle for the year 2024 concluded on October 26, 2024. A total of 718 audit submissions were received from KVs across India. 43 KVs have been rated as "Green." KV IIT Chennai will receive the "GSP Energy Manager" Award. PM SHRI KV Manauri will receive the "Changemaker" Award. KV Baikunthpur will receive the "Sterling School" Award. Ms. Swati Kamlesh Bisht from Dr. Rajendra Prasad KV will receive the "GSP Ambassador" Award.

XII. Digital/ICT Initiatives in KVS

Kendriya Vidyalaya Sangathan is pace setting organization and has taken various initiatives for enhancing quality of school education system in the country including various Audio/ Video device and application of Information and Communication Technology (ICT).

(A) E-Classrooms

A total of 18068 nos. of e-classrooms have been established in Kendriya Vidyalayas since 2014-15 including 277 personalized Learning using connected classrooms, containing 40 Laptops and one Multimedia projector n 265 Kendriya Vidyalayas including 12 double shift KVs and 2310 no. of e-learning solution in 238 KVs containing Interactive Tablet with Stylus Streaming device, Multimedia Projector, School Manager, mobile device management, learning management system and native apps, Books, mail calendar, notes etc. under PMJVK Scheme of Ministry of Minority Affairs under PMJVK Scheme.

(B) Digital Language Lab

A total of 376 Digital Language Labs has been established to enhance communication skills of students at a self-learning pace. The Digital Language Lab is platform for comprehensive and interactive Digital content, catering to listening and speaking skills, use in a stimulating lab environment. It caters to four skills: Listening, speaking, reading, and writing, it provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. This Digital Language Lab is a very helpful tool for practicing and assessing one's speech in English language.

(C) E-Office

e-office has been implemented in KVS (HQ) under the e-Governance project through NIC e-office which is aimed at establishing a paperless environment in government offices, transforming the existing manual, paper-driven processes into electronic workflow, organization-level common repository of user information for various services and applications, enhance transparency, to promote Inter/intra-government information sharing., to assure data security and data integrity, Unicode-compliant support for local language. All 04 File, Knowledge, Leave and Tour Management Systems have been implemented. Now the e-office has been extended to all 25 regional offices & five ZIETs also.

(D) On-Line Admissions

Since the 2016-17 academic session, the Class I admission process has been conducted using cloud-based software nationwide. In the 2023-24 session, a total of 93318 Class-I admissions were processed through the KVS online admission portal.

(E) Online Classroom Observation

An online application for classroom observation and supervision has been developed and integrated with PIMS Portal for regular monitoring of the teaching-learning process at all three levels in the Sangathan.

(F) Online Transfers

The transfer of KVS employees is being conducted through a cloud-based software system, in alignment with NEP 2020.

(G) UDISE+

KVS has successfully implemented UDISE+ Projects and all KVs located in India are on boarded on UDISE+ portal.

XIII.ICT Infrastructure in KVS as on 31.12.2024

KVS has implemented comprehensive strategies to promote the effective use of information and communication technology (ICT). This includes the establishment of new computer laboratories and the acquisition of additional computers. As a result, the Pupil PC ratio has experienced a significant enhancement, decreasing from 53:1 to 18:1 as of December 2024. KVS maintains a strong commitment to continually improve its computer infrastructure and further optimize the Pupil PC ratio. These efforts are driven by the objective of delivering an enhanced educational experience for our students.

S. No.	Item	Number
1	Total no. of functional KVs	1256
2	Total no. of computers available in KVs	75562
3	Total no. of computers available in computer Lab.	62824
4	Total no. of students in KVs	1356258

S. No.	Item	Number
5	Student Computer ratio	18:1
6	No. of KVs with computer labs	1251 (99.60%)
7	No. of KVs having Internet Connectivity	1256 (100%)
8	No. of KVs having Broad Band Connectivity	1242 (98.88%)
9	No. of KVs having their own Websites	1255 (99.92%)
10	No. of e-classrooms in KVs	18068 (including of sr. no. 11 & 12)
11	No. of Personalized Learning using connected classroom solution in 265 KVs under PMJVK Scheme of Ministry of Minority Affairs	277
12	No. of e-learning solution in 238 Kendriya Vidyalayas under PMJVK Scheme of Ministry of Minority Affairs.	2310
13	No. of KVs with Modernized Science Lab	928
14	No. of Digital Language Lab	376

XIV. Capacity-Building (Training) Programmes in KVS

Kendriya Vidyalaya Sangathan (KVS) places significant emphasis on the continuous capacity building of its teachers across all categories. This initiative ensures the regular updating of knowledge, refinement of teaching methodologies, and adoption of innovative practices. As a proactive, pace-setting organization, KVS has consistently been at the forefront of embracing and implementing revolutionary trends in the teaching-learning process.

The focal theme of all training programs in KVS aligns closely with the provisions of the National Education Policy (NEP) 2020, the National Curriculum Framework for School Education (NCFSE) 2023, and the National Curriculum Framework for Foundational Stage (NCFFS) 2022. These programs are broadly categorized into the following key areas:

a. Foundational Literacy & Numeracy,

b. Assessment based on Competency Based Learning (CBL), and

c. Pedagogical shift from rote learning to experiential learning

i. Competency-based Learning & Assessment

ii. Development of Critical and Creative Thinking

iii. FLN–Foundational Literacy and Numeracy training

iv. Toy-based and theatre-based pedagogies

v. STEAM teaching learning through strengthening of Subject Committees, Science/ Mathematics Club/ Circle, and interdisciplinary Approach

vi. Integrating digital initiatives in classroom transaction

vii. Mental health and well-being of teachers and students

viii. Inclusive education

As mandated in NEP 2020, KVS has adopted 50 hours of CPD for teachers and school heads and detailed guidelines have been issued for the same.

The following Training programmes and workshops were conducted in 2024-25:

Short term Workshops/ Trainings (in-house & outsourced) Conducted till 31 Dec 2024

Sl. No.	Agency	No. of courses	No. participated
1	ZIET	230	11860
2	Regional Offices	644	38884
3	Knowledge Partners - NCERT, CBSE, Sri Aurobindo Society etc.	224	20340
	Total	1098	71084*

*(*Teachers have attended multiple training programmes to complete 50 hours of CPD.)*

Some of the Knowledge Partners of KVS are: NCERT, CBSE, Sri Aurobindo Society (SAS), Azim Premji University (APU), Homi Bhabha Center for Science Education, Mumbai (HBCSE), IMSc Chennai, NISER+IoP, Bhubaneswar, IISER Mohali, IIT Gandhi Nagar, IIT Bombay, IIPA, ISTM, NIPCCD, HBCSE, and many more.

XV. New KVS Opened from 01.01.2024 till December, 2024

The total number of Kendriya Vidyalayas opened in 2024 is three. As of now, Kendriya Vidyalaya Sangathan operates a vast network of 1,256 Kendriya Vidyalayas, including three located abroad (Moscow, Kathmandu, and Tehran).

Sl. No.	Name of Kendriya Vidyalaya	State
1.	NIT Rourkela, Distt Sundergarh	Odisha
2.	205 CRPF Cobra Bn Barachatti, Distt- Gaya	Bihar
3.	IIT, Tirupati, Verpedu-Venkagiri Road, Distt. Tirupati	Andhra Pradesh

85 NEW KENDRIYA VIDYALAYAS APPROVED BY GOI

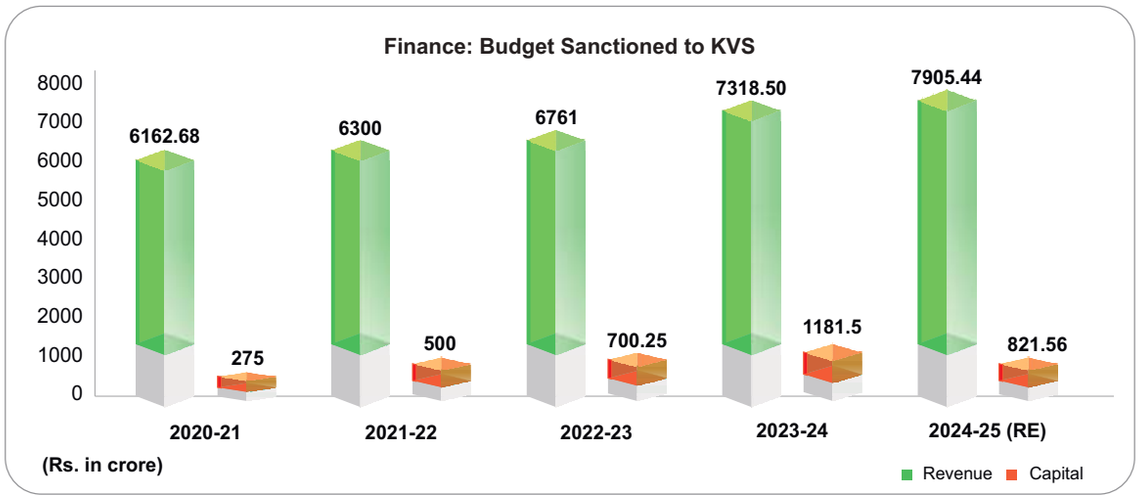
Sanction for opening of new Kendriya Vidyalaya was received on 20.12.2024 vide which the Govt. of India has sanctioned 85 new KVs across the country. Office Order dated 27.12.2024 have been issued by KVS to sponsoring authorities for transfer of suitable land and rent-free temporary accommodation in favour of KVS; latest by February, 2025 for issuing Administrative Orders.

XVI.New Buildings Completed

Buildings of 16 (sixteen) Kendriya Vidyalayas have been completed from April, 2024 to December, 2024 i.e., KV Rangapara (Assam), KV Matanhail (Haryana, KV Garhwa (Jharkhand), KV Sarai Kelakharsawan (Jharkhand), Bangrasia (Madhya Pradesh), KV Jamai (Madhya Pradesh, KV Nayagaon (Madhya Pradesh), KV Khanpur (Punjab), KV Amarkot (Punjab), KV Bhikiwind (Punjab), KV Dausa (Rajasthan), KV Raisinghnagar (Rajasthan), KV Pali (Rajasthan), KV Siddipet (Telangana), KV Khatima (Uttarakhand) and KV Mirzapur (Uttar Pradesh).

XVII.Finance

KVS is fully funded by the Government of India. The budget sanctioned to KVS by the Government of India, Ministry of Education (Department of School Education & Literacy) under Revenue and Capital heads are as under:

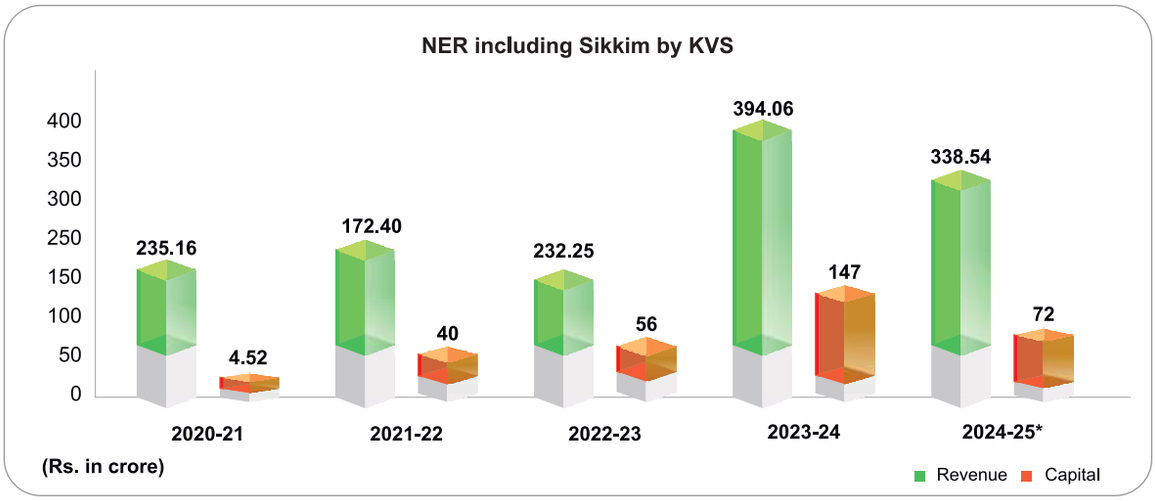


XVIII.Kendriya Vidyalayas in Northeast Region

There are 114 Kendriya Vidyalayas functioning in Northeast region of India (including the state of Sikkim) with an enrollment of 5734 students in X class and 4690 students in XII class. Out of these 114 KVs in NE Region, 67 are in Civil, 21 are in Defence, 16 are in Project Sector and 10 are in Institute of Higher Learning.

The Pass Percentage in class X and XII of CBSE in the Northeast states during 2023-24:

S.No.	States	Pass % in Class X	Students Enrolled	Pass % in Class XII	Students Enrolled
1	Arunachal Pradesh	95.81	599	97.99	451
2	Assam	98.24	3646	99.01	3051
3	Manipur	98.36	366	100	271
4	Meghalaya	100	341	98.07	312
5	Mizoram	100	116	100	84
6	Nagaland	94.32	89	100	121
7	Sikkim	100	66	100	66
8	Tripura	100	511	99.40	334



XIX. KVS In-House Publications

KVS has published the following books and periodicals in 2024, highlighting various activities, initiatives, and schemes of the organization:

a) **KVS Annual Report** (2023-2024)

b) **KVS Annual Accounts** (2023-2024)

c) **Shala Dhwani:** A quarterly newsletter that covers major events, initiatives, and achievements from the previous three months:

- Shala Dhwani (January-March 2024 issue)
- Shala Dhwani (April-June 2024 issue)
- Shala Dhwani (July-September 2024 issue)
- Shala Dhwani (October-December 2024 issue)

d) **Special Issue of Shala Dhwani on Pariksha Pe Charcha 2024:** A compilation of key highlights from PPC 2024, featuring students' expressions through art, paintings, poetry, and short articles.

e) **Poetry Book 'Kavya Manjari':** A collection of poems written by KVS teachers and employees, promoting Rajbhasha and fostering creativity among the staff.

f) **Navonamesh:** A compilation of stories showcasing innovative pedagogical practices in Kendriya Vidyalayas.

g) **Purposive Pedagogical Book-III:** Covers stories from all KVS Regions focused on Children with Special Needs (CwSN).

h) **KVS Calendar 2025:** Highlighting Mission LiFE activities in Kendriya Vidyalayas across the country.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (NCERT)

The National Council of Educational Research and Training (NCERT) is an apex organization established in 1961 by the Government of India to assist and advise the Central and the State Governments in the formulation and implementation of their policies and programmes in the field of education, particularly school education and teacher education. It provides academic and technical support for qualitative improvement in school education and undertakes programmes related to educational research, development, training, extension, international cooperation, publication and dissemination of information. The NCERT is an implementation agency for bilateral exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with international organisations, visiting foreign delegations and offers various training programmes to educational personnel from developing countries.

1. National Curriculum Frameworks, Syllabi and Textbooks

After the launch of National Education Policy 2020, the Council has been entrusted with the development of four National Curriculum Frameworks viz., National Curriculum Framework for School Education (NCF-SE), National Curriculum Framework for Foundational Stage, National Curriculum Framework for Teacher Education, and National Curriculum Framework for Adult Education. The National Curriculum Framework for Foundational Stage was released on 20th October, 2022 and National Curriculum Framework for School Education (NCF-SE) was released on 23rd August, 2023. The National Curriculum Framework for Teacher Education is under process of finalisation. The NCF for Adult Education is being developed. Under National Syllabus and Teaching – Learning Material Committee (NSTC), the Curricular Area Groups in the areas of Science, Mathematics, skill education, Indian Knowledge Systems, Social Science, Art Education, Economics, Health, Well-being, Physical Education and Sports, Innovative Pedagogy and TLMs have been constituted which are in the process of developing syllabi and textbooks. Development of teaching-learning materials including textbooks is in progress in phase-wise manner at the NCERT. Textbooks for Grade 3 and 6 have already been introduced for the year 2024-25 with the approval of National Syllabus and Teaching-Learning Material Committee (NCTC) and National Curriculum Framework Oversight Committee (NOC). Textbooks for Grade 3 and 6 includes textbooks for subject areas such as Arts and Physical Education and Well-being. These subjects have been introduced as compulsory curricular areas from Grade 3 to 6. Skill education has been introduced from Grade 6 onwards. NCERT has brought out a textbook in skill education for Grade 6.

In view of supporting children in transition from old curriculum to new curriculum, NCERT has developed 15-day foundational programme for Grade 3 in Arts and Physical Education and Well-being. This was introduced in 2024-25 prior to formal introduction of new textbooks in Grade 3. Similarly, for Grade 6, NCERT has brought out the Bridge Month Programme in nine subject areas along with Teacher's Guidelines, so that children entering Grade 6 get prior exposure to competency-based education, and gaps between old and new curriculum get filled up.

Capacity Building of Curriculum developers and other stakeholders on National Curriculum Framework for School Education (NCF SE-2023) and Textbooks

As a follow up of the NCF-SE-2023, NCERT is in the process of developing syllabi and textbooks for all stages of school education in phased manner. As per the prevailing practices, States/UTs either adopt or adapt NCERT textbooks or develop their own textbooks. At present as per the perspective of NEP 2020 the States and UTs are in the process of adopting/adapting NCF SE-2023 as well as textbooks integrating local flavour. In view of providing academic support to the curriculum developers in States and UTs, capacity building programmes for Curriculum Developers from across the States/UTs have been undertaken. Till now two programmes covering curriculum developers from the North-Eastern, Eastern Region and Southern Region of the country have been conducted at Guwahati (September 2024) and Bhubaneswar (November 2024). Two Consultative meets of three days each were conducted at NIE, NCERT, New Delhi on the contextualisation of school curriculum in two phases. In the first phase, Key Resource Persons (KRP) from Southern, Eastern and North-Eastern States/UTs and in the second phase KRPs from Western, Central and Northern States/UTs of the country participated. These consultative meets were organised to understand the concerns of States/UTs and to orient and familiarise them with the recommendations of NCF SE-2023.

2. Post NEP 2020 Interventions and Follow-up

Under this programme, meetings with the Central Board of Secondary Education (CBSE) were conducted under the guidance of members of NSTC and NOC to look into the implementation of NEP 2020 in schools affiliated to CBSE. Further, for the successful implementation of various aspects of school education as envisaged in NEP 2020, NCF-FS 2022 and NCF-SE 2023, orientation and capacity building programmes for educators and teachers of various educational agencies such as Navy Education Society, Rashtriya Military Schools, Navodaya Vidyalaya Samiti, National Institute of Defence Estates Management, Army Welfare Society, Maharashtra Tribal Public School Society, SCERT, Goa and also for all the DIETs of Uttarakhand were conducted. In these programmes, sessions related to NEP 2020, NCFs, new textbooks, inclusive education, integration of educational technology and assessment were organized.

3. Parakh

The National Education Policy (NEP) 2020 in Para 4.1.1 proposes the establishment of the PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) which is a landmark initiative to standardize and enhance the quality of assessment across India's school education system. PARAKH's primary objectives include designing and implementing standardized guidelines for assessments to reduce disparities across school boards, ensuring fairness, validity, and reliability in exams, and promoting competency-based assessments through 360-degree holistic assessment that measure creativity, critical thinking, conceptual understanding, and application of knowledge. PARAKH organized a series of workshops during the financial year 2024-25 for training of the state and district level functionaries (SCERTs and DIETs) to acquaint them with the requisite knowledge and skills to understand the Holistic Progress Card through 'Project Vidya Sagar'.

All the HPCs are available at **https://ncert.nic.in/parakh/hpc.php?ln=.**

PARAKH, NCERT is conducting a nation-wide campaign called Project उद्यम संसार - World of Work (WoW) in the year 2024-25. A series of workshops are being conducted, with students from classes IX and X in selected PM Shri schools across the country, where the students are being introduced to the World of Work (WoW). They are also given an overview of the courses in generative AI. The aim of

these workshops is to raise awareness among secondary school children about school to work transition.

The 'Equivalence of School Boards' document by PARAKH provides a comprehensive set of recommendations aimed at empowering school boards to enhance educational practices by the school boards as per NEP2020. The recommendations have been distilled into five categories namely; Administration, Curriculum, Assessments, Infrastructure and Inclusiveness based on the multiple administrative and pedagogical dimensions associated with the functioning of the boards of education.

The detailed report can be accessed through **https://ncert.nic.in/parakh / equivalenceboard. php.**

The School Quality Assessment and Assurance Framework (SQAAF), a transformative and structured tool, has been developed to evaluate, enhance, and sustain the quality of education in schools. As the educational landscape evolves in response to societal and technological advancements, schools must adopt mechanisms that foster continuous improvement and ensure excellence in every aspect of their operations. SQAAF serves as both a diagnostic and developmental framework, providing schools with clear benchmarks across critical domains that collectively define educational quality. PARAKH has also developed the SQAAF document. A critical element of the implementation of SQAAF is the establishment of the State School Standard Setting Authority (SSSA) at the State/Union Territory (UT) level. As envisioned in NEP 2020, the SSSA serves as an independent, state-wide regulatory body tasked with Quality Regulation and Accreditation: The SSSA ensures adherence to defined benchmarks of quality education by accrediting schools and monitoring compliance with minimal standards set collaboratively with PARAKH.

The detailed report can be accessed through **https://ncert.nic.in/parakh/pdf/SQAAF.pdf.**

'PARAKH Rashtriya Sarvekshan 2024', Large Scale Achievement Survey to monitor the educational health of the nation, was conducted on 4th December, which covered the entire spectrum of schools, i.e., Government Schools (Central Government and State Government), Government Aided Schools and Private Schools across the country which included 2,29,4377 students from 87619 schools spread out in 781 districts across 36 States and UTs. The Test was conducted in 23 mediums of instructions, which were Assamese, Bengali, Gujarati, Hindi, Kannada, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu, Urdu, Bodo, English, Mizo, Garo & Khasi.

4. Digital Education

a. **DIKSHA:** DIKSHA (Digital Infrastructure for Knowledge Sharing) - One Nation One Digital Platform' under PM-eVIDYA as a national platform for school education, has been adopted by almost all the States/UTs, central autonomous bodies, including NCERT, CBSE and NIOS, etc. During this year AI/ML based video search capability have been developed and enabled on DIKSHA for classes 8 to 10. eContents in about 104 languages have been added on DIKSHA making the total languages represented on DIKSHA to 126 Indian and 7 foreign languages. A learning Management System (LSM) have been integrated into DIKSHA. A vertical of "Equitable and Inclusive Education - Learning for All" is made live on DIKSHA. The mechanism for sharing content from DIKSHA with Google Classroom integration has been

completed. Continuous Professional Development (CPD) program on e-Contents development for DIKSHA have been organised for the 33 State Resource Group (SRG) members. Three workshops were organised to curate and select engaging contents on DIKSHA and about 45,000 e-content were curated.

b. **PM eVidya:** Under PM eVidya initiative, a bouquet of 200 DTH Channels were launched on 09th March, 2024 by Sh. Dharmendra Pradhan, Hon'ble Union Minister of Education and Minister of Skill Development and Entrepreneurship, Govt. of India which is aimed to ensure learning for all, with equity, to cover all students at all levels of education and in all geographical locations, even in the remotest parts of the country, thereby reducing 'digital divide'. A dedicated Tamil language TV channel as part of the PM eVidya initiative (channel no. 34) was launched to facilitate learning-teaching of Indian languages by Dr. Sukanta Majumdar, Hon'ble Minister of State for Education and Development of North Eastern Region, Government of India and Shri Jayant Chaudhary, Hon'ble Minister of State (Independent Charge) for Skill Development & Entrepreneurship and Minister of State for Education, Government of India on July 29, 2024. A dedicated channel for Nav Bharat Swaksharata Abhiyaan - Adult Education - ULLAS (Channel no. 14) was launched on 8th September 2024 by Shri Jayant Chaudhary, Hon'ble Minister of State (Independent Charge) for Skill Development and Entrepreneurship, and Minister of State for Education, Government of India. A dedicated TV channel for Indian Sign Language (ISL) as part of the PM eVidya initiative (channel no. 31) has been launched by Sh. Dharmendra Pradhan, Hon'ble Union Minister of Education, Govt. of India on 6th December, 2024 for providing a holistic learning experience for Hearing Impaired (HI) students as part of Universal Design of Learning (UDL) principles.

c. **National Digital Education Architecture (NDEAR):** National Digital Education Architecture (NDEAR) compliant Rashtriya Vidya Samiksha Kendra (RVSK), an institutional avenue have been set up at NCERT that enables integrated and shared 'seeing' for amplifying data-based decision making and bringing in transformative impact towards outcomes. The Vidya Samiksha Kendra (VSK) is being set up across the country follows a holistic 6A Educational data capturing framework, i.e, collating near real time educational datasets like Attendance, Assessment, Accreditation, Administration and Adaptive learning which would in turn be feeding to an Artificial Intelligence model for drawing recommendations and analysis to enable stakeholders in making data driven decisions. So far, 32 VSKs in States and UTs have been made operational and the remaining 4 States and UTs are in the process of operationalizing their VSKs. So far 25 States and UTs are connected to RVSK through attendance APIs and are analyzed for visualizing multiple KPIs. Approximately 2.13 lakh schools, 12.33 lakh teachers, and 2.12 crore students' daily data are reported by states/UT through API integration to the RVSK. Automated Permanent Academic Account Registry (APAAR) is an ambitious initiative under the 'One Nation, One Student ID' program, aligned with the National Education Policy (NEP) 2020. As of 30th December 2024, APAAR IDs of 9.3 Cr i.e., 43% of the enrolled students have

been validated and generated through UDISE+ platform. About 10.35 Lakh schools, i.e., more than 70% schools have initiated APAAR activities out of 14+ Lakh schools.

d. **NISHTHA:** National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is a National Mission to improve learning outcomes through an Integrated Teacher Training Programme. Twelve courses of NISHTHA FLN Batch 5 (16th October 2024 - 15th March 2025) have been launched in four languages (English, Hindi, Urdu and Telugu) and 2322 participants have been certified. Six courses of NISHTHA ECCE Batch 5 (16th October 2024 - 15th March 2025) have been launched in two languages (English and Hindi) and 1666 participants have been certified as on 18th December 2024. NISHTHA Educational Technology were launched on 16th December 2024 by Hon'ble Union Minister of Education, Govt. of India, Sh. Dharmendra Pradhan. Also, the council is in the process of developing modules for NISHTHA 6.0 for Educational Administrators.

e. **e-Jaadui Pitara:** e-Jaadui Pitara was launched on 10th February 2024 by Hon'ble Union Minister of Education, Sh. Dharmendra Pradhan, MoE, GoI. It is an educational treasure trove powered by AI bots specifically for parents and teachers. eJaadui Pitara mobile app supports 14 languages, the process of integrating rest of the languages is going on. Jaadui Pitara related resources are available in 23 Languages (including 22 Schedule VIII languages and in English) on DIKSHA platform. In total, 789 content of Jaadui Pitara are uploaded on DIKSHA.

5. Skill Education

During the year 2024-25, Pandit Sunderlal Sharma Central Institute of Skill Education, Bhopal, a constituent unit of NCERT has undertaken research projects like Mapping Skill Needs and Competencies required in Food Processing Sector to develop tailored Teaching-Learning Materials for Integrating into School Curricula, A Study of the Implementation of skill education under Samagra Shiksha in Secondary Schools in Western Region of India, A Comprehensive Analysis of Skill Secondary School Students with respect to skill development in Tourism and Hospitality, A Study of Skill Attainment by the Students of Skill Courses of Automotive Sector, and A Study of Assessment of Skill Gaps in Skill Teachers of Security Sector for Improvement in Delivery of skill education. The institute is developing student textbooks and other course materials, lab manuals, repository and digital resources. The Institute has developed a Manual for Community Resource Mapping in the context of skill education and a Handbook for key functionaries on skill education with reference to NEP 2020 and NCFSE 2023 and more than 400 videos and other digital resources on different topics of various job roles. The Institute developed the guidelines on Implementation of 10 Bagless Days for Classes 6 to 8 in an effort to make the learning in schools more experiential and stress-free. The guidelines were released on the fourth anniversary of NEP 2020 on 29th July, 2024 by the Hon'ble Minister of Education (State). The Institute contributed in the development of Career Guidance Book in collaboration with UNICEF India featuring 500 detailed Career Cards designed to help students make informed decisions about their future. Aligned with the National Education Policy (NEP) 2020, these cards offer early exposure to a variety of career options, detailing responsibilities, qualifications, and potential career paths. The Career Cards were released on the fourth anniversary of NEP 2020 on 29th July, 2024 by the Hon'ble Minister of Education (State). The Institute developed Guidelines for Training of teachers on implementation of skill education at Middle Stage (Grades 6 to 8) as per NCFSE

2023 to emphasize the incorporation of three work forms i.e., life forms, machine and material, and human services and highlight the importance of hands-on experiences and projects to ensure the effective delivery of skill content across various States/UTs uniformly. An Activity Book on Skill / Skill Education "Kaushal Bodh - Grade 6", which focuses on three forms of work – life forms, machines and materials and human services included in the activity book. The projects will help students to develop knowledge, skills, attitude and values alongside ecological sensitivity, gender sensitivity, digital skills, and life skills has also been developed. The institute also publishes Indian Journal on Skill Education, a UGC Care list journal. The institute organises training programmes which included training of teachers for implementation of skill education at the Middle Stage (Grades 6 to 8) as per the National Curriculum Framework (NCFSE) 2023, Awareness programmes for key functionaries on implementation of skill education as per National Education Policy 2020 and training of teachers of secondary stage (Grades 11 & 12) on domain specific skills in 15 sectors. Among these, the Institute organised five training programmes for teachers on implementation of skill education at the Middle Stage (Grades 6 to 8) as per the National Curriculum Framework (NCFSE) 2023 for Andhra Pradesh, Telangana, Karnataka, Uttar Pradesh, Haryana, Uttarakhand, Delhi, Jammu & Kashmir, Himachal Pradesh and Andaman & Nicobar Islands. Seven more training programmes have been scheduled in the coming months for the remaining states. The Institute organised four Awareness programes for key functionaries on implementation of skill education as per National Education Policy 2020 and National Curriculum Framework (NCFSE) 2023, in which 101 key functionaries participated from Northern, Eastern, Western and Southern Regions. Two more programmes have been scheduled for Central and North-Eastern regions in the coming months. The Institute organised 10 training programmes for teachers of Retail, Apparel Made Ups & Home Furnishing, Automobile, Banking & Financial Services, Transport & Logistics, Security, Health, Agriculture, IT&ITeS, Plumbing and Travel & Tourism sectors. The Institute completed its 2023-24 session of one-year Diploma programme in skill education and Training (DVET) program in distance-cum-contact mode. The institute organised four Bootcamps two at Bhopal and two in Rajgarh and Shujalpur under the programme on Awareness Building on Innovation, Incubation, and Entrepreneurship amongst Skill Teachers and Students. The students were trained in Drone Technology which included Introduction to Drones, Hands-On Drone Piloting, Drone Maintenance Workshop, Drone Building Challenge and Drone Racing Competition. The students were also given hands-on learning in making paper bags, block printing, retailing, etc. The boot camps were attended by more than 350 students and teachers from different schools. The Institute organised Six academic lectures under the programme Extension Lecture Series. The lectures were organised on the topics: "Skill education through Indian languages with reference to NEP 2020", "Innovations for High-Quality Learning," "Experience Sharing on Achieving Excellence", "Sharing Experience on Skill Development", "Art Integrated Pedagogy in skill education for the Middle Stage" by renowned experts and educationists. The Institute also organized a summer camp on "Experiential Learning" for students of Grades 6 to 8 in which students were engaged in hands-on activities like potting, depotting and repotting of plants, drone simulation, IoT-based micro-irrigation, preparation of jam and jelly, making paper and cloth bags and 3D printing. The Institute organized a National Conference on "Perspectives and Practices in skill education and Training". More than 100 participants from all over India, including experts, representatives from various organizations and institutions, researchers, and students

from different skill sectors participated in the conference.

6. Elementary Education

In the area of elementary education, the council prepared Teacher's Handbook for classes 1 and 2 in three versions i.e., Hindi, English and Urdu to help teachers understand the paradigm shift in the content, pedagogy and assessment in the new NCERT textbooks for class 1 and 2 using play, activity, art, music and story-based approaches as per the recommendations of National Education Policy, 2020 and National Curriculum Framework for Foundational Stage, 2022. The Teachers' Handbook provides clear guidelines on how to navigate the textbook. It explains the sequence of topics, how curricular goals, competencies and learning outcomes are addressed and how the four blocks for language and mathematics learning have been integrated in the textbook. The handbook also offers pedagogical insights, suggesting interactive activities, discussion prompts, and assessment methods. It empowers teachers to create engaging lessons that go beyond rote learning.

NCERT has launched 'The guidelines for partnership with family and community at the Foundational Stage" with a focus on achieving Foundational Literacy and Numeracy (FLN) competencies. The guidelines provide a comprehensive framework for strengthening the partnership between family and community. It equips parents with insights into teaching practices and children's learning processes. It also discusses inspiring initiatives from the field offering insights and strategies that can be adapted from diverse settings, fostering impactful collaborations.

7. Research

NCERT has undertaken research studies in the priority areas of school and teacher education viz., Preschool Education, inclusive education, gender in education, syllabi and textbooks, social science, science, language education, ICT, educational psychology, etc. The NCERT Doctoral Fellowships (NDF) scheme offers 10 fellowships annually for a period of three years, supporting doctoral research with a monthly stipend of ₹35,000 for non-NET and ₹37,000 for NET-qualified candidates. Additionally, the NCERT Research Associateship (RA) under the Educationists'/Researchers' Pool Scheme aims to engage young Ph.D. holders in educational research while they seek regular employment.

The NCERT also organizes ERIC activities, including SPMC and General Body meetings, and facilitates funding for approved ERIC projects to promote educational research. Currently, 16 research projects are underway, fostering collaboration and interest in educational research both within and outside NCERT.

8. Programme Evaluation of Vidya Pravesh

As per the recommendations of the NEP 2020, the NCERT has developed the Vidya Pravesh Module, a three-month Play-based School Preparation Module for Grade-1. This programme is being implemented by the States/UTs with similar or different names e.g., School readiness programme, Balvatika, etc. In order to evaluate implementation of the same, the Ministry of Education, GoI, has entrusted the NCERT with the Programme Evaluation of Vidya Pravesh of all State/UTs under Samagra Shiksha. Data of Phase-I & II have been collected from 22 States/UTs Puducherry, Rajasthan, Gujarat, Arunachal Pradesh, Sikkim, Assam, Uttar Pradesh, Uttarakhand, Bihar, Goa, Lakshadweep, Chandigarh, Punjab, Haryana, Chhattisgarh, Andhra Pradesh, Telangana, and Tripura. Interim report for six States/UTs namely Andaman & Nicobar Islands, Delhi, Odisha, Maharashtra, Puducherry, and Rajasthan has been submitted. Data collection from remaining 14 States/UTs is in the process.

9. Capacity Building Programmes

NCERT conduct in capacity-building programmes in the areas of science & mathematics, inclusive education, language, social science, etc. to bridge the gap between educational policies and real-world practices. The council has organized Capacity Building Programmes (CBP) for Teacher Educators of DIETs/SCERTs in three regions Northern, Western and Eastern of States and UTs with the objectives to enable the teacher educators as a key resource person on various themes such as innovative pedagogy, curriculum transaction, CPD, dipstick survey, holistic assessment and ICT implementation, etc. in alignment with NEP 2020.

Seven capacity building workshops for the master trainers (SCERT/DIETs/Samagra) on the newly developed Learning-Teaching Material (LTM) of the Foundational and Preparatory Stages were conducted in face-to-face mode for the master trainers of Eastern, Western, Northern, Southern, North-Eastern Regions and KV and CBSE. The training programmes included sessions on major recommendations of NCF-FS and its implications for pedagogy and assessment in the classrooms. Sessions on Jaadui Pitara and e Jaadui Pitara focused on materials kept in the Jaadui Pitara and how to use the material with children in the classrooms. It also guided the Master Trainers on how to develop their own Jaadui Pitara from local material as per their context. The newly developed Textbooks for grades 1 to 3 were also presented to the stakeholders. Training programme for Master Trainers on Social Audit of Samagra Shiksha Scheme has been organized in six States viz., Uttar Pradesh, Rajasthan, Mizoram, Chandigarh, Punjab and Andhra Pradesh.

10. Manodarpan

Manodarpan, an initiative of the Ministry of Education (MoE) as part of "Atmanirbhar Bharat Abhiyan", aims to provide psycho-social support to students, teachers and families for mental health and emotional well-being during the times of COVID-19 and beyond. It was inaugurated by Hon'ble Minister for Education on 21st July 2020. Under the initiative, a webpage has been created on the website of the MoE. Also, National Toll-free Helpline (8448440632) is set up to provide tele-counselling services to the students (across schools, colleges, and universities), and their parents and teachers to address their mental health and psycho-social issues. As per the direction of MoE,

Equipping teachers with enhanced skills and innovative teaching practices through capacity-building programmes

'Manodarpan Cell' was established at NIE, NCERT, New Delhi in October 2020.

Awareness and advocacy material on mental health related topics was developed in the form of flyers and calendar for dissemination in schools for mental health promotion among all stakeholders in schools. The four flyers on topics related to mental health promotion were translated into Hindi. Manodarpan Annual Calendar 2024-25 was also developed for creating awareness about mental health.

A handbook titled 'Early Identification and Intervention for Mental Health Concerns in School Going Children and Adolescents - Modular Handbook for Teachers and Allied Stakeholders' developed in 2024 has been revised based on the feedback received from the field pilot testing. The handbook highlights a whole school approach to the prevention of mental health concerns, building understanding of teachers on common mental health concerns among children and adolescents and the ways in which teachers can support and collaborate with parents and other stakeholders.

'Teachers Mental Well-being Survey Report 2024' was published with the aim to explore the perceptions of teachers about their mental well-being. The survey helps the teachers to reflect upon themselves in terms of the stress, challenges, and support they receive from their workplace, students, society, or the family. The survey provides important lead in the areas of mental health and well-being of the teachers that needs to be taken into account for planning of teacher preparation and continuous development. Also, a teacher's guide titled 'Promoting Mental Health and Well-Being in School- A Guide for Teachers' has been developed with the aims to empower teachers to enhance and strengthen their well-being, promoting skills and capacities. The guide attempts to orient teachers towards mental health and well-being related concerns among students from the Foundational to Secondary stage. It seeks to reinforce knowledge and skill enhancement of teachers so that they are able to effectively deal with mental health concerns of students.

A regional workshop on 'Promoting Mental Well-being in Schools: Challenges and Strategies' was organised in blended mode at RIE, Bhubaneswar, NCERT on 30th - 31st January, 2024 to build an understanding of mental health and well-being for the holistic development of school students. In addition, a national summit of school counsellors on 'Whole School Approach towards Facilitating Mental Well-being of School Students' was organised on 6th -7th March, 2024 at NCERT in blended mode. School Counsellors and Teacher-Counsellors from NVS, KV, State Government, Army School, Sainik School and Private School across all regions of the country presented practices and strategies implemented in their school system on various themes towards the promotion of mental well-being through a whole school approach. 'Mental Health Week' has been celebrated from 4th-10th October, 2024 on the occasion of World Mental Health Day, with the aim of generating awareness on the importance of mental health and emotional well-being in the school ecosystem. During the week, schools had undertaken various activities like group discussions, storytelling, outdoor activities, relaxation activities, creation of an individual well-being plan, sharing of gratitude notes, creation of positivity boards, interactive awareness sessions, assembly on mental health and well-being by students and other community members, display/fest/fair on mental well-being resources and activities.

11. Kala Utsav

a. **Kala Utsav 2023:** Kala Utsav which is an initiative of the Department of School Education and Literacy (DoSEL), Ministry of Education (MoE), Government of India (GoI) was celebrated in New Delhi from 9th to 12th January 2023. 669

students from 34 States/ UTs, along with KVS and NVS participated (336 Girls and 333 Boys) in this cultural feast showcasing memorable images and visuals of the Indian art forms. There were presentations in 10 categories in art i) Classical Vocal Music ii) Folk Vocal Music iii) Percussive Instruments iv) Melodic Instruments V) Classical Dance Vi) Folk Dance Vii) Theatre Viii) Visual Arts – 2D ix) Visual Arts – 3D x) Indigenous Toy & Design. The programme was held in two different venues i.e., at National Bal Bhavan (NBB) and Gandhi Smriti and Darshan Samiti. The Minister for Education, Sri Dharmendra Pradhan in presence of Honourable Minister of State, Smt. Annapoorna Devi, inaugurated the festival at NBB along with officers from the Department of School Education and Literacy (DoSEL), Ministry of Education (MoE). The valedictory ceremony was held at National Bal Bhavan and the awards were given by Dr. Subhash Sarkar and Dr. Rajkumar Ranjan Singh. The national awardees of Kala Utsav were invited to participate in the programme of Hon'ble Prime Minister Shri Narendra Modi in Pariksha Pe Charcha on Jan 29, 2024 at Bharat Mandapam. The performing arts' awardees put up a Music and Dance performance at Bharat Mandapam. The visual art awardees put up an exhibition in the hall of Bharat Mandapam showcasing artefacts chiselled out of clay, paper and metal objects. The Prime Minister spoke to them and also praised them for their outstanding talent.

b. **Kala Utsav 2024:** Kala Utsav 2024 was held from 2-6 January, 2025 at NCERT Campus, Bhopal. The Guidelines have been prepared and disseminated to all the States, UT, NVS, KVS and EMRS. In addition to the students' Kala Utsav, this year Kala Utsav for teachers has been introduced; 'Samriddhi' to showcase best practices in Art Integrated Pedagogy for Secondary Education for teachers of science, languages, social sciences, mathematics, commerce etc. This is envisioned to promote Art integrated pedagogical practices recommended by NEP 2020 at the Secondary level. Moreover, a research study 'A Case Study of Selected Awardee of Kala Utsav was also conducted to assess the impact of Kala Utsav on schools and

Students showcase vibrant indigenous artforms during Kala Utsav 2024

simultaneously monitor the progress of Kala Utsav awardees in the art form for which they received recognition, tracking their continued growth and contributions.

12. Yoga Olympiad

NCERT is taking multidimensional initiatives to promote yoga in schools. 'Yoga Olympiad' is one such initiative. The Yoga Olympiad as per the scheme was organised from school to block, district, State to national levels. The National Yoga Olympiad 2024 was held at RIE, Mysuru from 18th to 20th June, 2024 on the theme 'Yoga for Self and Society'. Around 500 School Students & Escort Teaches across the country participated in the event.

13. Girls Education

The Council stands committed to gender equality and works towards the equality of all genders through its various projects/programmes. The task of the third National Evaluation of Kasturba Gandhi Balika Vidyalaya (KGBV)-2022 was assigned to NCERT and was conducted by the Department of Gender Studies. The study used a mixed method approach wherein both quantitative and qualitative data were collected and analysed. 254 KGBVs have been selected from across the country, covering 30 states/ UTs as the sample for the study. Eleven research tools were developed in collaboration with experts from other departments and organizations. The Report of the study contains ten chapters covering various aspects, namely, Profile of KGBV, Academic Aspects, Infrastructure, Administrative Aspects, Financial Aspects, Innovative Practices and Achievers, Recommendations and Proposed Model of KGBV.

A study on "Impact Assessment Study of Select Initiatives of Government of India for Gender Equality and Prevention of Child Sexual Abuse" was undertaken with the objective to review the dissemination and screening of short film Komal, the School Safety Pledge, awareness regarding POCSO Act, JJ Act, and gender sensitization created by NISHTHA for training of teachers. The research data have been collected from nine states from different regions of India. Co-ed schools were selected from both rural and urban areas wherein questionnaires (stage-wise) were administered to students, teachers and Principals, and FGDs were held with Parents and Teachers. The Report has been finalized.

The Council has developed eight modules (in English and in Hindi) for the theme Nari Shakti Vandan for different stages of school education, namely, Economic Empowerment of Women, Political Participation of Women for Equality and Empowerment, Contribution of Women for Development of Society, Clever Annu, Contribution of Women in Indian arts, etc. These modules aim to sensitise students and teachers on the contribution of women in different fields as well as in the growth of the nation. These modules are available on the NCERT website.

Given that schools are one of the major change makers in the Indian education system with close and regular contact with the students, it becomes important to equip all the stakeholders to meaningfully engage with the emerging gender concerns. The module Integrating Transgender Concerns in Schooling Process (A Module for Schools) has been developed keeping in mind the concerns

of inclusion of transgender in schools with a whole school environment and sensitizing and equipping teachers, principals, school support staff, teacher educators, as well as other stakeholders to integrate students with diverse gender identities.

The development of a Supplementary Reader on Contribution of Indian Women in Science, Technology, Engineering & Mathematics (STEM) has been taken up by the Council. The supplementary reader will include brief biographies of Indian women highlighting their contribution, achievements and challenges in the field of STEM. The aim is to inspire and educate students by showcasing the pivotal roles women have played in advancing STEM in India. The supplementary reader will serve as a tool to promote gender inclusivity and encourage more women to pursue careers in STEM disciplines. Experts in the area of STEM are involved in preparing the biographies and drafts of some biographies have also been reviewed.

14. Exhibitions

Rajya Stariya Bal Vaigyanik Pradarshani: NCERT conducts Rajya Stariya Bal Vaigyanik Pradarshni with the objectives of providing a forum for children to pursue their natural curiosity, creativity, innovation, and inventiveness. The objectives are: to make children feel that science and mathematics are all around us and that we can gain knowledge as well as solve many problems by relating the learning process to the physical and social environment, to lay emphasis on the development of science and mathematics as a major instrument for achieving goals of self-reliance, socioeconomic, and socio-ecological development of the nation and the world, to analyze how science and mathematics have developed and how they are affected by diverse individuals, cultures, societies, and the environment, to appreciate the role of science and mathematics in meeting the challenges of life, such as climate change and opening new avenues in areas such as agriculture, fertilizers, food processing, biotechnology, green energy, disaster management, information and communication technology, astronomy, transport, games, and sports, and to create awareness about environmental issues and concerns and inspire children to devise innovative ideas for their prevention and mitigation.

The theme for SLSMEE–2024-25 and RBVP–2025 is 'Science and Technology for a Sustainable Future', and the sub-themes are: Food, Health and Hygiene, Transport and Communication, Natural Farming, Disaster Management, Mathematical Modeling and Computational Thinking, Waste Management, and Resource Management. Twenty-six states/UTs have taken a catalytic grant from NCERT. Some states have organized state-level science exhibitions, while others are in the process.

Rashtriya Bal Vaigyanik Pradarshni 2024: During 2024-25, the 51st Rashtriya Bal Vaigyanik Pradarshani (RBVP) - 2024 was held in Rai, Sonipat, Haryana, from December 26 to 31, 2024. The National Council of Educational Research and Training (NCERT), New Delhi, organized the exhibition in collaboration with the Department of School Education, Government of Haryana. The theme of RBVP 2024 was Science and Technology for Society, with sub-themes including Health; Life (Lifestyle for Environment); Agriculture; Communication and Transport; and Computational Thinking.

The Hon'ble Governor of Haryana, His Excellency Shri Bandaru Dattatraya, inaugurated RBVP-2024 as the Chief Guest at the Sports University of Haryana, Rai, Sonipat, Haryana, under the chairpersonship of the Hon'ble Minister of School & Higher Education, Archives, and Parliamentary Affairs, Haryana, Shri Mahipal Dhanda.

At RBVP-2024, 210 scientific exhibits were presented by 490 students. Other activities

organized during the exhibition included popular science talks by various scientists on topics such as Quantum Communication, Computational Thinking, Space Technology, and the Saga of Laser Technology and its application in agriculture for Atmanirbhar Bharat. Additional events included a mobile planetarium, mathematics quiz, science drama, musical performances, and cultural showcases featuring different dance and folk songs presented by participating students from various states of India to provide a glimpse of state cultures.

15. Centre for Popularisation of Science

In order to popularise science, the Council has undertaken a programme Centre for popularisation of science as an ongoing programme, featuring four models: Science Park, Herbal Garden, Nakshatra Vatika, and Natural Farm. These models enhance classroom learning, promote pedagogy beyond textbooks, and serve as national showcases for schools. Herbal Garden located at the NCERT campus houses approximately 200 medicinal plant species. Science Park, an open-air space with interactive models that provide hands-on experiences for students, teachers, and educators to understand key scientific principles. Nakshatra Vatika, comprising 27 significant plants, each representing a Nakshatra, highlights the conservation of ecologically and medicinally important species. Natural Farm, developed in line with NEP 2020, it grows various fruits and vegetables. It offers skill education through shramdaan and promotes climate change awareness and skill training.

In 2024-25, these models attracted visitors nationwide, guiding schools and educational planners in developing similar initiatives. The Council also celebrates key scientific days. On National Science Day 2024 (February 28 to March 1), it organized a three-day Interactive Meet on Indigenous Millets of India and their Conservation. Representatives from scheduled tribes, scientists, scholars, and academicians from ten states participated, discussing millet conservation and health benefits. Forest community representatives displayed millet varieties to raise awareness and foster pride in indigenous knowledge.

16. Webinar Series: Listening to Learn

In collaboration with the Council of Scientific and Industrial Research (CSIR), New Delhi, the Council has been organizing a telecast series to educate children about contemporary topics related to science, technology, mathematics, and society. These sessions are broadcast live on multiple PM eVidya channels and NCERT's YouTube channel 'NCERT OFFICIAL'. During 2024–25, nineteen sessions have already been organized, and five more are planned. The topics covered this year include Water Sensitivity and Security, Geographical Maps, Intellectual Property Rights, Nuclear Fusion in a Net-Zero World, Insect Societies, Earthquake Resilient Society, Science and Technology for Sustainable Economic Growth, Role of Libraries, Social Entrepreneurship, Story of the Periodic Table, Oceanography, Butterfly Effects, Art and Craft of Listening, Building Dakshin Gangotri, Coral Reefs and Islands, Role of the Indian Navy in the 1971 War, Kautilya's Arthashastra, Naval Architecture, Twenty Years of the Sumatra Earthquake, Khorana and the Genetic Code, the Royal Indian Navy and its Transition to India's Independence, Developing a Calendar, Origin of Mass, etc. All these sessions are uploaded on YouTube. **https://youtube.com/laylist?List=pluglcpnv1yifsviyinsbebf7vpg9ydenm.**

17. Rashtriya Avishkar Saptah 2023-24

Rashtriya Avishkar Saptah (RAS) 2023-24 focused on engaging students and teachers in innovative, hands-on science activities, emphasizing practical learning and technology use. Observed across 1,651 schools in 31 States and UTs, the event centered on the

theme 'Identification of Adulterants in Food'. Students from Classes VI to XII conducted experiments to detect adulterants in various food items, raising awareness about food safety and promoting scientific inquiry. The initiative reached diverse communities, with 46% participation from rural schools, 43% from urban schools, and 11% from semi-urban schools. Students analyzed 13,668 food samples, identifying adulterants like water, starch, dyes, and chemicals in milk, spices, pulses, and vegetables. This effort not only sensitized communities to food adulteration but also fostered a scientific temper and informed consumer awareness among participants.

18. Publications

NCERT publishes school textbooks, workbooks, supplementary readers, and teacher guide laboratory manuals, source books on assessment, exemplar problems in mathematics, research reports / monographs and educational journals. Apart from non-textual material, textbooks for Grades 1 to 12 are printed every year.

More than five 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. NCERT textbooks are freely adopted by States under their nationalised textbooks programme. They are also used widely in schools affiliated to the CBSE, KVS, NVS, Tibetan Schools and several public schools in all the States. Many States have obtained copyright for NCERT textbooks. The Council has also produced energised textbooks, by using QR Codes.

During the year 2024-25, NCERT has released several significant publications. These include the National Curriculum Frameworks, specifically the National Curriculum Framework for Foundation Stage (NCF-FS) (English version), the Hindi version is under process of publication and the National Curriculum Framework for School Education (NCF – SE) 2023 is available online. The Hindi versions of the NCF-FS and NCFSE are currently under process. The Council has published the Handbook on Toy-based Pedagogy online and ANAND — an Activity Book for Balvatika. Other notable publications include Modules on Nari Shakti Vandan, UNMUKH — Trainer's Handbook for Balvatika, Textbooks for the Foundational, Language Pedagogy-English Vol. I, Language Pedagogy- English Vol. II and worksheets for Grades 6, 7 and 8. Supplementary reading materials such as Voices: An Anthology of Indian Women Writers (A Supplementary Reader in English for Middle Stage) and Living with Hope, Optimising Learning: Policies and Practices have also been made available. NCERT continues to publish the journals, The Primary Teacher and Prathmik Shikshak, Indian Educational Review, Educational Trend, Bhartiya Adhunik Shiksha (BAS), Journal of Indian Education and the online journal Voices of Teachers and Teacher Educators (VTTE). The quarterly journal School Science and the bi-annual journals Indian Journal of Educational Technology and Indian Journal of Skill Education are also part of NCERT's extensive publication repertoire.

NCERT Journals available to access under Open Access Journal System through its website www.ncertjournals.in provide a wealth of educational resources and research articles that cater to educators, researchers, and students alike, promoting the advancement of knowledge in various fields of education. These journals encompass a range of topics, including curriculum development, pedagogy, and educational psychology, offering valuable insights that can enhance teaching practices and support academic growth. Access to these journals is free, allowing users to explore a diverse collection of studies and findings that contribute to the ongoing discourse in education and inform evidence-based practices. The Library and Documentation

Division (LDD) of NCERT has successful launched its e-Library, which was inaugurated by Hon'ble Director, Prof. Dinesh Prasad Saklani, Director of NCERT on November 26, 2024. An NCERT e-Library represents a pivotal initiative in modernizing library services and enhancing accessibility for users.

The e-Library is accessible to the patrons through the link **https://ncert.refread.com/#/home**

Roll-out Workshop for the Guidelines & Action Plan for Curricular Integration and Implementation of ESD & GCED in Schools

The National Council of Educational Research and Training (NCERT) conducted three Rollout Workshops for Guidelines & Action Plan for Curricular Integration of ESD and GCED to support the effective implementation of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in school curricula. The workshops were held on November 19th to 22nd, 2024, at SCERT Raipur, January 7th to 10th, 2025, at GCERT Gandhinagar, and January 21st to 24th, 2025, at SCERT Chandigarh. These sessions provided detailed recommendations for policymakers, curriculum developers, teachers, teacher educators, and educational administrators to ensure the effective integration of ESD and GCED into the school education system, fostering competencies, skills, values, and attitudes that support sustainability and global citizenship in alignment with the National Education Policy (NEP) 2020.

19. Adult Education

Education for All (ULLAS): As per the census 2011, the absolute number of non-literates in the country in the age group of 15 years and above is 25.76 crore (9.08 crore males and 16.68 crore females). In consideration of the progress of persons made certified literates to the tune of 7.64 crore under the erstwhile Saakshar Bharat programme till March 2018, it is estimated that currently around 18.12 crore adults as per census 2011, are still non-lliterate. Followed by Padhna Likhna Abhiyan (PLA), a Centrally Sponsored Scheme (CSS) of Government of India on Adult Education, was approved during the COVID-19 Pandemic in 2020, to implement in all the States and UTs in both rural and urban areas in the country during FY 2020-21. The main objective of PLA was to impart Functional literacy (Reading, Writing and Numeracy) to 57.00 lakh non-literates of l5 years and above age group in the country. The implementation of PLA scheme had ended on 31.03.2022 with an extension of one year.

The Government of India has approved a centrally sponsored innovative scheme called Nav Bharat Saksharta Karyakram popularly known as ULLAS: Understanding of Life long Learning for All in society. The scheme aligns with the recommendations of the National Education Policy (NEP) 2020 and aims to empower those aged 15 years and above from all backgrounds who could not get due schooling, and mainstream them with the society, to be able to contribute more to the growth story of the country. The scheme has five components, namely; Foundational Literacy and Numeracy, Critical Life Skills, Basic Education, Skill Skills, and Continuing Education. The scheme is to be implemented though volunteerism. It is envisaged that 'volunteers' will be students from schools, Higher Education Institutions under UGC, and Teacher Education Institutions under NCTE. Additionally, literate individuals who are willing to contribute, such as those from NYSK, NSS, NCC, CSOs, community members, housewives, Anganwadi workers, and teachers, are being actively involved as well. It adopts a hybrid approach, blending online and offline modes of learning, while harnessing the spirit of volunteerism to create a vibrant learning ecosystem. Through the collective expertise and dedication of volunteers, the scheme aims to empower adults with knowledge and

skills, fostering a strong sense of community engagement towards Janbhagidari.

The implementation of the scheme is carried out through Samajik Chetna Kendras that are set up in government /aided schools registered under UDISE. To provide academic and resource support, a dedicated Cell for National Centre for Literacy (CNCL) has been established in NCERT. The CNCL has developed different resource materials like primer (extensive & concise), Margdarshika, video programs, Audio programs, Jingles, Slogan, Story books, Motivational brochure, Worksheets, Assessments Items, Practice Test papers that Volunteer Teachers (VTs) are utilised to provide adult learners with a structured and progressive approach for developing their reading and writing skills towards lifelong learning. To reach out to last learners, CNCL also conducts workshops and provides trainings to state resource group to develop the different resource materials in various regional languages. This year CNCL along with Central Institute of Indian Languages (CIIL) has developed Story Books in 26 Indian languages.

To make this Scheme more effective, in 2024 CNCL performed different activities such as development of resource materials (Print-Non-Print/e-content) on foundational Literacy and numeracy through critical life skills, strengthening Model Samajik Chetna Kendra in States/UTs, finalization of various guidelines for volunteer teachers and teacher educators for schools and universities/higher education institutes, capacity Building of Personnel at RIEs, SCERTs, DIETs, SIEs and educational institutions for the implementation of ULLAS, celebration of International Literacy Day and Regional Conferences.

The scheme's impact is being assessed through the certification of Foundational Literacy and Numeracy skills of registered non-literate learners. In this regard, the Foundational Literacy and Numeracy Assessment Test (FLNAT) took place in the months of March & September across 11 States/UTs in an offline mode. The assessment was conducted at Government/ Aided schools within these State/UTs. A total of 24,97,904 learners from 11 States/UTs appeared in the assessment test, out of which 22,88,733 learners (91.62%) passed the FLNAT and declared as certified literates. It is noted that the enrolment & passing rate of learners increased in comparison to previous year which was 22,36,190 & 91.23% respectively.

Ullas Mela is celebrated in the presence of Hon'ble Union Minister for Education, Shri Dharmendra Pradhan, Ms. Annapurna Devi Yadav, Minister of State for Education, Secretary DoSEL along with Joint Secretary, DoSEL, Director, NCERT, Volunteer Teachers, Learners and different dignitaries. The main motive behind this program was the progress representation of each state in respect to ULLAS.

20. International Relations

The International Relations Division (IRD), NCERT carries out various activities in conformity with the NCERT's role to promote international cooperation in the field of school education. It facilitates exchange of information and expertise; discharge responsibility as the Academic Secretariat of the Department of School Education and Literacy, Ministry of Education, Government of India and work with international organisations like the UNESCO, UNICEF and other global networking organisation and agencies. The Division also acts as a conduit for the organisation of various in-service training programmes for teachers, teacher educators and education professionals from various foreign countries by different Departments of NCERT at NIE and other Constituent Units of NCERT in diverse specialised areas of school education. In addition, the Division also facilities participation of interested members of the NCERT faculty in different international

seminars, conferences, meetings, exhibitions and trainings conducted in India and abroad under the auspices of such international organisations.

During the last three years, IRD has focused on developing structured relationships with key partners like the Republic of Korea, Indonesia, Australia, Mauritius, Bhutan, Sri Lanka, Bangladesh and Maldives. This has resulted in the signing of Memorandums of Understanding between NCERT and the Academy of Korean Studies (South Korea), the Curtin University (Australia), the Mauritius Institute of Education (Mauritius) and Florida Centre for Reading Research (FCRR), Florida State University and the College of Education, University of St. Francis, separately to foster mutual cooperation in several areas of school education, which will see tangible outcomes in near future. NCERT is closely working with Mauritius Institute of Education, Mauritius in setting up of National Institute of Curriculum Research and Development (NICRD) in Mauritius.

A Roundtable Workshop of educators, and educational administrators as collaborative initiative of NCERT and United Nations Office on Drugs and Crime (UNODC) was held on 22nd November 2024 in NCERT, New Delhi. About seventy educators, school leaders, teachers and students participated in the workshop. Keynote was delivered by Mr. Shombi Sharp, United Nations Resident Coordinator to India. Prof. Amarendra Behera, Joint Director, CIET also addressed the group and the workshop deliberated on the practices of peace and harmonious living.

The third meeting of the Joint Working Committee of the collaboration between NCERT and EDUFI, Finland was held on 18th December 2024 through blended mode, with NCERT members participating in-person while the EDUFI, Finland members participated via online mode. The third JWC took stock of the progress made in the Memorandum of Understanding (MoU), bidding farewell with gratitude to Global Innovation Network for Teaching and Learning (GINTL) as its term as facilitator and collaborator got over by December 31, 2024. The meeting chaired by Professor Dinesh Prasad Saklani, Director, NCERT discussed future activities of the collaboration and proposed to take up development and research activities as joint ventures.

UNESCO, Delhi in collaboration with NCERT conducted a series of workshops on School Health and Wellness for Resource persons titled, Training of Prospective Resource Persons for roll out of School Health and Wellness Programme in CBSE affiliated schools. The first workshop was held from 15th to 19th July 2024, the second workshop was held from 29th July 2024 to 2nd August 2024 and the third workshop was held from 5th to 9th August 2024 about 100 Principals of CBSE affiliated schools participated from across the country in each workshop.

21. Education of SC/ST

The Department of Education of Groups with Special Needs (DEGSN), in NCERT has been working in the area of education of Children with Disabilities (CwD) and children belonging to socially disadvantaged groups, such as Scheduled Castes (SCs), Scheduled Tribes (STs) and Minorities. Implementation of an inclusive system of education for all assumes greater significance for systemic reforms especially in the context of the socially disadvantaged and the children with disability. The Department hosts a cell namely the Minority Cell which was created in NCERT on 28 July, 2006 with a view to focus on promotion of education and welfare of Minorities.

During the year 2024-25, the Council conducted capacity building programmes for master trainers/teachers working in Tribal Gurukula Schools at the secondary level on Equitable and Inclusive Education in the light of NEP 2020 in collaboration with Dr. MCRHRD Institute of Telangana from 22nd to

26th October 2024 and 25th to 29th November 2024 at Hyderabad, Telangana State, in which Master trainers in Science and Mathematics and Languages and Social Science were participated. The main objective of the programme was to sensitize master trainers/ teachers on Equitable and Inclusive Education in the light of NEP 2020, to make them aware of concerns of children belonging to schedule tribes, schemes and programs and to equip master trainers/teachers with inclusive innovative pedagogical practices.

The North East Regional Institute of Education (NERIE) is addressing educational and linguistic challenges in North East India especially in the tribal populated areas through research, developmental projects, and capacity-building initiatives. Research includes assessing mental health in schools of NVS, studying tribal language competencies in Arunachal Pradesh, investigating pedagogic reforms under NEP-2020, and documenting over 22 non-scheduled languages to promote multilingual education. Developmental projects involve creating e-content on North East folktales, documenting traditional toys and games for toy-based pedagogy, and developing technological tools like NE-Lingo for translation and a sign language interpretation app for inclusive education.

NERIE's training programs in 2024 focused on foundational literacy and numeracy, assessment reforms, inclusive education, and innovative pedagogies. Initiatives included FLN training, workshops on toy-based pedagogy, and mental health sessions. These efforts emphasize integrating local contexts and fostering holistic and competency-based learning while promoting cultural preservation and technological innovation in education tribal populated areas.

22. Education for Children with Disabilities

NCERT has taken significant steps to promote inclusive education through various initiatives and training programs. To promote inclusive education, the Council organized a five – day Orientation Programme on the National Guidelines and Implementation Framework on Equitable and Inclusive Education (NGIFEIE) for the Non- Hindi Speaking states from 25th to 29th November, 2024 in RIE Mysuru in which State key functionaries of SCERTs/ DIETs and State/ Block / District level Inclusive Education Coordinators under Samagra Shiksha participated. In total 34 participants working in the field of inclusive education participated from the nine states of India- Andhra Pradesh, Telangana, Goa, Maharashtra, Karnataka, Tamil Nadu, Odisha, West Bengal, and Kerala. NGIFEIE has developed guidelines on five major components covering the Foundational Stage of Schooling, Creating Inclusive Schools, Home-based education, Teacher education and collaboration with different organizations. Keeping in view of the five components covered in the guidelines and objectives of the programme, various sessions were scheduled and the resource persons from NIE, RIEs' and organizations working in inclusive education were invited. Group activities with field visits were part of the programme which fulfilled the 50 hours continuous professional development. The programme included Pre and Post-test assessments developed in two sections – demographic details of the participants and multiple-choice questions followed with feedback from the participants. The activity concluded successfully.

A capacity building program on Equitable and Inclusive Education for In-Service Teachers and Principals was held from 05th February to 09th February 2024. This Program was held at Regional Institute of Education, Ajmer under the guidance of Department of Education for Groups with Special Needs (DEGSN), NCERT, New Delhi and in collaboration with Rehabilitation Council of India, New Delhi. The key objective of this program is to prepare Key Resource Persons/ Master Trainers of each state and UTs who will further train the

teachers of schools of their own states/UTs/ Sangathan/Organizations. So, all the general teachers from P.M. Shri Kendriya Vidyalaya, Navodaya Vidyalaya Samiti, Kasturba Gandhi Balika Vidyalaya, Eklavya Model School were the beneficiaries of this program. A total of 65 participants under CBSE, KVS, KGBV, NVS, EMRs and DIET/SCERT faculties participated in this program.

Capacity Building of Special Education Teachers on Equitable and Inclusive Education in the Light of NEP 2020 was conducted in collaboration with NIEPID RC, Noida on 25-29 November 2024. A total of 60 Special Education Teachers participated in the programme. The main objective of the programme was to conduct training need assessment of special education teachers pertaining to Equitable and Inclusive Education to sensitize special education teachers on the concerns highlighted in NEP 2020 on Equitable and Inclusive Education to orient them with pedagogical practices necessary for inclusion of children with disabilities in an inclusive classroom. The programme included Pre and Post-test assessments with feedback from the participants.

The Equitable and Inclusive Education - Learning for All vertical was made live on DIKSHA, accompanied by the launch of DTH TV Channel No. 31 for Indian Sign Language (ISL) on 6th December 2024. Over 182 live sessions on inclusive classrooms were conducted, and 2,973 ISL videos, including glossary words and academic terms, were developed and disseminated. Additionally, the PRASHAST mobile app, launched on 9th January 2024, supports disability screening and has over 11 lakh registered users across India.

The Council organised a training programme under NISHTHA from 19th to 23rd February 2024 to equip teachers of North-East India with skills to foster inclusive classrooms through innovative pedagogies, ICT integration, and curriculum adaptations. A concurrent program in Mizoram provided 46 participants with hands-on training in ISL, supported by Deaf Experts and digital resources. A five-day training for Key Resource Persons (KRPs) in Meghalaya organised from 19th to 23rd August 2024 focused on strategies for diverse learners, covering NEP 2020, UDL, differentiated instruction, and behavioral interventions. These initiatives collectively emphasized diversity, equity, and the practical implementation of inclusive education strategies.

The National Guidelines and Implementation Framework on Equitable and Inclusive Education (NGIFEIE) has been developed in alignment with the recommendations of the National Education Policy (NEP) 2020. The NGIFEIE (2021-2030) is a comprehensive guide to achieving the vision of a school system that serves all learners, ensuring that no child is left behind. It is designed to ensure the effective and seamless implementation of the NEP 2020's recommendations concerning equitable and inclusive education for all students.

The major components of the NGIFEIE are: Guidelines for Foundational Stage of Schooling, Guidelines for Creating Inclusive Schools, Guidelines for Home-based Education, Guidelines for Teacher Education, and Guidelines for Collaboration with Different Organizations. The objectives of the guidelines are to: develop a sense of belongingness, respect and acceptance of diversity by recognizing, identifying and fostering the capabilities of every individual, sensitize stakeholders and to develop the capacities of teachers to address the learning needs of students from different backgrounds, facilitate effective multi-sectorial coordination amongst concerned government agencies and other organizations to ensure non-discrimination, provision of necessary support, equity and inclusion in education from foundational to secondary stage, provide implementation tools to ensure that all students are able to benefit from the education system and to achieve the goal of learning for ALL.

NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

PROGRAMMATIC REFORMS

1. Development of SAMARTHYA (100 Days Teacher Training Certificate Course)

On September 5, 2024, the 100 Days Teacher's Training Course (SAMARTHYA) was launched. The training programme is designed for in-service teachers to provide a comprehensive understanding of modern teaching methodologies, digital skills, and the pedagogical approaches crucial for effective teaching in today's dynamic classrooms.

2. Launch of Five New Skill Based Courses

(i) On September 6, 2024, the National Institute of Open Schooling (NIOS) launched five new skill-based courses in collaboration with the Logistics Skill Council (LSC) to address the evolving global economy.

(ii) The courses include Logistics and Supply Chain Management, and Warehouse Principles and Inventory Management at Secondary level and Basics of Transportation, Transportation and Warehouse Management, and Inventory Management at the Senior Secondary level. The courses will provide learners with the opportunity to upskill themselves and open doors to significant job opportunities. LSC CEO Ravikanth, Head of Skilling in Schools Prof. Gayathri H, and Head of Education Initiatives Prof. S Ganesan were among the key attendees who attended the launch virtually.

(iii) The launch event was virtually attended by key stakeholders LSC CEO Ravikanth, Head of Skilling in Schools Prof. Gayathri H, and Head of Education Initiatives Prof. S Ganesan.

3. Development of SLM in Various Courses at the OBE Level

(i) In the initiative poised to benefit the Sindhi-speaking community significantly, supporting cultural and linguistic diversity across India, the material development in the Sindhi Language is currently being carried out for the curriculum of Open Basic Education (OBE) at levels A and B in partnership with the National Council for Promotion of Sindhi Language (NCPSL). The program emphasizes foundational skills in reading, writing, listening, and speaking Sindhi, covering essential vocabulary, basic phrases, and comprehension of simple stories. The course aligns with the National Education Policy (NEP) and the National Curriculum Framework (NCF), incorporating QR codes for enhanced interactive learning, making it both accessible and engaging.

(ii) Five courses i.e., Veda, Vijnana, Yoga, Sanskrit, Skill Skills are developed and are available for the learners of each A, B and C levels of elementary education under Bhartiya Jnana Parampara' stream.

4. Translation of Courses into Different mediums

(i) The Self Learning Material in Business Studies (319) and Psychology (328) at the Senior Secondary level have been translated into Hindi medium.

(ii) The Self Learning Materials in Natyakala at the Secondary and the Senior Secondary levels have been translated into English and Sanskrit medium.

5. Conduct an 11-day Induction Program

An eleven-day Induction Programme for Academic Officers in NIOS was organised from 19th June 2024 to 3rd July 2024 to enhance the capacity to provide quality education in alignment with NIOS's mission and implementation of NEP 2020. The newly recruited Academic Officers of the Academic Department and the skill education Department attended the Induction Programme. Each day was dedicated to a specific theme on the NIOS and ODL system. A total of 33 (thirty-three) sessions were organised in these 11 days. Resource persons from reputed institutions and senior officers of NIOS conducted these effective sessions.

6. One-day orientation programme for the Communicative English Course

NIOS has taken a significant step toward capacity building by designing and launching the Communicative English Course for National Disaster Response Force (NDRF) personnel, which commenced in the 1st week of December 2024. To ensure the smooth execution of the program, NIOS successfully conducted a one-day orientation programme on 20th December 2024, equipping 18 Nodal Officers with the tools and knowledge for effective course delivery.

7. Research conducted on "A Study of Exploring the Academic Support Strategies for NIOS Learners"

The study titled Learners' Feedback on the Revised Examination Pattern of NIOS (2024): A Survey Study aimed to evaluate learners' perceptions of the updated examination format introduced by the National Institute of Open Schooling in 2024. The research focused on gathering insights from NIOS learners regarding their experiences with the revised pattern to assess its effectiveness and relevance. Additionally, it explored variations in feedback across demographic factors such as gender, age, course, subject, and region. By analyzing these variables, the study sought to identify patterns and differences in learner responses, providing valuable data to enhance the examination process and support diverse learner needs more effectively.

8. Examination Related Activity

The following activities were performed to facilitate learners regarding the examination process:

(i) Revision of the Bifurcation of the syllabus for all the subjects by the respective faculty members has been completed.

(ii) The revised Bifurcation of the syllabus, Question Paper Design, and the revised Sample Question Paper with Marking Scheme have been uploaded on the NIOS website. The first examination on the revised pattern was conducted during April 2024 examinations.

(iii) Tutor Marked Assignments (TMAs) of various subjects has been prepared at Secondary and Senior Secondary levels in English and Hindi mediums along with regional languages for the learners who will be enrolled during the 2024-25 academic session.

(iv) From the April-May 2024 Public Examination onwards, learners will be granted an additional 15 minutes of reading time before the commencement of the examination. The reading time is provided to enable the learners to thoroughly review the question paper without any writing of answers during this period. The objective behind this provision is to align NIOS learners with their counterparts from other school education boards, ensuring equal academic opportunities and facilitating a more conductive examination environment. NIOS believes this change will aid in reducing examination stress and enhancing the overall performance of the learners.

(v) Question banks of various subjects for the 'On Demand Examination' have been prepared by the faculty members as per the revised bifurcation of the syllabus and question paper design.

(vi) Revision of Sample Question Papers of all the academic subjects at Secondary and Senior Secondary level has been carried out by the faculty members, for its implementation from October – November 2024 public examinations. Furthermore, on September 26, 2024, a virtual meeting was convened involving the Academic Department and Regional Directors from various regions to discuss the development of revised Sample Question Papers of regional languages. During the public examinations, all the concerned faculty members extended their expertise by standardising the marking schemes of the question papers of their subjects.

(vii) In order to move in sync with the NEP 2020 and to equip the learners with a skill along with the academic subjects, it has been notified by NIOS that the learners taking admission in NIOS at the Secondary and Senior Secondary level can opt to have one Skill subject along with other Academic subjects.

TECH-BASED ACHIEVEMENTS

1. Academic support in the form of live PCP sessions on E-Vidya (Channels 17, 18 and 19)

NIOS is continuously providing learning support to its learners by using various modes of ICT and media. Interactive live sessions on E-Vidya (channels 17, 18 and 19) provide a continuum of learning. Three hours of live sessions are being conducted from Monday to Friday in various subjects at Secondary and Senior Secondary level including sign language, OBE, and Skill programme. Learning opportunities for deaf and hearing-impaired learners are also provided in some subjects in sign language.

2. Community Radio

The NIOS has linked its Community Radio with its Mukt Vidya Vani web-based audio streaming for its learners. The Community Radio programme of NIOS, aired live from 11 am to 12 noon, involves people from the community, on topics such as Environment

and Pollution, Education and its Policies, National Literacy Mission, Drug Abuse programmes for special children, apart from celebrating important days.

3. E-content Development Under ISL

NIOS is developing Sign Language Videos in the various subjects at the Secondary and the Senior Secondary levels so that there is a wide choice for Deaf learners to choose the courses according to their learning needs. As a path forward, the introduction of ISL as a language subject at the Senior Secondary level is in process as one of the other major initiatives that have been taken by NIOS. Any Deaf and Hard-of-Hearing learner can choose it as a language subject at the Senior Secondary level in lieu of any other language.

4. E-content Development Under IKT

Video content based on the self-learning material (SLM) of NIOS courses under Bhartiya Jnana Parampara stream has been prepared and is available for the learners on NIOS portal, other government platforms, and social media channels of NIOS.

5. MOOCs on SWAYAM

SWAYAM is a MOOCs platform launched by the Ministry of Education, Govt. of India and NIOS is a National Coordinator of MOOCs for Secondary and Senior Secondary levels. At present, NIOS offers a total of 38 MOOCs courses (18 Secondary and 20 Senior Secondary levels) continuously monitored by the concerned faculty, and learners' queries are also solved.

COLLABORATION

1. MoU signing with IHCNBT

On September 5, 2024, an MoU was also signed between NIOS and IHCNBT regarding the implementation, evaluation, and certification of these courses by NIOS. NIOS launched courses Bhoti Language and Bodh Darshan at the different levels (given below) for the benefit of Monastic Community of Monks at Buddhist Monasteries in collaboration with Indian Himalayan Council of Nalanda Buddhist Tradition (IHCNBT), Ministry of Culture, Govt. of India.

(i) Bhoti as a language subject at Level A, B & C of OBE Program, and at Secondary and Senior Secondary Levels.

(ii) Bodh Darshan at Level B & C of OBE Program, and at Secondary and Senior Secondary Levels.

2. Launch the PM e-VIDYA DTH Channel No. 31 by MoE

NIOS signs an MOU with NCERT for hosting 4 DD PM e-Vidya Channels No. 17, 18, 19, and 20 for telecast of live programmes for educational purposes. This shall enable multi-mode access to education in various Indian languages and benefit learners across the country in the light of reaching the unreached.

PROGRAMME ORGANISED

1. Series of webinars on "Expansion and implementation of OBE programme: orientation of AAs"

(i) A series of six webinars were organised to orient Accredited Agencies (AAs) of the OBE) programme on different dates from March 7th and March 21st, 2024, Prior to the webinars, a pre-webinar online survey was conducted to gauge the needs and ground realities of the Accredited Agencies. During the webinars, representatives from all 21 Regional Centers participated and presented the current status of the OBE program in their respective regions.

(ii) These webinars served as a platform for dialogue and collaboration, enabling the resolution of concerns and fostering a better understanding of the OBE program among Accredited Agencies.

2. Workshop on ISL

(i) An awareness cum hands-on-activity on Indian Sign Language was held in the conference hall of the Chairperson's block on the evening of September 27th, to celebrate the International Day of Sign Languages (September 23rd) and International Week of Deaf People (celebrated in the last week of September).

(ii) The event witnessed participation from all Heads of Departments at NIOS (HQ), alongside 60 employees from various departments. Attendees engaged actively in the program, learning essential signs and expressed a desire for similar initiatives to be held regularly. The gathering not only enhanced awareness of Indian Sign Language but also fostered a spirit of inclusivity and collaboration within the organisation.

3. Workshop on World Mental Health

On October 10, 2024, NIOS Headquarters celebrated World Mental Health Day with the theme "It is Time to Prioritise Mental Health in the Workplace." The program witnessed active participation from all Heads of Departments (HODs) and around 50 employees, making it a successful initiative toward promoting mental well-being at the workplace. The program included a talk on the importance of mental health in the workplace, followed by interactive activities such as Mental Health Myths vs. Facts Quiz, Mental Health Bingo, and a Canvas of Wellness. Quick work desk exercises were demonstrated, and mental health resources, including positive affirmation cards and information pamphlets, were distributed. The event successfully raised awareness and encouraged open dialogue about mental well-being in the workplace.

4. 35th Foundation Day Celebrations

(i) The 35th Foundation Day of the National Institute of Open Schooling (NIOS) was celebrated on November 23, 2024, at Vigyan Bhavan. The event commenced with Vedic mantras and Saraswati Vandana by students from Shrimad Dayanand Kanya Gurukul Mahavidyalaya.

(ii) Two significant initiatives were launched by NIOS on this occasion. The first initiative is the introduction of the 'Natyakala' course, designed to enhance learners' connection with India's rich cultural heritage. The second initiative is the 'ULLAS se NIOS' program, aimed at empowering adults aged 15 and above who have missed formal schooling. This program focuses on providing foundational literacy and numeracy to adult learners under the ULLAS scheme, enabling them to progress to Basic Education and Skill Development at levels A, B, and C, which correspond to Class 3, Class 5, and Class 8 through NIOS.

OTHER INITIATIVES

1. NIOS participation at the World Book Fair, 2024, at New Delhi

The National Book Trust organised the World Book Fair 2024 in Pragati Maidan from 10th February 2024 to 18th February 2024. The theme was languages and linguistics. The Academic Department displayed SLMs of various subjects, especially in regional mediums and language courses, at the NIOS stall to showcase NIOSs contribution to

the mission of 'Education for All' as well as promoting linguistic diversity.

2. Participation in National Workshop on 'Design and Development of Self-Learning Materials for Distance, Online and Blended Learning'

(i) A 6-day National Workshop on 'Design and Development of Self-Learning Materials for Distance, Online and Blended Learning' from 22 to 28, February 2024 was organised by STRIDE, IGNOU at IGNOU, Maidan Garhi, New Delhi. Four faculty members from NIOS participated in the workshop.

(ii) The transformation at different levels is taking place in the education system, and the future of education will be ODL and online learning. The workshop was organised covering various themes like the history of open schooling, technological interventions, policy-related issues, quality education, access devices and many other emerging issues. This training programme will help in the implementation of the recommendations of NEP and the promotion of Open Schooling.

3. Participation in the Training Programme conducted through the NISHTHA- Equitable and Inclusive Education Program

(i) The Ministry of Education, under the Samagra Shiksha initiative, has organised a Five-Day In-Service Training program. NCERT facilitated this program through the NISHTHA- Equitable and Inclusive Education program under the Samagra Shiksha Initiative, at RIE, Ajmer, Rajasthan from February 5, 2024, to February 9th, 2024. One faculty member from the Academic Department of NIOS participated in the training program.

(ii) This training was aimed at supporting inclusive education at all levels of school education. The training was carried out as the first phase of the Master level training for Master Trainers and Resource persons from various organisations.

4. Innovative Interventions for Inclusive Education: A visit of a team from MoE to NIOS Headquarters

On May 16, 2024, a delegation from the Department of School Education & Literacy, Ministry of Education, headed by Ms A. Srija, Economic Advisor, visited NIOS Headquarters in NOIDA. The purpose of the visit was to discuss NIOS's interventions for Children with Special Needs (CwSN). The delegation was briefed on NIOS's extensive educational programs, including its support for inclusive education, particularly through using Indian Sign Language (ISL) courses. NIOS's innovative practices and flexibility in course offerings that aligned with the National Education Policy 2020 were emphasized. NIOS's contributions to open and distance learning and recommendations for enhancing digital advocacy were also discussed.

5. Participation in Akhil Bhartiya Shiksha Samamagam – 2024

The Ministry of Education organised the Akhil Bhartiya Shiksha Samagam (ABSS) – 2024 on 29th July to mark four years of NEP – 2020 implementation. Officers from the Academic Department of NIOS attended the program. The event featured six sessions on education

themes, focusing on NEP – 2020 strategies, knowledge exchange, and addressing challenges. It also honored the heritage and modern significance of Indian Knowledge Systems.

6. Participation in Workshop on "Setting Balance Question Paper for Promoting Equivalence of Board" by PARAKH, NCERT

A two-day workshop titled "Setting Balance Question Paper for Promoting Equivalence of Board" was conducted by PARAKH, NCERT from November 18 to 19, 2024, at the PARAKH Conference Room, Zakir Hussain Block, NCERT, New Delhi. Officers from the Academic and Evaluation Departments participated in the workshop. The workshop outlined the need, challenges, and solutions to attain equivalency in the educational system of India, with a specific focus on assessment practices.

SKILL EDUCATION PROGRAMMES

1. The National Education Policy 2020 recommends the revision and restructuring of all aspects of education, including its framework, regulations, and governance, to align with the aspirations of 21st-century learners. Open and Distance Learning (ODL) is gaining popularity due to its flexibility and learner-centric approach, particularly for those who have limited access to the traditional education system.
2. NIOS offers 93 skill education programmes across various skill sectors such as Agriculture & Animal Husbandry, Business & Commerce, Computer & Information Technology, Engineering & Technology, Health & Paramedical Sciences, Home Science & Hospitality, Yoga, and Naturopathy.
3. The primary aim of skill education is to meet the increasing demand for skilled manpower in both organized and unorganized sectors. NIOS offers skill programmes that combine self-instructional printed materials with audio/video content, supported by Personal Contact Programmes and practical training at Accredited Skill Institutions (AVIs). These programmes are further enhanced through radio broadcasts, live television interactions via PM e-VIDYA Channels, and audio streaming on the NIOS website, known as Mukta Vidya Vani (MVV).
4. To strengthen industry connections, NIOS is revising its courses to align with the National Skills Qualification Framework (NSQF) and meet industry demands. NIOS collaborates closely with national organizations such as the National Council for Skill education & Training (NCVET), Indian Medical Association (IMA), National Health Mission (NHM), Ministry of Health & Family Welfare, Ministry of Skill Development & Entrepreneurship (MSDE), International Business Machines Corporation (IBM), Indian Yog Association (IYA), Directorate General of Training (DGT), and India Tourism Development Corporation (ITDC) to enhance skill development for learners.
5. The activities and achievements of the skill education Department for the year 2024-25 are have been summarized in the consequent report.

DEVELOPMENT OF SKILL EDUCATION PROGRAMMES IN VARIOUS Skill SECTORS

1. The New Education Policy (NEP) 2020 recommends that by 2025, at least 50% of learners should have exposure to skill education through school and higher education. Considering the diversity of skill requirements across various levels NIOS is offering around 90 skill courses in the areas of Agriculture and Animal Husbandry, Business and Commerce, Computer & Information Technology, Engineering & Technology, Home Science & Hospitality, Health and Paramedical Sciences, Yoga and Naturopathy and Teachers Training.

2. NIOS has developed/revised self-learning material following skill education programmes in 2024:
   (i) Drinking Water Purifier Technician (NSQF Level 3.5)
   (ii) Diploma in Institutional Leadership and Management
   (iii) Diploma in Insurance Services
   (iv) Certificate in Early Childhood Care and Education
   (v) Certificate in Organic Grower

   These courses have been translated into Hindi English. Few courses have been translated into regional languages as per demand.

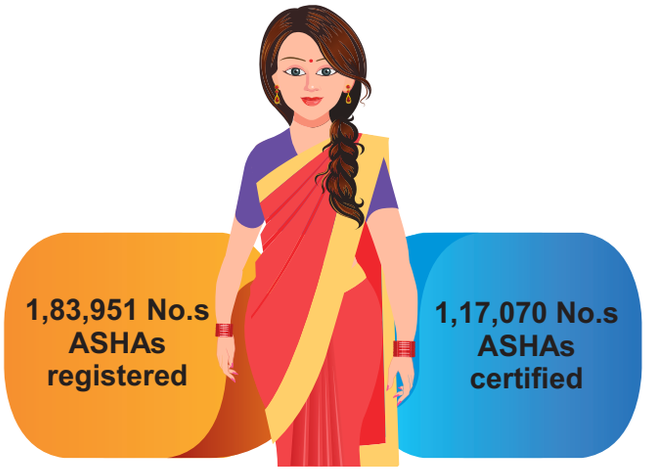
Launch of Diploma in Institutional Leadership and Management

3. **Conduct of Departmental Advisory Board (DAB):** The 13th DAB of VED was convened on 08.04.2024. The various activities of the Department were presented and the annual plan for the forthcoming year was put up for consideration and suitable recommendations.

SPECIAL PROJECTS AND SCHEMES

1. **ASHA Certification Programme:** Launched in 2005 under the National Rural Health Mission, the Accredited Social Health Activist (ASHA) program introduced Community Health Volunteers to address the healthcare needs of rural populations. To enhance the competency and professional credibility of ASHAs, a tripartite Memorandum of Understanding (MoU) was established between the Ministry of Health & Family Welfare (MoHFW), the National Institute of Open Schooling (NIOS), and the National Health Systems Resource Centre (NHSRC).

   The Ministry of Health & Family Welfare has entrusted NIOS with the responsibility of conducting examinations and certifying qualified ASHAs. This certification enables ASHAs to deliver a comprehensive package of health services to their communities while providing formal recognition of their expertise and allowing them to perform their roles effectively.



ASHA Certification Exam in Process

2. **Mukta Kaushal Kendras (MKKs):** To provide skill education to the deprived strata of society, NIOS has set up five Mukta Kaushal Kendras (MKK) at Bhuneshwar (Odisha), Bankura (West Bengal), Koderma (Jharkhand), Mahsana (Gandhinagar) and Amethi (Uttar Pradesh). The MKK provides learner's access to different skill/skill-based courses. The target group includes women and girls belonging to SC/ST, nomadic tribes and economically disadvantaged learners. Learners are trained in various skills like Cutting & Tailoring, Basic Computing and Yoga.

A Glimpse of Mukta Kaushal Kendras (MKKs)

3. **Skilling Courses by NIOS on SWAYAM Portal:** NIOS has developed skill courses (MOOCs) to be hosted on SWAYAM Portal. These courses can be accessed free of cost by the learners. Each course has extensive video tutorials demonstrating a practical activity to be done, self-learning material in PDF, discussion forum, multiple choice questions, PPTs etc. Approximately 8000 learners are enrolled in the ongoing 11 skill courses at SWAYAM:

4. **Integration of Skill courses with Academic subjects at Secondary and Senior**

   Secondary level: The NEP 2020 emphasizes making education more holistic and effective by integration of academic and skill education while ensuring the vertical and horizontal mobility of students and learners between academic and skill streams. NIOS has an integrated model wherein a learner can choose a skill subject along with an academic subject to earn a Secondary or a Senior Secondary certificate.

   This scheme of integration allows a learner of Secondary/Senior Secondary level to choose one of the skill subjects along with the academic subject. The three courses viz. Basic Computing (608), Desktop Publishing (613) and Yoga (614) at the Secondary level and four courses viz. Computer & Office Applications (631), Web Development (660), Preservation of Fruits and Vegetable (363) and Yoga Assistant (667) at the Senior Secondary level are offered in the same Accredited institution (AI) selected by the learners for academic subjects. The enrolment under this scheme increased significantly, reaching 71,295 for the year 2023.

NOTABLE AWARDS AND RECOGNITIONS

1. **Launch of two new Skilling courses to enhance skill development:** The National Institute of Open Schooling (NIOS) has recently launched two cutting-edge skill courses aimed at enhancing skills and increasing employability.

   (i) **Drinking Water Purifier Technician:** NIOS has developed the first NSQF Level 3.5 Water Purifier Technician course, approved by NCVET. This course offers comprehensive training in water purification systems, combining fundamental principles with advanced techniques. Delivered through the NIOS Open and Distance Learning (ODL) model, it provides flexible learning options, ensuring accessibility for a wide range of learners. Participants who complete the course will receive a NCVET recognized certification that meets national industry standards, improving job prospect.

   (ii) **Diploma in Institutional Leadership and Management:** Designed to equip individuals with essential leadership skills for managing educational institutions, this program focuses on practical skills such as Resource Management, Action Research, and Best Practices. It includes a mandatory internship to ensure hands-on experience. The program offers flexible learning options, with a 6-month Certificate and a 12-month Diploma to cater to the diverse needs of the heterogeneous group of learners.

2. **NIOS Yoga Instructors appointed in Maharashtra's Health sector:** NIOS has developed a one-year Yoga Teacher Training Course and a two-year Diploma in Yoga Science (DYS) for skilled yoga instructors and professionals. The Yoga Teacher Training Course is designed in a format similar to B.Ed. and BTC courses, while the DYS course focuses on training yoga therapists.

   Over the past three years, 35 trainees from NIOS' Yoga Courses have been selected for positions in Primary Health Centres under the Maharashtra Government's Health Department and National Health Mission—an impressive achievement for NIOS. This year, 12 candidates have been selected, all of whom have been appointed as Yoga Instructors.

3. **NAMCOL visit to NIOS:** From 4th to 8th March 2024, a delegation from the Namibia College of Open Learning (NAMCOL) visited the National Institute of Open Schooling (NIOS) in India. The visit aimed to understand NIOS's operations and explore collaborative opportunities, particularly in skill development. Key focus areas included material development processes, study

centre management, technical support systems, e-learning integration in Technical and Skill education and Training (TVET), and employability initiatives. During the visit, the delegates interacted with NIOS officials, observed curriculum development procedures, and examined the implementation of various programmes through open and distance learning. They also explored e-procedures such as online admissions and accreditation systems, along with personalized learner support tools. The outcomes of the visit will guide NAMCOL in submitting a proposal to NIOS, fostering potential partnerships to accelerate skill development and expand learning opportunities.

NAMCOL visit to NIOS

PROMOTION AND PUBLICITY

Conduct of webinars for stakeholders: Virtual webinars were conducted such as Business & Commerce and Engineering & Technology.

Webinar in the Different Domains of VED

The participants included stakeholders i.e., AVI Coordinators, teachers and Regional Directors. In the webinar, the stakeholders were apprised of various activities in both sectors, including the launch of new skill courses.

NIOS Signed a Memorandum of Understanding (MoU) dated 18th January, 2024 with the Group of GR8 School ED Private Limited with an objective

to utilize respective strength, resources, expertise and Goodwill of respective parties for the purpose of providing and enhancing the education opportunities up to pre-degree level to GR8 young students.

NIOS Signed a Memorandum of Understanding (MoU) dated 19th June, 2024 with Samagra Shiksha, Government of Karnataka, Department of School Education to facilitate admission of Out of School Children (OoSC) in the State of Karnataka.

NIOS Signed a Memorandum of Understanding (MoU) dated 13th February, 2024 with the Tamilnadu Physical Education and Sport University with an objective is to launch and conduct courses

in Physical Education, Yoga and Sports related course at Secondary and Senior Secondary level.

NIOS Signed a Memorandum of Understating (MoU) dated on 5th September, 2024 with the Indian Himalayan Council of Nalanda Buddhist Tradition (IHCNBT) regarding to launch and conduct courses in Bhoti Language and Boudh Darshan along with modern education at OBE, Secondary and Senior Secondary through the Monasteries across the

Indian Himalayan region and in Educational Institutions.

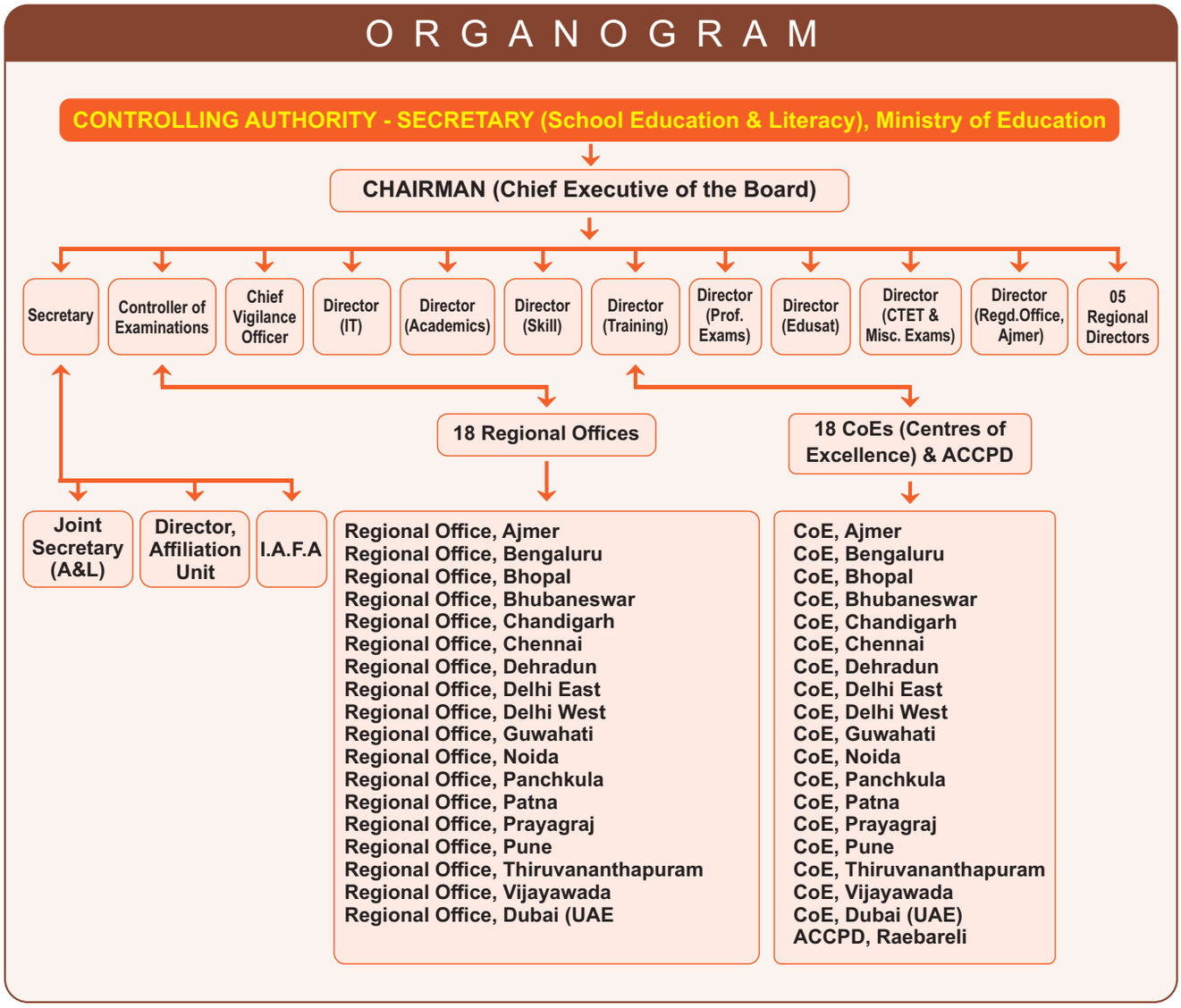
Launch of 'Bye-laws Governing Accreditation of Institutions with NIOS in the Month of July, 2024.

CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

CBSE is a national-level board of Education in India under the aegis of Department of School Education and Literacy, Ministry of Education. The board caters to a heterogeneous category of schools from Private (Independent) to Government and Government aided affiliated schools in India and in 25 other countries. The Board is given the mandate;

- To conduct Board Examination for Secondary and Senior Secondary Schools and such other examinations as it may consider fit subject to the approval of the Controlling Authority.
- To develop standards for ensuring quality in the affiliated schools.
- To undertake professional development of teachers and organize student enrichment activities.

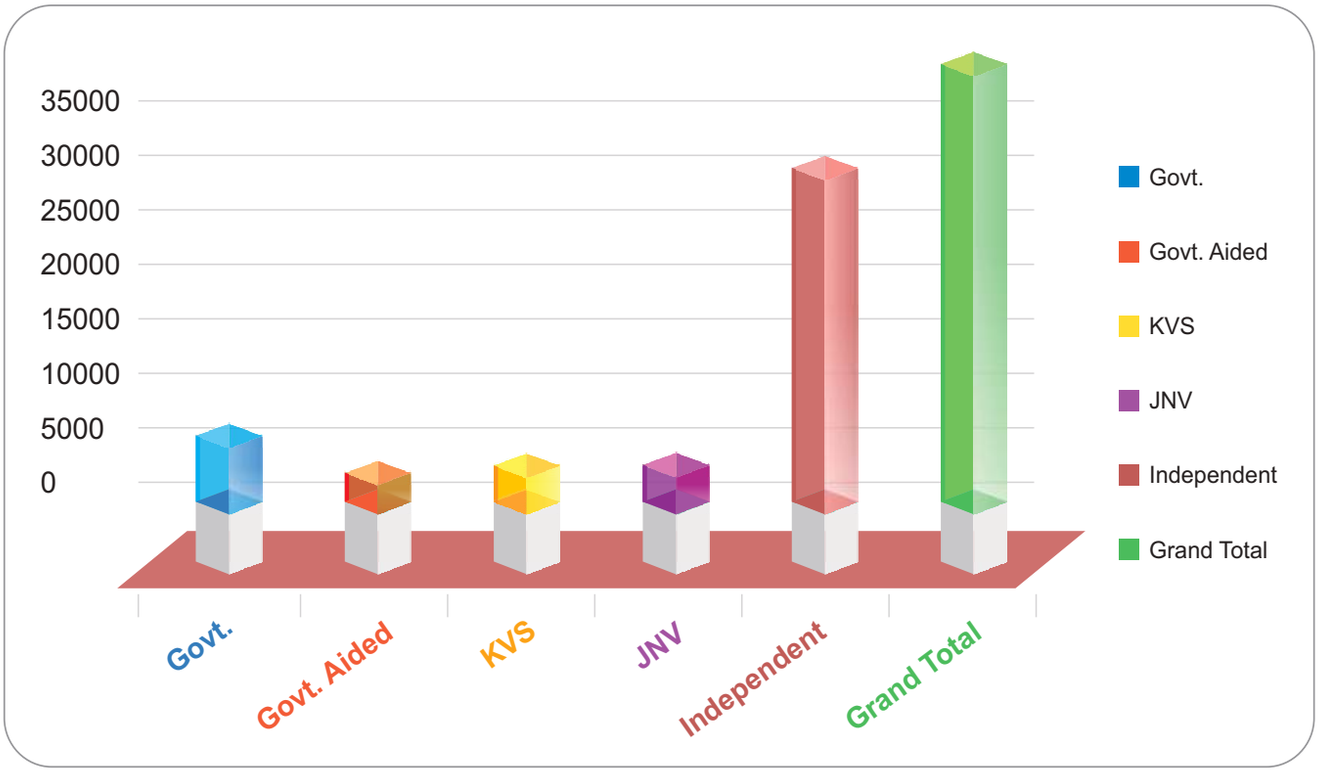
ORGANOGRAM



This year, the Board added its 18th Regional Office and CoE in Dubai (UAE) vide notification dated 28.02.2024 to cater to CBSE affiliated schools situated abroad. CBSE has also opened 06 New Regional Offices, Sub-Regional Offices and CoEs vide notification dated 14.08.2024 which shall be made operational soon.

Affiliation Unit

Status of Affiliated Schools as on 31.12.2024



Total number of schools: 30618 In India: 30306, Outside India: 312

Fresh affiliation was granted to 1655 schools, whereas the status of 763 schools was upgraded to Secondary/Senior Secondary level and 4330 schools were granted extension of affiliation for further period of five years during 01.01.2024 to 31.12.2024.

The window period for application from fresh schools for the academic year 2024-25 was opened in February 2024 in SARAS-5.0. The compliance portal was introduced to ensure that the schools adhere to conditions granted at the time affiliation/ extension.

- Implementation of National Curriculum Framework for Foundational Stage-2023 was ensured from the academic session 2024-25.
- The Board launched the SARAS 5.0 for inviting online applications under various categories of affiliation for the session 2025-26.
- A time limit of 05 years to apply for up-gradation was added to conditions of grant for schools applying for approval of middle class affiliation from Academic Session 2025-26.
- Guidelines for Children with Special Needs (CwSN) provisions for existing Schools and Schools seeking affiliation with the Board.

ACADEMIC UNIT

Examination Reforms in the light of NEP 2020

In year 2024, 50% Competency Based Questions in both Classes X & XII Board Examination were included.

SAFAL (Structured Assessment for Analyzing Learning) Project

In the SAFAL 2024-25 July-August cycle, 8,091 schools from India and abroad participated in assessments for grades 5 and 8 in Language (English), Mathematics, and Science/EVS. The Sept-Oct cycle involved 600 schools from abroad and parts of India, covering the same grades and subjects.

SQAAF (School Quality Assessment and Assurance Framework) Project

Orientation programs were conducted to familiarize stakeholders with SQAAF's objectives, processes, and standards. Physical Quality Reviews were completed in 64 government schools and 56 private schools, including those under Samagra Shiksha Abhiyan (SSA). Review reports were shared with schools to address identified gaps. Additionally, a detailed analysis of 76 PQR 2023 reports was conducted to identify trends, recurring challenges, and actionable recommendations for improvement.

CBSE Reading Mission and Initiatives 2024-25

The CBSE Reading Mission aims to foster a strong reading culture in affiliated schools through initiatives like National Reading Day, Reading Week, CBSE Reading Challenge, and CBSE Budding Authors Program. These efforts encourage a lifelong love for reading and improve literacy skills. As part of National Reading Day, 17 online workshops with 2,503 participants and 5 in-person workshops on promoting reading awareness among leaders were conducted.

CBSE Science Challenge 2024-25

The CBSE Science Challenge, aimed at fostering curiosity, inquiry, and higher-order thinking, was announced for students in grades 8–10. Held on the CBSE platform during April and May 2024, it focused on Science, Environment, and Sustainability, encouraging participants to explore key scientific issues and solutions. This year, 11,060 students from 1,886 schools participated in the challenge.

CBSE Budding Authors Program 2023-24

As part of the CBSE Reading Mission 2023-2024, the CBSE Budding Authors Program 2024 was launched for students of classes 5-10 to inspire storytelling, creativity, and imagination. Students could write and submit short stories, with opportunities for publication and guidance from renowned children's writers. A total of 5,683 participants registered, submitting 3,024 stories in English and 416 in Hindi on the online platform from November 2023 to January 2024.

CBSE Sports

CBSE organizes sports events across 23 games at Cluster, Zonal, and National levels for boys and girls in different age groups, promoting goal-setting, teamwork, discipline, and resilience among students. Winners from Cluster and Zonal levels compete at the National level.

A fully online system manages event registrations, assigns unique UIDs to participants, and publishes results on the CBSE sports website. In the 2024-25 session, events were held at 338 venues nationwide, with around 7 lakh students participating. Medals were awarded to winners, and digital participation certificates were issued to all participants. Notably, winners of CBSE National Sports events also participated in SGFI National Games and the Khelo-India Program, showcasing CBSE's commitment to promoting sportsmanship and excellence.

CBSE Storytelling Competition 2024-25

CBSE organized the Storytelling Competition for the 2024-25 session for classes III to XII. The school-level competition commenced on 16th July, followed by the regional level from 13th to 27th August. Students participated enthusiastically across both the levels of competition.

CBSE Reading Challenge 2024-25

CBSE conducts a Reading Challenge annually for students of classes VI to X. This year, the activities were held from August to September 2024, with 150,924 students participating.

Āryabhata Ganit Challenge – 2024

The annual Āryabhata Ganit Challenge (AGC) aimed to enhance students' ability to apply mathematics to real-life situations. The first-level question paper was released on 28th August 2024, and the final round, involving the top three students from each school, was held in October. In the first level, 3,669 schools and 2,48,264 students registered, while 2,314 schools and 6,635 students participated in the second level. The results were planned to be published on CBSE website.

CBSE Science Exhibition 2024-25

Students from classes VI to XI were invited to create research-based science projects or exhibits on the theme "Science and Technology for a Sustainable Future." The regional rounds are ongoing, and the National Round is scheduled for December 2024 in New Delhi. A total of 2,624 teams, each comprising up to two students, have registered for the Science Exhibition.

Veergatha 4.0

CBSE encouraged schools to participate in Veergatha 4.0, resulting in a remarkable 54,29,556 student participants. This accounted for 32% of the total participation, reflecting a 21% increase compared to the previous year.

2nd CBSE Expression Series (Academic Session 2024-25)

The CBSE Expression Series, themed "Yuva Shakti for Viksit Bharat," invited creative entries from grades III to XII between 7th and 21st October 2024. A total of 444,340 students submitted their stories via the CBSE Expression Series App. The top ten entries from each region are being shortlisted for National Level recognition.

Heritage India Quiz 2024-25

The CBSE Heritage India Quiz, an annual inter-school event, focused this year on "The conservation and restoration of cultural heritage," highlighting the importance of preserving India's cultural sites, monuments, and traditional knowledge. A total of 4,092 students have registered for the activity.

Veer Baal Diwas 2024

On 26th December 2024, "Veer Baal Diwas" was observed to honor Sahibzada Zorawar Singh and Sahibzada Fateh Singh, the younger sons of the tenth Sikh-Guru Sri Guru Gobind Singh ji. A total of 8,06,414 students participated in the activities organized by CBSE-affiliated schools.

Promotion of Disaster Risk Reduction in Schools

CBSE released Guidelines for Teachers on Disaster Risk Reduction in Schools to integrate disaster risk reduction into the curriculum. Teachers are required to dedicate at least one class period per month to this topic. Additionally, a Handbook on 'Disaster Risk Reduction in Schools' for classes 6 to 10 was developed by the Board.

Shadow the Scientist Program

CBSE encouraged schools and teachers to participate in 'Shadow the Scientist' program under STEAM learning. The free "Creating Equity in STEAM (CrEST)" program was for students aged 15-17 and teachers from 1,000 schools. It was virtually inaugurated on April 10, 2024, with a YouTube link shared with schools.

National Youth Day Celebration

National Youth Day was celebrated on 12th January 2024, with activities held from 12th to 23rd January 2024 at schools. A Painting Competition on 23rd January involved 41,210 students from KVs and CBSE schools. A total of 1,324,871 students from 2,815 schools participated in the National Youth Day celebrations.

Jadui Pitara' - a play-based learning-teaching material tailored for children between the age group of 3-8 years and Guidelines for Balvatikas (Pre-primary Education).

CBSE launched e-Jaadui Pitara, a play-based teaching resource aligned with NCF-FS 2022, to support foundational learning. Schools were encouraged to download the app to enhance FLN competency and achieve Learning Outcomes (LO). CBSE-affiliated schools with Balvatikas or planning to establish them were advised to create dedicated spaces for Early Childhood Care

and Education (ECCE) and implement the Jaadui Pitara. NCERT's Pre-School Education guidelines were recommended for effective early childhood education practices, with a focus on branding for better visibility.

Celebration of International Day of Yoga (IDY) 2024

On the International Day of Yoga (IDY) celebrated on 21st June, CBSE recommended activities for affiliated schools and shared the 'Common Yoga Protocol' Handbook and videos from the Ministry of Ayush,Govt. of India. Schools submitted brief reports of their activities. A total of 2,144 schools, 95,164 teachers, and 27,06,650 students participated in the celebrations.

National Space Day

The Government of India declared 23rd August as National Space Day to celebrate the success of the Chandrayaan-3 mission. For the inaugural celebration in August 2024, CBSE organized activities themed "Touching Lives While Touching the Moon: India's Space Saga." Schools were given suggested activities and asked to upload reports and photographs. A total of 3,715 schools, 10,79,388 teachers, and 9,23,652 students participated through the "Bharat on the Moon Portal."

Amrit Kaal Story-Writing Competition

In collaboration with the National Book Trust (NBT), Ministry of Education, CBSE conducted a story-writing competition for grades IX-XII on the Rashtriya e-Pustakalaya App from 5th to 12th October 2024. The competition aimed to inspire creativity, providing students with access to a variety of free books, including biographies, science fiction, and classics.

Webinar on Electoral Literacy

On 15th October, 2024, CBSE hosted a webinar to enhance electoral literacy, launching guidelines for Electoral Literacy Clubs and Democracy Rooms in schools. Over 5,000 students participated, and schools were encouraged to collaborate with local electoral authorities.

Other activities

- CBSE hosted a webinar on 15th October, 2024, promoting electoral literacy with guidelines for Electoral Literacy Clubs and participation from over 5,000 students.
- Schools were encouraged to organize summer camps on the theme "Eco Clubs for Mission LiFE," resulting in engagement of 661 schools and over 7,29,000 students starting from World Environment Day (5th June).
- A motivational program was organised on 7th October, 2024, featuring Shri Narender Nath Dubey, retired DIG, BSF inspiring more than 2,000 students to embrace patriotism and moral values.
- The Ministry of Parliamentary Affairs organized Youth Parliament Competitions to promote democratic values. 202 schools, 1,313 teachers, and 12,280 students participated in the 4th edition of the National Youth Parliament competitions.
- The Ministry of Education celebrated Shiksha Saptah from 22nd -28th July, 2024, marking the 4th anniversary of NEP 2020. CBSE shared a detailed concept note and suggested daily activities with affiliated schools, and the Board participated in the Akhil Bhartiya Shiksha Samagam on 29th-30th July 2024.
- Initiated in year 2022, "Har Ghar Tiranga" Campaign continued from 13th to 15th August, 2024, to honor the national flag, engaging 4,363 schools and 84,53,368 students.
- To commemorate Major Dhyan Chand's birth anniversary, CBSE organized sports events until 31st August, 2024, with participation from 1,798 schools and 1,284,616 students.
- Swachhata Pakhwada, held from 1-15 September, 2024, promoted cleanliness and hygiene, involving 9,241 schools, 44,07,485 students, 3,27,025 teaching/non-teaching staff, and 5,20,237 parents participated.
- On 2nd October, 2024, the Swachhata Hi Sewa Campaign encouraged cleanliness awareness

with participation from 4,693 schools and 99,71,940 students.

- The Rashtriya Ekta Diwas Celebrations on 31st October, 2024, honored Sardar Vallabhbhai Patel, with over 11,55,354 students from 1,189 schools participating in unity activities.

TRAINING UNIT

1. Empowering Educators: Signing of MoU with the ISTM, DoPT, Govt. of India

The CBSE and ISTM (Institute of Secretariat Training and Management, Dept. of Personnel & Training, Ministry of Personnel, Public Grievances and Pensions, Govt. of India) joined hands signing an MoU in September, 2024 for conducting a 2-Days Training of Trainers (ToT) Certification Course. This course is a strategic intervention as a certification programme launched by the Board in pursuit of the NEP recommendations Para 5.15 and 5.16 for mandatory 50 Hours of continuous professional development for all teachers / head teachers. It aims to enhance the training skills of the resource persons enabling them to effectively train others. Participants gain a deeper understanding of effective teaching methodologies and strategies. The course involves the components of the Direct Trainers Skills (DTS), Design of Training (DoT) and the pedagogical aspects of the NEP 2020 together with the experiential learning theories.

The Board is targeting to train 15000 Resource Persons (RPs) who in turn would be involved in conducting CBPs to meet the training needs of 15 lakhs teachers in CBSE affiliated schools across India. The ToT is offered free of cost by the CBSE. Participants are

awarded a joint e-certificate by the CBSE and ISTM. Till December 2024, 88 ToT courses have been conducted across India with 5671 teachers trained.

2. Conduct of Online Training Sessions:

During the year 2024, CBSE has conducted 989 online sessions free of cost for the benefit of all teachers and schools across India and abroad. It included a wide range of topics including digital literacy and cyber security. A total of 3,23,901 teachers availed the sessions.

3. Conduct of Capacity Building Programmes in Physical mode:

The Training Unit issues an Annual Training Calendar (ATC) with details on topics, venues, duration, and schedule. Schools can register online via the Prashikshan Triveni Portal. In 2024, 8,222 CBPs were held with 18 Centres of Excellence, benefiting 405,174 CBSE teachers.

4. Capacity Building Programs for the employees of the Board

Board has taken up Capacity Building programmes offered through iGOT under Mission Karmayogi for all the Board employees.

5. Annual Training Theme: "Learning through Art Integration"

The annual training theme for the session 2024-25 was designated as "Learning through Art Integration". Online trainings were provided on the following sub themes:

1. Learning through Art Integration-Foundational Stage
2. Learning through Art Integration-Preparatory Stage
3. Learning through Art Integration-Middle Stage
4. Learning through Art Integration-Secondary Stage

6. National Teachers Conference at Madurai

The 2-day National Teachers' Conference, "Kala Sangam 2024 – Learning through Art Integration," was held in Madurai on 17th -18th October 2024, aligned with NEP-2020. 1,043 participants from States/UTs/Foreign Schools attended. Out of 161 research papers received, 9 best papers were presented, and 42 were selected as noteworthy on various sub-themes.

7. Launch of Seven Training Manuals

At the National Teachers Conference in Madurai on 17th-18th October 2024, the CBSE Training Unit launched seven manuals covering languages, subject-specific, and generic areas. These manuals aim to aid in concept comprehension and simplify subject understanding through structured teacher training.

8. School Health and Wellness Program

Launched in 2018 under Ayushman Bharat, the School Health and Wellness Programme (SHWP) aims to promote health education, disease prevention, and improve health services in schools. The SHWP is a joint initiative by the Ministry of Health and Family Welfare and the Ministry of Education aimed at delivering health education, promotion, disease prevention, and improved access to health services in schools through an integrated approach. CBSE, in collaboration with UNESCO and NCERT, supports its implementation. Over 600 Master Trainers have been trained, who have in turn trained 29,113 teachers. This ongoing project continues to enhance health and wellness in schools.

9. Shiksha Saptah Celebration

CBSE Training Unit celebrated "Shiksha Saptah" from 22nd-28th July, 2024, marking the 4th anniversary of NEP 2020. The week focused on reflecting NEP's transformative reforms, with each day dedicated to specific theme/ topics related to education and development.

EXAMINATION UNIT

CBSE Examinations 2024: At A Glance

- The entire work of the conduct of the examination is done as per Examinations Bye-Laws of the Board with help of the 17 Regional Offices across the country.
- The CBSE conducted examination in 81 Subjects in Class X and 119 Subjects in Class XII.
- Approximately 40 lakhs students appeared in the examinations of Class X and XII.
- Registration of the students was done in Class IX and XI wherein all the personal details of the candidate and the subjects offered were collected through schools in online mode.
- 7603 schools for Class X & 7126 schools for Class XII were identified as Examination Centres for the conduct of Board examinations in 2024 examinations.

Fixation of Centres for Class X & XII Board's Examinations-2024

- The Board fixes centres for Class X & XII Examination every year immediately after completion of process of LOC after obtaining consent from the respective affiliated schools with the Board.

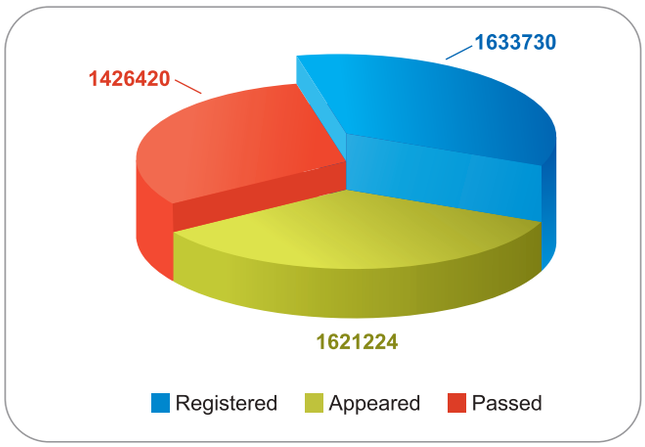
- The examinations of the CBSE are held only at the Centres approved by the CBSE and all the examination papers are administered simultaneously at all centres as per Indian Standard Time (I.S.T.).

Date Sheet for Class X & XII for 2024 Examinations

- The Board has prepared date sheet for Class X & XII for 2024 Examinations after considering the holidays/public holidays/examinations of other States/Competitive Examinations/ General Elections/Assembly Elections etc. and also to avoid the clashing of the Board & other examinations with each other. The Board Examinations were conducted w.e.f. 15.02.2024 to 02.04.2024.
- The Class X Examinations were conducted for 28 days and were over on 13.03.2024. The Class XII Examinations was conducted for 47 days and accordingly these examinations were over on 02.04.2024.
- Board had provided sufficient gap between the examinations to facilitate the students.
- In Class X, CBSE conducted the examinations in 81 subjects and in Class XII in 119 subjects; total subjects for examination conducted by the CBSE in 200 subjects.
- There were about 40 lakhs students appeared in Board Examinations from approx. 7603 centres for Class X & 7126 centres for Class XII across the country and 26 countries abroad.

CBSE Examinations-2024: At A Glance

- The Question Papers were prepared based on the Sample Question Papers released by the Board in 200 Subjects. Question Papers were prepared in English and later on translated into Hindi language.
- Prior to the conduct of examinations, a webinar was conducted to sensitize the schools fixed as an examination centre and the schools sponsoring the candidates on the processes involved in examination.
- For an objective evaluation, Marking Scheme of each question paper was prepared.
- 2029 for Class X & 1753 for Class XII Centre Nodal Supervisor were fixed for evaluation across the country in the year 2024 Examination.
- The CBSE was providing several facilities to the Children with Special Needs (CwSN) during the conduct of the examination.
- These exemptions included 20 minutes per hour additional time, facility of scribe, questions in lieu of visual inputs, seating arrangements at ground floor, use of computers and assistive devices etc.
- CBSE was also providing facilities to the students participating in National / International sports events to conduct their Board examinations at a later date if the dates of journey and event are coincided with the date of conduct of examinations.
- During the conduct of Board examination 2024, 8290 students of class X and 5057 students of class XII have been provided these facilities respectively



Overall Pass Percentage (Full subjects) of Class X for Examination 2024			
Registered	Appeared	Passed	Pass %
2251812	2238827	2095467	93.60

Overall Pass Percentage (Full subjects) of Class XII for Examination 2024			
Registered	Appeared	Passed	Pass %
1633730	1621224	1426420	87.98

Region-wise Pass% 2024 (XII)		
S. No.	Name of the Regions	Pass %
1	Trivandrum	99.91
2	Vijaywada	99.04
3	Chennai	98.47
4	Bengaluru	96.95
5	Delhi West	95.64
6	Delhi East	94.51
7	Chandigarh	91.09
8	Panchkula	90.26
9	Pune	89.78
10	Ajmer	89.53
11	Dehradun	83.82
12	Patna	83.59
13	Bhubaneswar	83.34
14	Bhopal	82.46
15	Guwahati	82.05
16	Noida	80.27
17	Prayagraj	78.25

Secondary School Examinations (Class X) Result 2024

Region-wise Pass% 2024 (X)		
S. No.	Name of the Regions	Pass %
1	Trivandrum	99.75
2	Vijaywada	99.60
3	Chennai	99.30
4	Bengaluru	99.26
5	Ajmer	97.10
6	Pune	96.46
7	Delhi East	94.45

Region-wise Pass% 2024 (X)		
S. No.	Name of the Regions	Pass %
8	Delhi West	94.18
9	Chandigarh	94.14
10	Patna	92.91
11	Prayagraj	92.72
12	Panchkula	92.16
13	Bhubaneswar	92.03
14	Dehradun	90.97
15	Bhopal	90.58
16	Noida	90.46
17	Guwahati	77.94

Supplementary Examinations 2024

- The Supplementary Examination for Class XII was conducted on a single day i.e., 15th July, 2024 and for Class X examinations was conducted from 15th July, 2024 to 22nd July, 2024.
- Thereafter the Result was declared on 02.08.2024 of XII and on 05.08.2024 of Class X.
- Those candidates who were not satisfied with their result they have given the opportunity for verification of marks and a facility to obtain the photocopy of their evaluated answer sheet and the re-evaluation of their answer(s).

Facilities to Students/Stakeholders

- **Documents to Students:** CBSE provided result documents in DigiLocker with pre-shared PINs for easy access and also supplied printed mark sheets and passing certificates.
- **Improvement in Supplementary Exams:** As it is envisaged in the National Education

Policy, 2020 that the students should be provided more opportunities to improve their performance, Class XII students were allowed to improve performance in one subject through Supplementary Exams.

- **Online Payment System (IPS):** An online payment system was developed for all examination-related activities for all the functionaries.
- **Verification, Photocopy & Re-evaluation:** Students were offered facilities for marks verification, photocopies, and re-evaluation, as in previous years.

Technology Used

1. परीक्षा सगंम: A comprehensive platform for managing all examination-related activities, connecting schools, regional offices, and the Head office.
2. An online portal for school registration, fee payment, and generation of registration cards, which are also provided through DigiLocker.
3. All examination forms for Classes X & XII are submitted online through schools, streamlining the process.
4. **ECL App:** The Exam Centre Locator app allows CBSE examinees to easily locate their exam centres by entering their exam and roll numbers.
5. **OECMS (Online Exam Centre Management System):** A portal and backend system to monitor exam centres in real-time, providing data on exam conduct, question paper feedback, answer book packing, and dispatch information.
6. **CMTM App:** A system for electronic surveillance, tracking, and monitoring of confidential materials, ensuring compliance with Board instructions during exams.
7. **Online Normative Payment System (IPS):** Integrated payment system for disbursing remuneration to exam functionaries (Centre Supdts, invigilators, evaluators, etc.), in line with Ease of Doing Business and Living.
8. **E-Theory:** An online system for managing answer sheet allocation to supervisors and evaluators, tracking evaluation progress, uploading question-wise marks, and generating award lists.
9. **TETRA (Theory Evaluation Trend Analysis):** A decision support system for real-time evaluation monitoring, allowing graphical visualization of trends, statistical analysis, and evaluation data.
10. **DigiLocker 6-Digit Security PIN:** To strengthen student data security, a 6-digit PIN is introduced for activating DigiLocker accounts, allowing students to securely access their digital academic documents.
11. **Foreign Student Access:** Special provisions are made for CBSE students in foreign countries to access digital academic documents like mark sheets and migration certificates, due to DigiLocker restrictions abroad.
12. **CAMC Module:** A portal designed for quick corrections in student admissions, ensuring that errors are addressed promptly, to be operational after the declaration of the 2024 results.

Facilities after Result Declaration to Students

- After result declaration, students can request Marks Verification, Photocopies of Answer Sheets, Revaluation
- If any discrepancies are found, corrections are made, and results are updated.
- In Class XII, students failing to secure 33% in one subject (out of five opted) and in Class X, in two subjects, can appear for Supplementary Examinations in July.
- Supplementary Exams follow the same procedures as the main examinations.

Redressal Mechanism Available to Candidates CBSE Examinations: Process (Verification of Marks)

- Students unsatisfied with their results can apply for marks verification/rechecking for a fee.
- Verification is done by CBSE-affiliated school's teachers.
- Marks may increase, decrease, or remain unchanged.
- A revised result is issued after verification.

CBSE Examinations: Process (Photocopy of Answer Book)

- Students dissatisfied with rechecked results can request a photocopy of their answer book with fee payment.
- After receiving the photocopy, students can apply for re-evaluation with the requisite fee.

CBSE Examinations: Process (Re-evaluation of Answer Book)

- The answer books are re-evaluated by two subject teachers.
- Post re-evaluation, marks may increase, decrease, or stay the same.
- The revised result is declared and provided to the student.

CBSE Examinations: Process (Supplementary Examination)

- Students failing to secure minimum marks in two subjects in Class X or one subject in Class XII can appear for Supplementary Examinations after the main results.
- The process for conducting exams, evaluating answer books, and declaring results follows the same procedure as the main examination.

Activities pertaining to Examination 2025

- This year, CBSE had started filling of data of LOC for Class X and XII for 2025 examination well in advance i.e., on 05th September, 2024 and no extension was given for filling of LOC data to avoid delay in process at later stage to avoid delay.
- CBSE had started filling of data of Registration for Class IX and XI of 2025-2026 well in advance i.e., on 18th September, 2024 and this year, no extension was given for filling of Registration data.
- CBSE had also started filling of data of Submission of examination forms by Private Students for Class-X & XII Examination-2025 well in advance i.e., on 18th September, 2024 and this year, no extension was given for filling of data.
- Various reminders were issued to all the affiliated schools to submit the LOC of Class X & XII and Registration data of Class IX & XI in due course of time.
- Doing away with the hard copy of the Migration Certificate for both classes X & XII. CBSE has decided that from the Examinations 2025 onwards, the hard copy of the Migration Certificate will not be issued to the students of Class X & XII. The same has also been informed to the UGC that digital copies of the certificates issued by the Board will be accepted for admission to institutions of higher learning.
- Frequently Asked Questions (FAQs) were also issued for Timely and Accurate Submission of LOC 2025.
- This year, CBSE has decided that all the schools which would be fixed as an examination centre must have the facility of closed circuit television (CCTV) to ensure that examinations are conducted smoothly and fairly.
- Circular issued by CBSE for strict compliance with attendance requirement as per CBSE Examination Bye Laws for Board Examination Eligibility.
- A circular was issued well in time that the Practical Examinations/Project Assessment/Internal Assessment for

the session 2024-2025 for classes X and XII for Winter Bound Schools will be conducted from 05th November, 2024 to 05th December, 2024.

- CBSE has launched various Integrated Payment System (IPS) Module for releasing payments to Centres and functionaries involved in Class X & XII Board Examinations 2024.
- This year, CBSE has issued Data Sheet for Class X and XII for Board Examinations 2025, 03 months prior before commencement of examination to make students stress free.
- A circular was issued regarding conduct of Practical Examinations / Internal Assessment/Project for Class X/XII for the session 2024-25 which was scheduled to start w.e.f. 1st January, 2025.
- Guidelines and SOPs were issued for Practical Examination 2025.
- Online Portal was opened w.e.f. 18.12.2024 to 28.12.2024 for availing exemptions/ facilities by interested CwSN students in examinations of Class X & XII.
- A circular was also issued for fixation of CBSE affiliated schools as NIOS Exam. Centers for the conduct of Public Examinations scheduled for April / May 2025.
- Reminder was issued for filling of exemptions/ facilities sought by CwSN students in examinations in due course of time.
- Reminder was issued to all affiliated schools timely Conduct of Practical Examinations/ Project /Internal Assessment of Classes X & XII 2024-25.

IT UNIT

IT Initiatives & Achievements

1) VIDYA SAMIKSHA SOFTWARE- "सागर से सारांश" R 3.O (Bird's eye view of CBSE Ecosystem)

Introduction

In its vision for building a future-oriented education landscape, the National Education Policy (NEP) 2020 prioritizes data-driven decision making, data analytics, and data-driven governance. This policy recognizes data as the cornerstone for tracking and monitoring educational activities, enabling continuous improvement. To bridge the gap between data and actionable insights, the Central Board of Secondary Education (CBSE) undertook the ambitious Sagar se Saransh (Sqube) initiative, which aligns with the National Digital Education Architecture (NDEAR) – a government initiative to establish a unified digital infrastructure for education. NDEAR emphasizes the importance of data interoperability and accessibility, creating the foundation for Sagar se Saransh. Prior to Sagar se Saransh, challenges like presence of data in silos and inaccessible information, manual data analysis and inefficiencies, limited visibility and lack of actionable insights, inconsistent reporting and difficulty in monitoring progress, hindered CBSE's ability to leverage data for informed decision-making and optimize educational experiences.

The Vidya Samiksha Software (Sqube) as "सागर से सारांश", is a robust data-driven analytical platform designed to provide a bird's eye view of the CBSE ecosystem and granular insights at various operational levels. Vidya Samiksha Software (Sqube) "सागर से सारांश" an advanced suite of features aimed at empowering stakeholders, including district-wise and school management group-wise 360° views of schools, enabling informed decision-making and strategic interventions. The platform provides tailored dashboards for schools, foreign institutions, and for various sister organisations such as Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS), offering detailed insights into their performance, trends, and compliance. Cutting-edge AI/ML-based predictive models enhance the platform's capabilities with "What-if" scenario analysis for dropout predictions (Classes IX to X), average marks (Classes X and XII), and other key metrics. Comprehensive examination question paper analysis, grade analysis, and theory-practical correlation for board examinations allow in-depth evaluation of academic outcomes. VSK also incorporates data forensic tools to detect malpractices, dropout and

left-out trend analysis, and a correlation analysis between categorical and numerical school parameters. Enhanced geospatial tools provide road/air distance mapping and location-specific performance data, while the Historical Information Repository of Schools (HIROS) module highlights compliance violations. Together, Vidya Samiksha Software (Sqube) "सागर से सारांश" establish a transformative ecosystem, fostering transparency, accountability, and continuous improvement across the education landscape.

Objective

To address these challenges and empower CBSE with a robust data analysis system, Sqube was developed with the following objectives:

1. Assimilation of data from various departments in silos at one platform for removal of redundancy
2. Single source of truth for all kinds of data related to various programs, initiatives, schools, teachers, students etc.
3. Identify KPIs which are directly linked with student performance in Board examination
4. Detailed analysis and visualisations to generate actionable insights and reports for recommendation
5. Interactive visualisations for actionable insights to trigger responses across all the levels/departments
6. Provide personalised recommendation to schools for performance enhancement e.g., Student-Teacher ratio

Technological Features

Sqube leverages the power of open-source technology to create a robust and scalable data analysis platform. This strategic choice fosters transparency, reduces licensing costs, and fosters a collaborative development community. The platform is built upon open standards and utilizes secure APIs, enabling seamless interoperability with existing CBSE systems and future technology advancements.

For deeper analysis, fully interactive dashboards with drill-down features allow users to explore data at granular levels. Automated insights generated by the system translate complex data into actionable recommendations, saving time and resources for CBSE officials. The platform caters to a vast network of stakeholders, including 30000+ schools, 1.29 million+ teachers, and 27 million+ students, along with multiple CBSE departments. A robust user access management system ensures data security and grants access based on user roles and permissions. The platform also tracks user activity, enabling administrators to monitor usage patterns and optimize the system for user needs.

To ensure accessibility for all users, Sqube offers open data access for specific datasets, while maintaining secure data practices for sensitive information. Responsive design guarantees a seamless user experience across devices and browsers. By adopting open-source principles throughout its development (built on, built as, and using open standards), Sqube fosters future innovation and ensures long-term sustainability.

The system boasts the capability of handling 16 billion+ data points across 600+ Key Performance Indicators (KPIs), empowering CBSE with a comprehensive view of the educational landscape. Real-time data updates and processing ensure information remains fresh and actionable.

2) Digitization of Legacy Result Data (1975-99) & its integration with Digital Result Repository/ DADS

The Digitization of Legacy Result Data (1975-1999) is a transformative initiative undertaken to preserve and modernize CBSE's historical academic records. This process involves the meticulous collection of scanned result records spanning 25 years, ensuring their systematic segregation into various formats based on document type, year, and relevance. The digitization phase leverages advanced technologies to convert these records into digital formats that are not only easily accessible but also secure and searchable.

A comprehensive quality check (QC) is implemented at every stage to maintain the accuracy and integrity of the digitized data. Once digitized, these records are ingested into परिणाम मंजूषा, CBSE's Digital Result Repository, creating a unified platform for accessing past academic results. Additionally, the legacy data is seamlessly integrated with the Duplicate Academic Document System (DADS), enabling stakeholders to efficiently retrieve, verify, and request duplicate academic documents. This initiative not only safeguards historical data against physical degradation but also enhances service delivery by providing a user-friendly, transparent, and efficient mechanism for accessing archival academic information.

3) Integrated Complaint Management System (ICMS)

The Integrated Complaint Management System (ICMS) is a centralized platform developed to enhance the efficiency and transparency of complaint handling within the CBSE ecosystem. The system ensures end-to-end management of grievances, starting from the issuance of a complaint to its final resolution. By adopting a streamlined approach, ICMS facilitates the prompt categorization, prioritization, and allocation of complaints to the relevant departments, ensuring timely action. This system is designed to seamlessly integrate with all functional domains of CBSE, including examination processes, academic operations, affiliated schools, and administrative workflows, providing a unified and cohesive mechanism for grievance redressal. ICMS will incorporate advanced features such as real-time tracking of complaints, automated status updates via email or SMS, and detailed analytics for monitoring complaint resolution efficiency.

4) Cyber Crisis Management Plan (CCMP) R 2.0

With the increasing penetration of Information Technology, various domains of CBSE are now increasingly dependent on network of critical infrastructure. As such any disruptions of IT operations of CBSE is likely to have a devastating effect on stakeholders and essential services being offered by the Board. In view of the potential impact, protection of data & systems, a Comprehensive Cyber Crisis Management Plan (CCMP) was prepared in consultation with MoE & CERT-In and implemented in CBSE to ensure that disruptions are prevented and possible damage averted.

5) Examination- Modules/Systems

Following modules/systems were Developed, Re-engineered & implemented in 2024 by IT Department CBSE

i) Work Flow based "Post-result 'Demographic Data Correction" (PR-DDC) System

ii) Online workflow based 'Centralized Admission Master Correction (CAMC)' System for Exam 2024

iii) Online Practical/Theory marks & Internal grades Corrections (OPTICS) System for Exam 2024

iv) Online Manual/Comparison Marks Correction System for Exam 2024

v) **TETrA :** Theory Evaluation Trend Analysis R-5.0 for Examination 2024

vi) Re-Engineered Outlier System for Examination (ROSE) R-6.0 for Examination 2024

vii) Multimodal Same day Result declaration & dissemination and availability of digital academic documents in respect of both Class X & Class XII Exam 2024

viii) Merge Mark sheets immediately after declaration of Supplementary Results 2024

6) SARAS - Schools Affiliation Re-Engineered Automation System R-5.0

SARAS 4.0 was re-engineered as SARAS 5.0 based on advanced features and new requirements of Affiliation Department.

7) Virtual Tour of Schools (VTOS) App

This mobile app developed for significantly enhances the efficiency and accuracy of tasks to be performed by inspection committee members. It provides a secure logging facility, captures the school's registration number, and enables IC members in capturing video footage of school infrastructure. The app verifies location accuracy, enhancing the integrity of inspections and promoting transparency in affiliation process.

8) Systems developed for Special Recruitment Drive (SRD)

i) Integrated Payment System (IPS) for SRD Recruitment examination.

ii) CMTM-SRD App for tracking and monitoring confidential material.

iii) Online OMR & Answer Key Challenge System for Special Recruitment Drive (SRD) Exam

iv) Online Observers Report Submission Portal for Special Recruitment Drive (SRD) Exam 2024.

9) Systems developed for EMRS Recruitment Examination 2024

i) Integrated Payment System (IPS) for EMRS Recruitment examination.

ii) CMTM-EMRS App for tracking and monitoring confidential material.

iii) Online OMR & Answer Key Challenge System for EMRS Recruitment Examination

10) Systems Developed/ Re-engineered & implemented for Academics Activities System (शैक्षणिक क्षितिज), Training & Sports

a. Re-engineering & Implementation of various portals and Apps viz. Kala Setu, Reading Challenge, Aryabhata Ganit Challenge, Veer Gatha, Heritage India Quiz, Science Exhibition, Expression Series and Story Telling competition.

b. Conduct of Heritage India Quiz, Aryabhata Ganit Challenge, Reading Challenge exam through CBT mode and same day compilation & declaration of result. OSM based evaluation, compilation & declaration of results of Veer Gatha & Expression series etc.

c. A Comprehensive Teachers Training Platform ("प्रशिक्षण त्रिवेणी") including MIS with deep drive analysis and its integration with Board Results 2024

d. Integrated payment System for Venue Director & Sports Organiser School.

11) Development / Re-engineering of Portals/ Systems for Sister Organizations

- Online Registration of Class-VI for JNVST 2024
- Pre Exam related activities (roll number generation, Centre filling) of Class-VI JNVST Exam 2024.
- Online Application of Class IX & XI Registration for JNVST for the session of 2025-2026.
- Portal for generation of Admit Cards (individual and bulk) for JNVST
- Portal for Lateral Entry Admission Test for JNVST Class XI

12) Awards & Accolades (January to December 2024)

- GEMS of Digital India Award 2024 for Academic {BlockChain} Documents (ABCD)
- Technology Sabha Awards 2024 conferred by 'The Indian Express Group' and sponsored by various State Governments in the category of Big Data/ Analytics

Skill Education Unit

Skill Modules and Subjects

CBSE offers 34 Skill Modules for Class VI onwards, alongside 22 Skill Subjects for Classes IX-X and 43

for Classes XI-XII. As of 12 January 2025, 4,29,348 students across 10,698 schools have completed at least one skill module. For Skill Subjects (2024-25), 43,48,253 students ranging from class IX to XII are enrolled, with Class IX having the highest participation (19,78,051 students).

Exposure Visits for Principals

From January 2023 to December 2024, 81 Exposure Visits were conducted for experiencing the best practices of Higher Education Institutions including IITs and IIMs, involving 3,310 Principals. These visits introduced participants to higher education best practices and skill integration.

Awareness and Capacity Building

In 2024, 112 training sessions for teachers were attended by 1,16,438 participants. Additionally, 6,013 training sessions on financial literacy and digital tools since July 2022 trained 4,20,559 teachers.

National Summit on Facilitating School to Work Transition

The Department of Skill Education, CBSE, held its second National Summit on 21st November 2024 at KIIT University, Bhubaneswar. The event, attended by 1,400 participants, fostered collaboration among educators, policymakers, and industry leaders to enhance skilling methodologies and student engagement. It also featured talks by experts and showcased best practices in Skill Education through a Skill Expo, visited by 1,000 students from Bhubaneswar and nearby schools.

Skill Expos and Guidance Festivals

The Regional level Skill Expo-2023 & Guidance Festival 2023 involved over 702 Skill Expo and 3551 NGFs across 07 cities, culminating in national finals in Thiruvananthapuram on 12 Jan 2024. Similarly, the Regional level Skill Expo-2024 & Guidance Festival 2024 involved over 1590 Skill Expo and 2420 Guidance Festival 14 cities. A special guidance festival in Kuwait engaged 1,350 attendees.

Skill Labs and Atal Tinkering Labs (ATLs)

70 Skill Labs have been established in 18 states/UTs, covering 10 sectors. Additionally, 100 Agile ATLs were set up in government schools across 16 states/UTs.

Creation of Question Banks

Question banks for 12 subjects in class IX-X and 29 question banks in class XI-XII were developed.

Development of e-Content

The development of E –Content of 4 subjects i.e., Retail (Class IX-X), Marketing (Class XI-XII), Information Technology (Class IX-XII) and Web Technology (Class XI-XII) has been completed.

Implementing Skill Hub Initiative in schools under PMKVY 4.0

497 CBSE Schools are actively delivering training under PMKVY 4.0. Total number of candidates enrolled for this initiative is 1,12,575 with 21,523 certified candidates in last financial year. As per data received from NSDC, an amount of INR

36,28,32,727/- has been disbursed to CBSE schools (Till Nov. 2024).

Skill Hub Initiative and Campaigns

Under PMKVY 4.0, 497 schools trained 1,12,575 candidates, with 21,523 certifications. The Skill Yatra Campaign featured mobile exhibitions, engaging 1,038 students and 116 teachers in Odisha.

Youth Ideathon 2024

This event saw participation from 1.8 lakh students across 5,000+ schools, awarding ₹25 lakh in prizes. Winning schools included Vidyashilp Academy, Sanskriti School, and Aditya Vidyashram Residential School.

PROFESSIONAL EXAM UNIT

The Professional Exam Unit of the Board handles following National level projects including test for admissions in schools of NVS, centrally funded schools, run by Navodaya Vidyalaya Samiti under the aegis of Ministry of Education, Govt. of India

Name of Exam	Objective	Approximate Candidates Regn.
JNVST Class VI	For admission to Class-VI in schools of NVS	Approx. 26 lakhs
JNVLE Class IX	For admission to Class IX against vacant seats in schools of NVS	Approx. 3 lakhs
JNVLE Class XI	For admission to Class –XI against vacant seats in schools of NVS	Approx. 1 lakh
PARAKH Rashtriya Sarvekshan	One of the largest nationwide sample based educational surveys conducted across the country to provide structured feedback on student learning levels at District, State & National Levels.	Approx 23 Lakhs
SHRESHTA	For SC Boys and Girls giving admission opportunities by MoSJE in Class 9 and 11 in private residential schools affiliated with the CBSE	Approx 856 Schools

A. JNV Selection Test (JNVST)

National Level Admission Test for Admission to Class 6 in schools of NVS

- Admissions to Class 6 in schools of NVS for 2024 were conducted through the All-India Selection Test (JNVST), organised by CBSE under MoU with NVS. The exam was held in two phases: Winter Bound was held on 4th November 2023 for 52,607 candidates (26,908 boys, 25,699 girls, and 2 transgender) across 418 centres in 63 districts. A total of 3,182 candidates were selected.
- The Summer Bound exam was held on 20th January 2024 with 24,48,281 registrations (12,64,048 boys, 11,84,233 girls, and 189 transgender), resulting in 45,298 selections. Results for both phases were handed over to NVS on 13th March 2024.

B. CBSE conducts Jawahar Navodaya Vidyalaya Lateral Entry Test (JNVLE):

National Level Admission Test for Admission to Class 9th and 11th in schools of NVS against vacant seats as per MoU signed with NVS.

C. PARAKH Rashtriya Sarvekshan – 2024, conducted on 04.12.2024 (Wednesday)

The Ministry of Education, Government of India, assigned PARAKH-NCERT, in collaboration with CBSE, to conduct the PARAKH Rashtriya Sarvekshan 2024 across 87,619 schools in 782 districts. CBSE served as the "Assessment Test Administrator" for the survey. The survey, conducted on 4th December 2024, engaged nearly 23 lakh students from Grades 3, 6, and 9 in 23 languages. This nationwide, sample-based educational survey is one of the largest of its kind, aimed at assessing student learning levels at the district, state, and national levels. The insights gathered will inform policy planning and help design pedagogical interventions for improving the quality of education and ensuring equity in learning.

Brief Statistics of the Survey as per enrollment are as given here under:

Grade	No of Schools	Enrollment
Grade 3	28,361	6,64,652
Grade 6	27,466	7,23,332
Grade 9	31,792	9,06,393
Total	87,619	22,94,377

D. Assessment Test of the newly recruited Jr. Assistants / Sr. Assistants / Stenographers

As approved by the Competent Authority, the PE Unit was assigned the task of conducting the Assessment Test for newly recruited Jr. Assistants, Sr. Assistants, and Stenographers in 13 Regional Offices, 2 COEs, and 1 ACCPD in Rae Bareli. The test was successfully conducted on 21st September 2024, and the score sheets and results were handed over to Admn. HQ.

E. SHRESHTA (Scheme For Residential Education For Students In High Schools In Targeted Areas)

- The PE unit coordinates the SHRESHTA Scheme of the Ministry of Social Justice and Empowerment (MoSJE) on behalf of CBSE.
- The centrally funded scheme provides SC boys and girls with admission opportunities in Class 9 and 11 in private residential schools affiliated with CBSE and other boards.
- CBSE shares data of schools with MoSJE based on predefined criteria. In 2024, data from 856 CBSE schools was shared.
- Admission modalities and fees are set by MoSJE.
- Information on available seats and scholarships is provided by MoSJE.

Class	No. of Seats	Scholarship (₹)
Class 9	2500 seats	1 Lakh
Class 10	2500 seats	1.1 Lakh
Class 11	500 seats	1.25 Lakh
Class 12	500 seats	1.35 Lakh

- **Scholarship per student per year (Tuition Fee and Hostel / Mess fee):** 9th (1.0 lakh), 10th (1.1 lakh), 11th (1.25 lakh),12th (1.35 lakh)

Central Teacher Eligibility Test

1. The 18th Edition of CTET in twenty languages has successfully conducted on 21st January, 2024 in offline Mode all over India in 136 cities and result was declared on 15.02.2024. The statistics relating to Examination is given below:

Sl. No.	Name of Examination	Mode of Examination	Duration/Dates of Examination	Paper	No. of Candidates Registered	No. of Candidates Appeared	No. of Candidates Qualified	Date of Result Declaration
1.	18th Edition of CTET	Offline (OMR based)	21st January, 2024	I	9,58,193	7,95,231	1,26,845	15/02/2024
				II	17,35,333	14,81,242	1,12,033	

2. The 19th Edition of CTET in twenty languages has successfully conducted on 7th July, 2024 in offline Mode all over India in 136 cities and result was declared on 31.07.2024. The statistics relating to Examination is given below:

Sl. No.	Name of Examination	Mode of Examination	Duration/Dates of Examination	Paper	No. of Candidates Registered	No. of Candidates Appeared	No. of Candidates Qualified	Date of Result Declaration
1.	19th Edition of CTET	Offline (OMR based)	7th July, 2024	I	8,30,242	6,78,707	1,27,159	31/07/2024
				II	16,99,823	14,07,332	2,39,120	

3. The 20th Edition of CTET in twenty languages has successfully conducted on 14th & 15th December, 2024 in offline Mode all over India in 135 cities and result was declared on 9th January, 2025. The statistics relating to Examination is given below:

Sl. No.	Name of Examination	Mode of Examination	Duration/Dates of Examination	Paper	No. of Candidates Registered	No. of Candidates Appeared	No. of Candidates Qualified	Date of Result Declaration
1.	20th Edition of CTET	Offline (OMR based)	14th & 15th December, 2024	I	6,86,197	5,72,489	1,387,389	09/01/205
				II	13,62,884	11,36,087	1,39,888	

Besides above, recruitment examination for various posts in the Board has also been conducted in August 2024 successfully as per details given below:

Sl. No.	Date of Exam	Shift	Name of Exam	Number of candidates registered	Number of candidates appeared
1	03.08.2024	I	Assistant Secretary (Academic, Training & Skill Education)	9421	2623
2	03.08.2024	II	Jr. Translation Officer	1696	784
3	10.08.2024	I	Jr. Accountant	17432	5271
4	10.08.2024	II	Accounts officer	12168	3133
5	11.08.2024	I	Assistant Secretary (Administration)	84151	24889
6	11.08.2024	II	Junior Engineer	11213	5064
7	11.08.2024	II	Accountant	14963	3563
8	**Date of Result Declaration- Tier-1**	05.09.2024			

Media & Public Relations Unit

Student Well-being/Counseling

CBSE, aligned with NEP 2020, has launched multiple initiatives to support student well-being, mental health, and career guidance. These efforts focus on creating safe, nurturing environments in schools through trained counselors and wellness teachers, empowering educators, parents, and students.

Initiatives on Student Well-being/Counseling

A. Capacity-Building Programs (CBPs)

1. Offline Programs

The Offline Capacity Building Programs for School Counsellors and Wellness Teachers were conducted in various Lead Collaborator schools across India in 2024. These programs took place in cities such as Lucknow, Mumbai, Gurugram, New Delhi, Jaipur, Hyderabad, Chennai, Kolkata, Guwahati, Ahmedabad, Bengaluru, Kochi, and Bhopal. Approximately 1,500 counsellors and wellness teachers were trained through these programs, utilizing the Hub and Spoke Model.

200+ counselors & wellness teachers from CBSE Schools were identified and enlisted during the CBPs organised by CBSE. CBSE further conducted 08-day online orientation workshops for master trainers selected through the offline CBPs for the purpose of further training of counselors and wellness teachers in a hub-and-spoke model.

2. Online Programs

- 3 Online Workshops were organized in June 2024 on career assessments, psychometric evaluations, and goal-setting. Feedback: 86,321 responses, Assessments completed: 24,859, Viewership: 1,29,000.
- Webinars: CBSE hosted 07 online webinars throughout the year, engaging educators, students, and parents covering diverse topics related to physical, mental, and social well-being, involving counselors & wellness teachers and experts. These webinars align with NEP 2020's goals of inclusivity, equity and privacy awareness.

3. National Conclaves

- 02 National Conclaves on Counseling were conducted online for Principals, Counselors, and Teachers of CBSE schools across India. The first virtual Conclave, themed "Care, Compassion, and Communication," was held on 11th September 2024, focusing on equipping counselors to address students' psychosocial and career needs. The second virtual Conclave, hosted by CBSE on 4th October 2024, centered on "Enhancing Mental Health Support in Educational Settings through Collaboration and Leadership." Both events aimed to share best practices, foster collaboration, and enhance mental health support in schools.

B. Peer Educator Leadership Program

This flagship program aimed to empower senior students (Classes IX and XI) as peer educators to promote life skills and mental health awareness. This initiative runs year-round and involves both students and teachers, with 04 modules and 8 themes 4-day-a-week round the year sessions focusing on psychosocial well-being and leadership development. Participants include 4 senior students (2 each from classes IX and XI) and one teacher supported by school counselors or wellness teachers.

Key achievements included training of 16,184 students and 8092 teachers across 4046 schools up to 171st batch wherein interactive webinars/ workshop enhanced student skills and psychosocial well-being.

C. Regional Summits

In year 2024, 04 Regional Summits have been organized at the following venues garnering an overwhelming response from the schools with 600-800 participants in each Regional Summit:

1. Delhi Public School Bangalore North (DPSBN), Bengaluru, Karnataka
2. Daly College, Indore (M.P.)
3. ODM Public School, Bhubaneswar, Odisha
4. Chitkara International School, Chandigarh

These Regional Summits across India brought together a large number of schools to have a face-to-face dialogue through various events, envisaging sustainable models of promoting life skills and well-being programs in schools across the country.

D. National Summit on Life Skills, Mental Health, Safety, and Well-being

01 CBSE National Adolescent Summit 2024 was organized on 20th to 21st December 2024 at National Bal Bhawan, New Delhi on the theme "Life Skills, Mental Health, Safety, and Well-being". There were over 850 participants from India and abroad, fostering dialogue and collaboration on critical adolescent issues which is aligned with the vision of the National Education Policy (NEP) 2020, the summit provided a platform to empower students and educators, promoting holistic development.

The event featured a vibrant Health and Wellness Exhibition alongside several engaging activities which were designed to empower students and showcase their creativity. Key highlights included a Health and Wellness Exhibition showcasing 120 innovative projects, the Yuva Sansad adolescent well-being parliament, UTSAV's creative competitions, film screenings, mentoring sessions, and the National Health & Wellness Quiz. The event empowered students and educators, promoting holistic development through interactive sessions and workshops.

E. Anti-Drug Awareness Campaign:

In collaboration with the Narcotics Control Bureau, CBSE organized the 'Say No to Drugs and Yes to Life' campaign on August 28, 2024 at Modern School, Vasant Vihar, New Delhi, on 28 August 2024 (Friday) with about 200 school principals. These programs educated students about the dangers of drug abuse and promoted a drug-free lifestyle while providing participants with comprehensive strategies to identify, prevent, and address substance abuse effectively.

Facilities of Tele-Counselling in 2024

Since its introduction in 1998, CBSE Tele-counseling program completes 27 years in year 2024. This free and voluntary psychological tele-counseling helpline is provided on Toll free no. 1800 11 8004 for class X & XII examinees. This service, delivered by principals and trained counsellors, has been a constant support for students and parents of affiliated schools all these years. This is aimed to help students manage exam pressure and provide guidance and emotional support.

In year 2024, the principals and counsellors from India and other countries such as Nepal, Japan, the United Arab Emirates, Kuwait, Qatar, Oman, and Singapore participated in the tele-counselling service on voluntary basis and provided free pre- and post-exam counseling to Class X and XII students:

- 67 counselors offered support during pre and during exams.
- 65 counselors provided guidance during the post-exam phase.

Additionally, the Board offered a free 24/7 IVRS (Interactive Voice Response System) facility on its toll-free number 1800 11 8004 were recorded. This service also provided frequently asked questions (FAQs), useful information related to exams and results, tips on better preparation, time and stress management, and important contact details of CBSE offices. The combination of tele-counselling and IVRS ensures that students have access to comprehensive support throughout their exam journey.

Social Media Outreach

CBSE has been proactive in disseminating important information via social media platforms such as YouTube, Twitter, Facebook, and Instagram. In 2023, a total of 446 posts were shared on these platforms to communicate significant Board decisions, activities, and updates as well observe important days and events.

Monitoring of RTI and Public Grievances Redressal

- **RTI Applications and Appeals:** A total of 6957 RTI applications and 80 appeals were received and disposed of during the year with effective monitoring to ensure adherence to the prescribed time limits.
- **Public Grievances:** Out of 2655 grievances received in 2024, 2550 were resolved. Through effective monitoring and regular follow-ups, the average response time for settling public grievances has been reduced to less than 21 days.

Happy faces brightening up colorful classrooms

NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)

National Professional Standards for Teachers (NPST)

1. NPST Guiding document was launched on 9th March 2024, by Ministry of Education (MoE).
2. Audiobook and Braille version of NPST Guiding Document was launched by Ministry of Education (MoE) 29th July 2024.
3. NPST Guiding Document has been translated in 22 Indian Schedule languages.
4. Two National level Sensitization Workshops on NPST were conducted with the participation of experts (Administrators, Teacher Educators, Principals and Teachers) and expert bodies (SCERT/DIET/HEIs/TEIs/Schools).
5. Five days orientation session of 10,080 PM SHRI Schools on NPST was conducted in virtual mode with participation of over 1 lakh teachers
6. Development and design of Implementation Plan and Tools for mapping of competency for nationwide rollout.
7. Video Resources/Materials and Assessment tools on National Professional Standards for Teachers are developed for its wider dissemination

National Mission for Mentoring (NMM)

1. 'NMM-The Bluebook', a national document developed by NCTE was launched on 9th March 2024 by DoSE&L, MoE, GOI.
2. Over 1 Lakh PM SHRI School Teachers were sensitized on NMM from 10th – 14th June 2024 through 2 hour daily live sessions.
3. Two national sensitization workshops on NMM were conducted on 29th June 2024 and 29th August 2024 at Gautam Buddha University, Greater Noida and Maulana Azad National Urdu University, Hyderabad respectively.
4. 'NMM-The Bluebook' has been converted into Braille and Audiobook and launched by DoSE&L, MoE on the 4th anniversary of NEP 2020 on 29th July 2024.
5. 28 engaging video resources launched on 12th September 2024 for all stakeholders to comprehend 'NMM-The Bluebook' better.
6. 'NMM-The Bluebook' is translated into 22 Scheduled languages.
7. Two Public Notices dated 18th September 2024 and 16th January 2025, were released inviting applications from desirous professionals to be part of the national pool of Mentors under NMM program.
8. Pool of national mentors have been increased to 402 mentors.
9. The Area of Mentoring have been increased to 21 Domains and 38 Sub-Domains based on identified needs and emerging trends.
10. A total of 535 (38 individual and 497 group) Mentoring sessions have been conducted covering approximately 1480 Mentees.

Integrated Teacher Education Programme (ITEP)

1. ITEP implemented in 64 institutions across the country including Central/ State Universities, IITs, NITs, IGNOU and Govt. Colleges.
2. Applications were invited from desirous institutions running 4-year Integrated Programme (B.A. B.Ed./ B.Sc. B.Ed.) for transition to ITEP, Vide Public Notification dated 31.01.2024.
3. Online applications were invited from desirous institutions for the 4th Phase for the academic year 2025-26.
4. National Common Entrance Test (NCET) 2024 for admission in ITEP was conducted on 10th July 2024 and admission in 64 ITEP institutions have been completed for academic session 2024-25.
5. 3 Sensitization / information sharing sessions were conducted.

PAR (Performance Appraisal Report)

1. Performance Appraisal Report (PAR) mechanism created to obtain information from the existing TEIs for the academic year 2021-22 and 2022-23
2. A separate PAR Portal designed and provided on the NCTE website
3. Data sought from TEIs on all the quality parameters under the provision of section 12(j) & (k) of the NCTE Act, 1993

NCTE Regulatory Reforms in advancing NEP 2020

NEP aligned Teacher Education Programmes:

1. ITEP – Physical Education
2. ITEP - Art Education
3. ITEP - Yoga Education
4. ITEP - Sanskrit Education
5. B.Ed. (1 Year)
6. B.Ed. (2 Year)
7. M.Ed. (1 year) Full time
8. M.Ed. (2 years) Part time

Draft Norms and Standards/Curriculum framework/Model Syllabi has been designed and developed with the assistance of Committee of Experts and in the process of final stage of notification.

NCTE initiatives on Inclusive Education for Children with Special Needs

- The Curricular Component of ITEP covers two credit (30 hours) course mandatory for all the student teachers under Foundation of Education. This course is dedicated to inclusive education to orient the learners to the approaches to adopt teaching and learning process to meet the learning needs of students with disability, including providing opportunity for equal participation in regular schooling process.
- Similar approach is being adopted in other teacher education programmes which are under revision in light of NEP 2020.
- Until the building and its infrastructure are not accessible to people with disabilities / CwSN, NCTE does not recognise any teacher education institutions.
- NCTE is working closely with RCI to develop shorter courses for the teachers who wish to move into specialized areas of teaching of the student with disability in regular schooling process.

Guiding students with care and encouragement

NATIONAL BAL BHAVAN (NBB)

Introduction

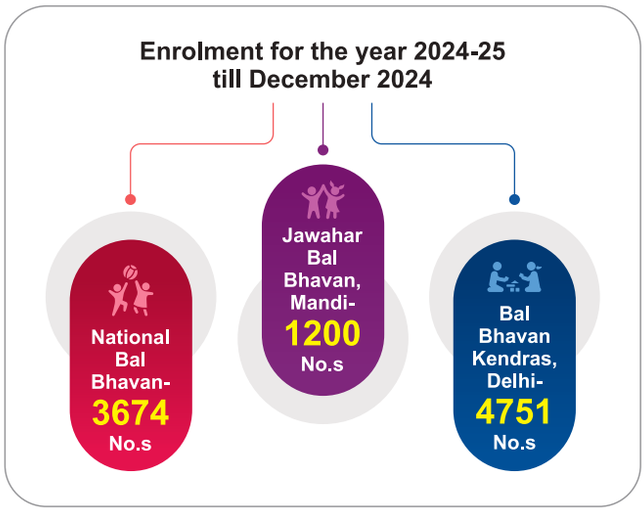
National Bal Bhavan, is an autonomous body under the Department of School Education and Literacy, Ministry of Education, Govt. of India. This institution provides non-formal education to children between the age group of 5 to 16 years. It was established in 1956, keeping in mind the dream of unmasking learning through the thinking, imagination, creative and entertaining activities for the children. National Bal Bhavan has taken the form of a movement with 141 affiliated Bal Bhavans and Bal Kendras across the country including a rural Jawahar Bal Bhavan in Mandi village, Delhi and other 39 Bal Kendras are also working in Delhi.

Functions

1. To formulate, implement policies and programmes for nurturing, enhancing and sustaining creativity through various non formal techniques revolving around learning by doing activities, workshops, seminars, camps and conferences etc.
2. To monitor the functioning of National Bal Bhavan, Jawahar Bal Bhavan, Mandi, 39 Bal Bhavan Kendras in Delhi and processing project proposals from affiliated Bal Bhavans and Bal Bhavan Kendras across the country and fund devolution accordingly.
3. To have collaborative programmes with other govt./semi govt. agencies in the interest of children.
4. To organize national level camps, seminars, and conferences in Delhi and other places on various themes for children and adults.
5. To process invitations for cultural exchange programmes received from different countries and involving Bal Bhavan children from across the country.

PART II

Programme Highlights from January 2024 till December 2024



Workshops

Around 185 workshops were conducted from January to December, 2024 which included Basic Stitching, Computer Awareness, Our Health Our Pride, Hindi workshop, Mehndi workshop, Activities in the Universe, Low Cost Model, Odissi Dance, Harmonium, Macrame, Suitar and Guitar, Ham Radio, Origami, Linocut Printing, Obsolete Ragas of Classical music, Flora Biodiversity, Doormat making, Physical Education, Folk music etc.

Main Programmes of National Bal Bhavan

- Summer Fiesta was organised from 29th May to 28th June, 2024 in which around 3000 children participated per day, to enhance their skill and creativity through various innovative activities and workshops.

National Children's Assembly and Integration Camp was organized from 20th to 23rd November, 2024 in which around 300 children from 57 State Bal Bhavans / Kendras, Jawahar Bal Bhavan, Mandi and Bal Kendras of Delhi, covering 18 States across the country participated. The Students from different Air Force Schools across the country participated in four batches in different innovative workshops organised by National Bal Bhavan from 8th to 12th April, 22nd to 26th April, 8th to 12th September and 18th to 22nd September, 2024.

- National Bal Bhavan organized various three day workshops for Govt. & Govt. Aided Schools in which around 4312 children participated in various activities like Handicraft, Painting, Stitchery, Integrated activity, Clay, Weaving, Dance, Music, Instrumental Music, Science Activities, Physical Education etc.

- 29th National Young Environmentalist Conference was organized on the theme of 'Beat Plastic Pollution' at Rupaytan Bal Bhawan in Junagarh (Gujarat) from 23rd to 25th January, 2024 in which children and escorts from 17 Bal Bhavans / Kendras from across the country participated.
- 30th National Young Environmentalists Conference was organized on the theme of 'Land Restoration, Desertification and Drought Resilience' at Garware Bal Bhavan, Maharashtra from 2nd to 4th December 2024 in which children and escorts from 21 Bal Bhavans / Kendras from across the country participated.
- A Cultural Exchange Program was conducted at Goa Bal Bhavan from 27th September 2024 to 2nd October, 2024 in which 30 member children of Performing Arts Section of NBB and 30 member children of Goa Bal Bhavan engaged in diverse workshops where they experienced rich exchange of techniques and artistic expressions by learning various folk songs and different dance forms of North India and Goa, promoting cultural appreciation, diversity and inclusivity.

- With an aim to promote healthy lifestyle, 10th International Yoga Day was celebrated in National Bal Bhavan as a five day workshop. On 21st June, 2024, children of NBB and Bal Bhavan Kendra sang a song based on the topic of yoga, demonstrated yoga poses through dance, participated in a Laughter yoga session and were taught various yoga asanas and pranayama by the experts.

- On 31st July 2024, as an initiative to promote sustainability and 3Rs of waste management, i.e., Reduce, Reuse and Recycle, among the member children, National Bal Bhavan collaborated with Bisleri brand to install benches made of recycled plastic at various locations in NBB like Sanskriti Shilp Gram, Children's Park, near Science section, etc.
- Various festivals were celebrated at National Bal Bhavan like Lohri, Makar Sankranti, Pongal, Holi, Diwali etc.

Activities / Programs at Jawahar Bal Bhavan, Mandi

The activities/programs conducted included Amod Divas, Lohri, Republic Day, Mandi Divas, National Science Day, Summer Fiesta, Unity Day, Constitution Day etc.

Activities at Bal Bhavan Kendras of Delhi

The activities conducted included Art &Craft, Painting, Dance, Music, Handicraft, Physical activities etc.

Regular activities / programmes of National Bal Bhavan

Ministry of Education initiated programmes

- Children from Performing Arts section performed in Pariksha Pe Charcha session, conducted on 29th January, 2024.
- The Education Week was celebrated by organizing two workshops, i.e., for Cultural Day on 25th July, 2024 and Skill Day on 26th July, 2024.
- The 'Har Ghar Tiranga' campaign was celebrated from 9th to 15th August, 2024.
- Under Special Campaign 4.0 of Swachhta program, different areas of National Bal Bhavan campus was cleaned and old files and items were cleared in the month of October 2024.

- The Vigilance Awareness Week was celebrated from 28th October to 3rd November, 2024 where various activities like songs, poster making etc. were taught to the children. An integrity pledge was also taken by all the employees on 30th October, 2024.

- Pledge taking ceremony and Unity Run was organised on the occasion of Unity Day on 30th October, 2024.
- Constitution Day was celebrated on 27th November, 2024 in which the preamble of Indian Constitution was read by all the staff members of NBB.

- On 26th December 2024, Veer Baal Diwas was celebrated through various activities to commemorate the 'Sahibzaadas' of Shri Guru Gobind Singh ji

PART III

Other than providing various activities to explore and nurture the creative potentials of each child, National Bal Bhavan is also deeply committed to fostering an inclusive environment where every child, regardless of their background or challenges, can thrive.

The institution offers free membership to children from SC/ST backgrounds, EWS categories, as well as those with physical disabilities. National Bal Bhavan ensures that these children engage in the same workshops, take part in local, state, and national level programs, and are treated with the same respect and dignity as their peers. The campus itself is designed to be accessible, with ramps and other facilities catering to children with physical disabilities. Children with mental health issues are supported with patience, care, and understanding, leading to noticeable improvements in their well-being. Additionally, when National

Bal Bhavan collaborates with institutions that cater to special children, the entire institute is granted free membership, thereby extending these opportunities to all children under its care. This inclusive philosophy is a testament to Bal Bhavan's commitment to nurturing the creative potential of every child, irrespective of their social, economic, or physical circumstances.

National Bal Bhavan nurtures creativity in students through engaging activities like music, singing, arts and craft

Annexure-I

Coverage of institutions and number of children enrolled

Sl. No.	State/UT	Enrolment				Institution		
		Bal Vatika	Primary	Upper Primary	Total	Primary	Upper Primary	Total
1	2	3	4	5	6	7	8	9
1	A & N Islands	5172	13294	10859	29325	182	151	333
2	Andhra Pradesh	0	1516768	1069092	2585860	34226	9792	44018
3	Arunachal Pradesh	11619	85944	53606	151169	1486	1092	2578
4	Assam	225068	2424739	1269560	3919367	33798	10308	44106
5	Bihar	0	11426436	5911869	17338305	37704	30617	68321
6	Chandigarh	14918	44270	40684	99872	3	116	119
7	Chhattisgarh	0	1780359	1121747	2902106	31853	13987	45840
8	Delhi	118430	880193	762292	1760915	1578	1222	2800
9	DNH & DD	7221	40287	27055	74563	148	165	313
10	Goa	2881	92445	67715	163041	779	445	1224
11	Gujarat	529306	2746239	1880218	5155763	10988	21287	32275
12	Haryana	63945	847705	639141	1550791	8688	5522	14210
13	Himachal Pradesh	71713	247577	194194	513484	10072	4757	14829
14	Jammu & Kashmir	182596	490147	279365	952108	8965	9180	18145
15	Jharkhand	42164	2644749	1417982	4104895	21485	14011	35496
16	Karnataka	0	2534097	1566937	4101034	20245	32827	53072
17	Kerala	137872	1575615	1130920	2844407	6479	5545	12024
18	Ladakh	4391	9334	4414	18139	375	422	797
19	Lakshadweep	1265	5093	2567	8925	14	15	29
20	Madhya Pradesh	0	3913068	2422860	6335928	57410	30892	88302
21	Maharashtra	0	5974978	3917899	9892877	46245	39371	85616
22	Manipur	25822	125456	37762	189040	2314	1000	3314
23	Meghalaya	137524	385431	181868	704823	7865	3244	11109
24	Mizoram	25071	75137	38631	138839	1409	1090	2499
25	Nagaland	41394	56964	30613	128971	1685	223	1908
26	Odisha	0	2512932	1742408	4255340	27405	23093	50498
27	Puducherry	7204	27122	20182	54508	236	188	424
28	Punjab	174552	1072279	660578	1907409	12869	6704	19573
29	Rajasthan	46009	3361174	2294665	5701848	29988	37417	67405
30	Sikkim	6200	21102	17440	44742	482	387	869
31	Tamil Nadu	_	2248314	1864599	4112913	27003	16128	43131
32	Telangana	0	1013708	643659	1657367	17748	8193	25941
33	Tripura	11583	215878	141781	369242	2236	2147	4383
34	Uttar Pradesh	0	10577090	5781838	16358928	88074	54368	142442
35	Uttarakhand	0	361891	256529	618420	11255	5177	16432
36	West Bengal	958563	6310427	4071506	11340496	65808	15977	81785
	Total	**2852483**	**67658242**	**41575035**	**112085760**	**629100**	**407060**	**1036160**

Annexure -II

Honorarium to Cooks-cum-Helpers

S. No.	States/UTs	Cooks-cum-Helpers - Honorarium Per Month (in ₹)	Additional Honorarium per month to cook-cum-helpers (in ₹)
1	Andhra Pradesh	3000	2000
2	Arunachal Pradesh	2000	1000
3	Assam	1500	500
4	Bihar	1650	650
5	Chhattisgarh	2000	1000
6	Goa	1000	0
7	Gujarat	3000	2000
8	Haryana	7000	6000
9	Himachal Pradesh	4500	3500
10	Jharkhand	2000	1000
11	Karnataka	3700	2700
12	Kerala	12000	11000
13	Madhya Pradesh	4000	3000
14	Maharashtra	2500	1500
15	Manipur	1000	0
16	Meghalaya	2000	1000
17	Mizoram	1500	500
18	Nagaland	1000	0
19	Odisha	2000	1000
20	Punjab	3000	2000
21	Rajasthan	2003	1003
22	Sikkim	1000	0
23	Tamil Nadu	4100-12500	3100-11500
24	Telangana	3000	2000
25	Tripura	2500	1500
26	Uttar Pradesh	2000	1000
27	Uttarakhand	3000	2000
28	West Bengal	1500	500
29	A&N Islands	1000	0
30	Chandigarh	4500	3500
31	D&N and D & Diu	5544	4544
32	Delhi	1000	0
33	Jammu & Kashmir	1000	0
34	Ladakh	1000	0
35	Lakshadweep	18000-20200	17000-19200
36	Puducherry	10000	9000

Annexure -III

Number of cook-cum-helpers approved under PM POSHAN 2024-25

S. No.	State/UT	Number of Cook-cum-Helpers
1	A & N Islands	721
2	Andhra Pradesh	88296
3	Arunachal Pradesh	5753
4	Assam	108643
5	Bihar	245316
6	Chandigarh	900
7	Chhattisgarh	93420
8	Delhi	20890
9	DNH & DD	1157
10	Goa	2840
11	Gujarat	96383
12	Haryana	30022
13	Himachal Pradesh	21477
14	Jammu & Kashmir	32394
15	Jharkhand	79286
16	Karnataka	121637
17	Kerala	17673
18	Ladakh	924
19	Lakshadweep	0
20	Madhya Pradesh	206864
21	Maharashtra	175201
22	Manipur	6582
23	Meghalaya	20095
24	Mizoram	4883
25	Nagaland	4623
26	Odisha	112090
27	Puducherry	1031
28	Punjab	45200
29	Rajasthan	115403
30	Sikkim	1891
31	Tamil Nadu	128130
32	Telangana	54201
33	Tripura	12288
34	Uttar Pradesh	372292
35	Uttarakhand	26057
36	West Bengal	230233
	Total	**2484796**

Annexure -IV

PHYSICAL PROGRESS ON CONSTRUCTION OF KITCHEN-CUM-STORES

Sl. No.	State/UT	Kitchen-cum-store sanctioned	Constructed	% Constructed
1	A & N Islands	169	169	100%
2	Andhra Pradesh	31525	31525	100%
3	Arunachal Pradesh	4085	4085	100%
4	Assam	51673	51271	99%
5	Bihar	58847	58847	100%
6	Chandigarh	15	15	100%
7	Chhattisgarh	47266	47266	100%
8	Delhi	Centralised kitchens		
9	DNH DD	82	82	100%
10	Goa	Centralised kitchens		
11	Gujarat	25077	25077	100%
12	Himachal Pradesh	14959	14959	100%
13	Haryana	11483	11040	96%
14	J & K	11488	6791	59%
15	Jharkhand	35570	33776	95%
16	Karnataka	40477	40473	100%
17	Kerala	5481	5481	100%
18	Ladakh	327	327	100%
19	Lakshadweep	Constructed through own resources		
20	Madhya Pradesh	103401	98742	95%
21	Maharashtra	69803	62276	94%
22	Manipur	2966	2453	83%
23	Meghalaya	9758	9758	100%
24	Mizoram	2541	2541	100%
25	Nagaland	2223	2223	100%
26	Odisha	69152	69152	100%
27	Puducherry	105	105	100%
28	Punjab	18969	18969	100%
29	Rajasthan	77298	50312	65%
30	Sikkim	948	948	100%
31	Tamil Nadu	28470	28470	100%
32	Telangana	30408	17483	57%
33	Tripura	5304	5304	100%
34	Uttar Pradesh	113103	113103	100%
35	Uttarakhand	15778	15778	100%
36	West Bengal	81956	81948	100%
Total		**970707**	**910749**	**94%**

Annexure -V

School Nutrition Gardens in schools

Sl. No.	State/UT	Total Schools	No. of schools having SNG
1	A & N Islands	333	331
2	Andhra Pradesh	44018	32042
3	Arunachal Pradesh	2578	934
4	Assam	44106	36086
5	Bihar	68321	31230
6	Chandigarh	119	116
7	Chhattisgarh	45840	27076
8	Delhi	2800	1276
9	DNH & DD	313	313
10	Goa	1224	950
11	Gujarat	32275	27322
12	Haryana	14210	8220
13	Himachal Pradesh	14829	11145
14	Jammu & Kashmir	18145	12802
15	Jharkhand	35496	18093
16	Karnataka	53072	34174
17	Kerala	12024	9800
18	Ladakh	797	247
19	Lakshadweep	29	29
20	Madhya Pradesh	88302	73691
21	Maharashtra	85616	53676
22	Manipur	3314	1686
23	Meghalaya	11109	8851
24	Mizoram	2499	1182
25	Nagaland	1908	1793
26	Odisha	50498	43000
27	Puducherry	424	100
28	Punjab	19573	18633
29	Rajasthan	67405	43146
30	Sikkim	869	782
31	Tamil Nadu	43131	36510
32	Telangana	25941	5896
33	Tripura	4383	2469
34	Uttar Pradesh	142442	101859
35	Uttarakhand	16432	12049
36	West Bengal	81785	39205
	Total	**1036160**	**696714**

PART - II

Department of Higher Education

Chapter-01

Policy

POLICY

National Education Policy 2020 (NEP 2020)

National Education Policy 2020 has been announced on 29.07.2020 after detailed consultation with stakeholders. National Education Policy 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

The salient features of NEP 2020 include:

(i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;

(ii) Ensuring quality early childhood care and education for all children between 3-6 years;

(iii) New Curricular and Pedagogical Structure (5+3+3+4);

(iv) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;

(v) Establishing National Mission on Foundational Literacy and Numeracy;

(vi) Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.

(vii) Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;

(viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);

(ix) Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);

(x) A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;

(xi) Robust and transparent processes for recruitment of teachers and merit based performance;

(xii) Ensuring availability of all resources through school complexes and clusters;

(xiii) Setting up of State School Standards Authority (SSSA);

(xiv) Exposure of vocational education in school and higher education system;

(xv) Increasing GER in higher education to 50%;

(xvi) Introducing Holistic Multidisciplinary Education with multiple entry/exit options;

(xvii) Introducing Common Entrance Exam for Admission to HEIs to be offered by NTA;

(xviii) Establishment of Academic Bank of Credit;

(xix) Setting up of Multidisciplinary Education and Research Universities (MERUs);

(xx) Setting up of National Research Foundation (NRF);

(xxi) Single regulator for Higher Education;

(xxii) Expansion of open and distance learning to increase GER.

(xxiii) Internationalization of Education.

(xxiv) Stand- alone institution will aim to become multi-disciplinary institution.

(xxv) Phasing out of system of affiliated colleges through graded autonomy.

(xxvi) Teacher Education –in multi-disciplinary environment.

(xxvii) Establishing a National Mission for Mentoring.

(xxviii) Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

(xxix) Introducing multiple mechanisms with checks and balances to combat and stop the commercialization of higher education.

(xxx) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.

(xxxi) The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

(xxxii) Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

The National Education Policy, 2020 has recommended a revamp of the school education as well as higher education in the country to make education more student-centric and multi-disciplinary. It aims to pave way for transformational reforms in school and higher education systems in the country.

As per National Education Policy 2020, implementation of the Policy requires multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy is being led by various bodies including Ministry of Education, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs.

Since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Accordingly, Ministry and its implementing agencies, regulatory bodies, State/UT Governments, other stakeholder Ministries/Departments have started taking initiatives towards implementation of NEP 2020.

Akhil Bhartiya Shiksha Samagam (ABSS)

The Ministry of Education celebrated the Akhil Bhartiya Shiksha Samagam (ABSS) 2024 at the Manekshaw Centre Auditorium, New Delhi on 29th July 2024, marking the 4th anniversary of the National Education Policy 2020. Hon'ble Minister of State for Education & Minister of State (IC), Ministry of Skill Development & Entrepreneurship Shri Jayant Chaudhary and Hon'ble Minister of State for Education & Development of North Eastern Region,

Dr. Sukanta Majumdar were present at the event. Shri K. Sanjay Murthy, Secretary, Department of Higher Education; Shri Sanjay Kumar, Secretary, Department of School Education & Literacy; academicians, Vice Chancellors of the universities, officials, and students, also attended the event.

A presentation on 'Credit Accumulation and Seamless Creditization of all types of Learning including Skilling by using Platform of APAAR ID" was delivered during the inaugural session. The NEP initiatives related to school education launched during the event included 10 bagless days guidelines, career guidance guidelines, dedicated TV channel to facilitate learning of various Indian languages, primer for early grader in 25 Indian languages, National Mission for Mentoring (NMM) & National Professional Standards for Teachers (NPST) in braille & audio books and School Innovation Marathon 2024. With respect to higher education, Graduation Attributes and Professional Competencies, IKS Samvada Sangraha, Lecture Notes from IKS Faculty Development Programs, Three IKS books (Kautilya's Arthashastra: Timeless strategies for modern governance, Marma Kannadi and Shodha Vijaya) and a State of the Industry Report on Indian Knowledge Systems & Heritage were launched during the program.

After the inaugural session, 6 thematic sessions on topics related to school & higher education were organized with panelists from diverse

backgrounds. Thematic sessions on 'Importance of Sustainability in Education Curriculum, Job Prospects, Industry-academia Collaboration', 'PM SHRI (School Education & Skilling)', 'Role of HEIs in promoting STEM & enhancing GER through Vidyashakti', 'Equivalence of Curriculum and Assessment across all School Boards', 'Role of Ranking and Accreditation in Enhancing Quality' and 'NCF-FS and NCF-SE Salient Features and Implementation Roadmap'.

9th meeting of the Governing Council of NITI Aayog was held on 27.07.2024. In the meeting, it was inter-alia directed that States and UTs to leverage higher budget allocation in education and skill development for faster growth and to create a taskforce for implementation of NEP, 2020 in mission mode.

Recently, a two-day National Workshop on Higher and Technical Education was organized with Secretaries of States/UTs on 12th & 13th November 2024. The objective of this workshop is to disseminate various approaches and methodologies to implement NEP 2020; effectively articulate the roadmap and implementation strategies, fostering knowledge exchange; provide a common platform for all stakeholders to come together and network for effective and smooth implementation of the NEP 2020 and encourage its adoption in state institutions, paving the way for a more robust, inclusive, and globally competitive education system across India. For Outreach

and Awareness of Implementation of National Education Policy 2020, a program is being run with 84 Centrally Funded Institutions. These CFIs in collaboration with State Universities have been identified for organizing outreach, seminars, conferences or conclaves on National Education Policy 2020 regularly in collaboration with around 400 State Universities. So far, 3 Workshops for CFIs for Northern Zone, North Eastern & Eastern Zone and South & Western Zone have been held on 28.11.2024, 05.12.2024 and 19.12.2024 respectively.

Status of Implementation of NEP 2020

1. Learner Centric Education.

National Credit Framework (NCrF) and National Higher Education Qualification Framework (NHEQF) provides broad-based multi-disciplinary / inter-disciplinary, holistic education with flexible curricula, creative combination of subjects, multiple pathways, establishing equivalence, facilitate national and international mobility by utilizing the platform of Academic Bank of Credit (ABC); thus, enabling life-long learning and recognition of prior learning in cohesion with the multiple exit/ entry guidelines. As of now 2275 Universities / INIs/ HEIs onboarded on ABC & 31.27 Crore students (including school APAAR IDs) registered. 153 Univ. are providing Multiple entry and 31156 students in UG and 5583 in PG have availed benefit. Introduction of biannual admissions, allowing admissions in 2 sessions, July/August and January / February. UGC and AICTE have released 24 enabling regulations / guidelines / frameworks to facilitate learner centric education.

2. Digital Learning and Leveraging Technology

Revised regulation of ODL / Online Education and enhanced digital learning to make quality education accessible to all by permitting up to 40% credits of courses using SWAYAM platform, resulting in enhanced flexibility and on demand learning. Presently, 331 universities adopted SWAYAM courses catering to cumulative enrolment of more than 4.32 Crore with 10 lakh certifications/ year. SAMARTH (5417 Universities & HEIs adopted) as a technology enabled ERP system enables seamless governance across the student life cycle. UGC has released 5 enabling regulations/ frameworks to facilitate digital learning.

3. Industry-Academia Collaboration

Enhancing HEI-industry connect through guidelines on Professor of Practice to enable HEIs to work with industry experts in developing courses and curriculum to meet the industry and societal needs. Also, enhanced research, entrepreneurship & employability of students will be catalysed through guidelines on apprenticeship / internship programmes and establishment of Research & Development Cell at HEIs. Presently, 10,578 HEIs and

76,638 industries are registered on Single Unified Internship Portal providing around 54 lakhs internships. Apprenticeship / Internship embedded degree Programme is being offered by more than 100 HEIs. More than 300 Universities & 2500 HEIs have set up R&D Cell. UGC has released 6 enabling guidelines to facilitate industry-academia collaboration.

4. Quality, Governance, Internationalization

To encourage culture of research & innovation in Indian HEIs and achieve global standards of quality, introduced regulations on Academic Collaboration between Indian & foreign HEIs along with regulations that provide Autonomous Status to colleges and guidelines for admission & supernumerary seats of international students in UG & PG in Indian HEIs. In last 10 years Indian HEIs have improved in global rankings with 46 HEIs/ Universities ranked in QS 2025 as against 13 in QS 2015. Out of this number of Indian Universities / HEIs increased in top 500 to 11 in QS 2024 as compared to 7 in QS 2015. At present, 14655 Institutions' Innovation Councils have been set up in 28 States & 8 UTs and around 113 HEIs are funded for idea development, evaluation and application labs (IDEA). UGC & AICTE have released 24 enabling regulations / guidelines / frameworks towards this end.

Memorandum of Understanding (MoU) for setting up of campus of IIT Madras in Zanzibar-Tanzania was signed on 05.07.2023 between the Ministry of Education (MoE), Govt. of India, IIT Madras and Ministry of Education and Vocational Training (MoEVT) Zanzibar-Tanzania. Classes commenced in campus of IIT Madras at Zanzibar-Tanzania.

Another MoU was signed on 15.07.2023 between the Ministry of Education, Abu Dhabi Department of Education and Knowledge (ADEK), and the Indian Institute of Technology Delhi (IIT Delhi) to establish 1st campus of IIT Delhi in Abu Dhabi. Classes commenced in January, 2024.

UGC (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023 has been issued on 08.11.2023. Under this regulation, foreign universities will be able to set up their campuses in India. The proposal is to allow the foreign HEIs to set up campuses in India is in accordance with the provision of NEP, 2020 and it will promote internationalization of education.

Letter of Intent (LoI) was issued to the University of Southampton (UoS), UK, to establish their first-ever campus in India. UoS is ranked among the top 100 Higher Educational Institutions globally.

Setting up of campus in GIFT City, Gandhinagar - Campuses of Deakins and Wollongong Universities from Australia established in GIFT City.

5. Indian Knowledge System (IKS)

Promotion of Indian Knowledge by way of several initiatives aims to include knowledge of ancient India, its contributions to modern India in its successes and addressing challenges, with a clear sense of India's future aspirations in the field of education, health, environment etc. Several initiatives have been taken, like setting up of IKS centres to catalyse original research, education and dissemination of IKS (51 Centres established), inter-disciplinary research projects like ancient metallurgy, ancient town planning and water resource management, ancient rasayanshastra etc. (88 research projects ongoing), internship to motivate students (more than 5527 internships offered), adoption of IKS into curriculum (more than 8000 HEIs adopted), capacity building of faculties on IKS. UGC has released 5 guidelines promoting the Indian Knowledge System.

6. Empowering Students of Regional Language Medium

The accessibility of higher education is also being enhanced through the following initiatives:

- UGC to allow teaching-learning and examination in 22 Indian Languages
- UGC to make available books of all subjects in 22 Indian Languages
- 100 Books for UG Students for Arts, Science and Humanities launched in 12 Indian Languages by UGC.
- 20 Technical Books of the First year translated in 12 Indian Languages by AICTE. 87 Technical Books for 2nd Year in 12 Indian Languages is under translation by AICTE.
- AICTE has permitted 41 Engineering Courses across 13 States in 8 regional languages
- AICTE has developed Machine Translation Tool namely 'Anuvadini'
- MBBS Course has been started in Hindi
- Common University Entrance Test conducted in 13 Languages and participated by 242 Universities.
- JEE (Mains) and NEET (UG) conducted in 13 languages involving about more than 30 lakhs students
- Bhartiya Bhasha Sansthan is developing App named "Bhasha Sagar' for language learning [it will include 270 Indian languages]
- Commission for Scientific and Technical Terminology (CSTT) has compiled 30 lakhs technical and scientific words in 22 Indian Languages – 16 lakhs words already digitized.
- An AI Auto Translation Tool/Portal developed: AICTE has developed an AI based translation App and study material which is being translated into Indian languages.
- An initiative i.e., e-KUMBH (Knowledge Unleashed in Multiple Bhartiya Languages) Portal launched
- A repository of Engineering Books in different Indian Languages
- More than 1,06,052 downloads from the portal

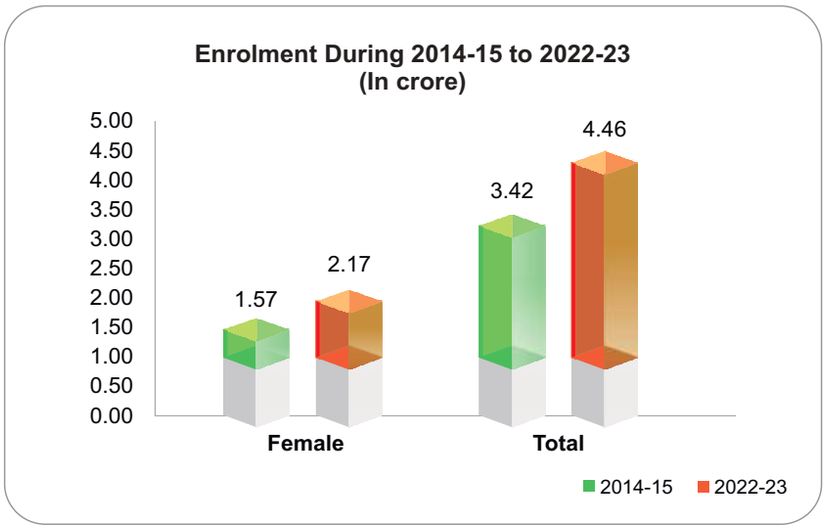
Chapter-02

Overview of Higher Education

Overview of Higher Education

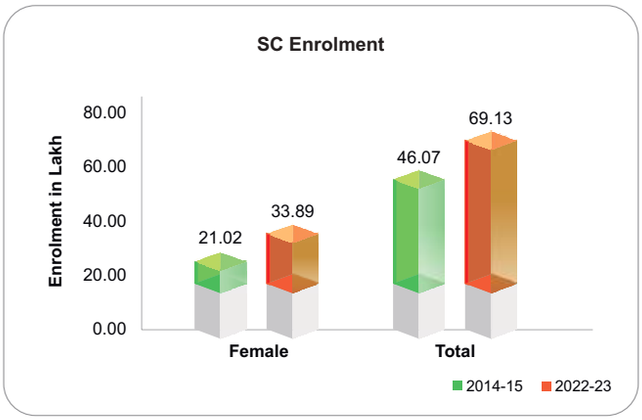
All India Survey on Higher Education (AISHE)

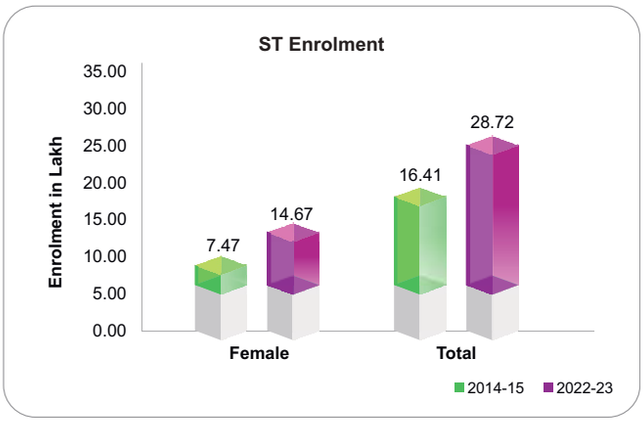
The All-India Survey on Higher Education (AISHE) is the only comprehensive source of data on Higher Education in the country. It has started in 2011 and thereafter being conducted on an annual basis to create a robust and inclusive database for Higher Education over the years. Various valuable information for policy making, such as student enrolment (Gender-wise & Category-wise), the Number of Higher Education Institutions (HEIs) registered under AISHE, total Number of Teaching/ Non-Teaching staffs (Gender-wise & Category-wise) reported, Infrastructure (Libraries, Laboratories, Skill Development Centers, Computer Labs, Toilets etc.) and indicators such as Institution Density, Gross Enrolment Ratio (GER), Pupil Teacher Ratio (PTR), Gender Parity Index (GPI), etc. are calculated from the data collected through AISHE. These are useful in making informed policy decisions. It is pertinent to mention that the results published in AISHE reports are based on the number of institutions who have registered in AISHE and uploaded their information. The latest AISHE survey completed is for year 2022-23(The results for AISHE 22-23 are provisional).



Enrolment in Higher Education: The total enrolment in Higher Education has increased to nearly 4.46 crore in 2022-23 from 3.42 crore in 2014-15, i.e., an increase of around 30.5% in the enrolment.

- Female enrolment in Higher Education increases to 2.18 crore (38.4% increase since 2014-15).
- Of the 4.46 crore students enrolled in 2022-23, 15.5% belong to Scheduled Castes, 6.4% belong to Scheduled Tribes, 39% are from Other Backward Classes and remaining 39.1% students are from other communities.
- **SC Enrolment:** Enrolment of Scheduled Caste students has increased to 69.13 lakh in 2022-23 from 66.23 lakh in 2021-22. Overall increase in SC Student enrolment since 2014-15 is 50.1%. The enrolment of Scheduled Caste Female students has increased to 33.89 lakh in 2022-23 from 31.71 lakh in 2021-22. The overall increase in SC Female Student enrolment since 2014-15 is 61.2%.
- **ST Enrolment:** In case of Scheduled Tribes students, the enrolment has increased to 28.72 lakh in 2022-23 from 27.10 lakh in 2021-22. Overall increase in ST Student enrolment since 2014-15 is 75%. The enrolment of Scheduled Tribes Female students has increased to 14.67 lakh in 2022-23 from 7.47 lakh in 2021-22. In ST female enrolment 96.3% increase is observed since 2014-15.



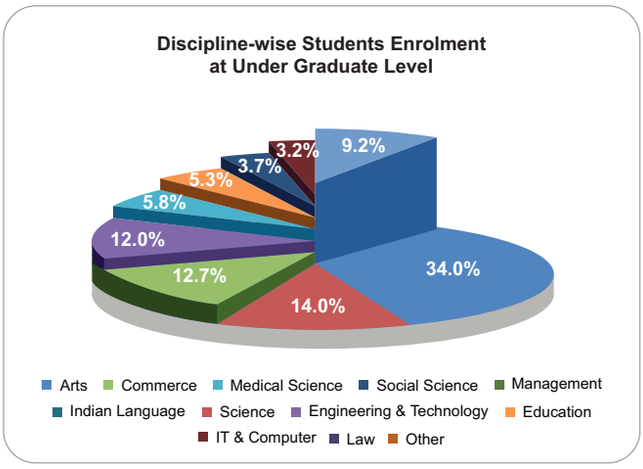


- **OBC Enrolment:** Enrolment of students from Other Backward Classes has increased to about 1.74 crore in 2022-23 from 1.63 crore in 2021-22. The increase in OBC Student enrolment since 2014-15 is 54.6%. Enrolment of OBC Female students has increased to 85.32 lakh in 2022-23 from 78.19 lakh in 2021-22. Overall increase in OBC female Student enrolment since 2014-15 is 62.9%.
- **Minority Enrolment:** The Minority enrolment has increased to 32.9 lakh in 2022-23 from 21.83 lakh in 2014-15 (an increase of 50.7%). Female Minority enrolment has increased 58% since 2014-15 (16.83 lakh in 2022-23 from 10.66 lakh in 2014-15.)
- **North East Enrolment:** The total Student Enrolment in North East States is 12.76 lakh in 2022-23 as compared to 9.36 lakh in 2014-15. The female enrolment in North East States is 6.59 lakh in 2022-23, higher than the male enrolment of 6.17 lakh.
- **Foreign Enrolment:** Total number of foreign students enrolled in higher education is 48726. The foreign students have come from 172 different countries. In 2022-23, highest share of foreign students is from Nepal (26.6%), followed by United States of America (5.8%), Bangladesh (5.6%), Nigeria (5.2%), Afghanistan (4.1%), and United Arab Emirates (3.6%). Top 10 countries constitute 62.8% of the total foreign students.

Level wise student enrolment: University Teaching Departments/ Constituent & Affiliated College - 2022-23:

AISHE-2022-23 (provisional) results shows that enrolment of Graduate students is 77.7%, post-Graduate students 12.8%, Research (Ph.D.) 0.5%, Diploma 7.0% and in Integrated courses 1.2%.

- **Enrolment in Ph.D. level:** Total Ph.D. enrolment has increased 99.0% in 2022-23 (2.33 lakh) from 2014-15 (1.17 lakh). Female Ph.D. enrolment has increased in 2022-23(1.12 lakh) from 2014-15(0.48 lakh). At Ph.D. level, enrolment is highest in Science (23.2%) followed by Engineering & Technology (22.4%) based on actual response



Discipline-Wise student enrolment at undergraduate Level:

2022-23. Highest enrolment among all is in Arts discipline with 1.15 crore students, out of which 51.9% are female and 48.1% are male. Science discipline has 47.63 lakh students enrolled (out of them 52% are female are 48% are male). There are 43.14 lakh students enrolled in Commerce discipline (out of them 47.5% are female and 52.5% are male students). Similarly, Engineering & Technology has 40.83 lakh enrolled students out of which 30.1% are female and 69.9% are male.

Under Medical Science discipline 19.6 lakh students enrolled out of which 57.7% are females and 42.3% are male students. Under Education discipline there are 18.05 lakh students enrolled out of which 63.3% are females and 36.7% male students.

Faculty-wise enrolment of Higher Education for the year 2022-23; The share of Students Enrolment in the faculty of Arts (34%), Science (14%), Commerce (12.7%), Engineering & Technology (12%), Medical Sciences (5.8%), Education (5.3%), Social Science (3.7%), IT & Computer (3.2%), Management (2.9%), Law (1.7%), Indian Language (1.0%) & Others (3.6%) to the total enrolment.

Enrolment in STEM:

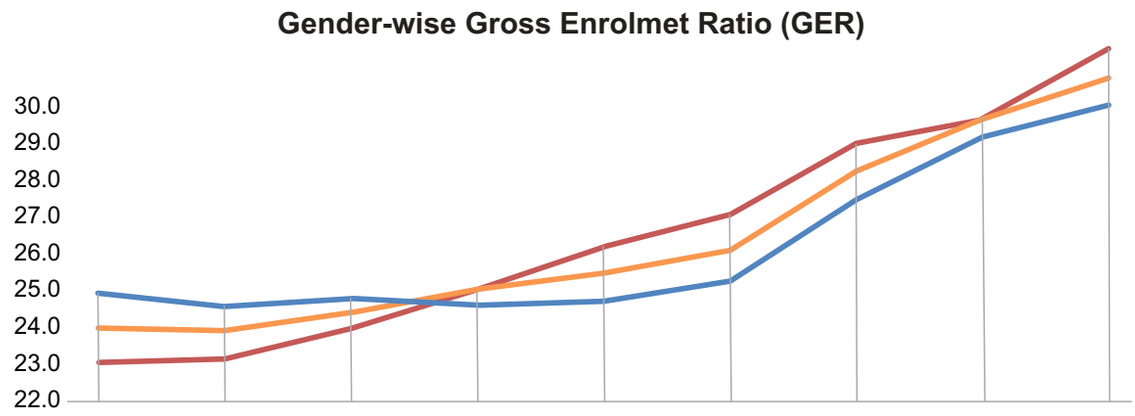
Of the total enrolment in 2022-23, the number of Student enrolment in STEM for UG, PG, Ph.D. and M.Phil. levels is 99,75,841 (25.1%) based on actual response. In Science stream Females have outnumbered Males.

Number of Institutions: The Survey covers all institutions of Higher Education in the country, registered with AISHE code in AISHE portal www.aishe.gov.in. Institutions are categorized into 3 broad categories; University, College and Stand-Alone Institutions.

There are 1,213 Universities, 46,624 Colleges and 12,543 Stand Alone Institutions listed on AISHE web portal and out of them 1208 Universities, 44,519 Colleges and 10,453 Stand Alone Institutions have responded during the Survey-2022-23.

During 2022-23, 1151 colleges have been registered with AISHE. Out of total 20.8% Colleges are Government Colleges, 13.1% are Private (Aided) and 66% are Private-unaided.

Gross Enrolment Ratio (GER): In the year 2022-23, Gross Enrolment Ratio (GER) in higher education for age group 18-23 years is estimated as 29.5, as



	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Male	24.5	24.2	24.3	24.5	24.4	24.8	26.7	28.3	28.9
Female	22.9	23.0	23.8	24.6	25.5	26.4	27.9	28.5	30.2
Total	23.7	23.7	24.1	24.6	24.9	25.6	27.3	28.4	29.5

Male Female Total

compared to 23.7 in 2014-15 (as per population projection based on 2011 census). Female GER has increased to 30.2 in 2022-23 from 22.9 in 2014-15. Female GER continues to be more than male GER for fifth consecutive year since 2018-19.

- **SC GER:** SC student GER has increased to 27.3 in 2022-23 from 18.9 in 2014-15. SC female GER has increased to 28.0 in 2022-23 from 18.1 in 2014-15. Female SC GER continues to be more than male GER for fifth consecutive year as per AISHE 2022-23(provisional).
- **ST GER:** ST student GER has increased to 23.5 in 2022-23 from 13.5 in 2014-15. ST female GER has increased to 23.9 in 2022-23 from 12.2 in 2014-15

Teaching staff:

The total number of teachers are 16,64,172 of which about 55.7% are male and 44.3% are female. Total Female faculty/teachers has increased to 7.37 lakh in 2022-23 from 5.77 lakh in 2014-15 (an increase of 1.74 lakh, i.e., 30.6% since 2014-15). Number of teachers has increased by 66,484 in 2022-23 over 2021-22. There are 79 female teachers per 100 male teachers, which was 77 in 2022.

- **Pupil Teacher Ratio (PTR):** As per AISHE 2022-23 (provisional), for Regular Mode, Pupil Teacher Ratio (PTR) in Universities and Colleges is 24 whereas PTR for Universities and its Constituent Units, in regular mode, is 19.

Non-teaching staff: The number of non-teaching staff is 14,23,019 out of which about 58.4% are male and 41.6% are female. The average number of females per 100 male non-teaching staff is 71.

Out turn/pass out: The total number of pass-outs has increased to 1.09 Crore as per AISHE 2022-23(provisional) as against 1.07 Crore as per AISHE 2021-22. At the under graduate level, the highest out-turn is in Bachelor of Arts (B.A.) with 25.66 lakh, followed by Bachelor of Science (B.Sc.) with 12.38 Lakh, Bachelor of Commerce (B.Com.) with 10.62 Lakh, Bachelor of Education (B.Ed.) with 7.03 Lakh and 8.10 Lakh in Bachelor of Engineering (B.E.) & Bachelor of Technology (B. Tech.) combined. At post-graduate level, the highest out-turn is in Master of Arts (M.A.) 7.60 lakh, followed by Master of Science (M.Sc.) 3.56 lakh, Master of Business Administration (MBA) 2.44 lakh and Master of Commerce (M.Com.) 2.01 lakh. In Diploma, the total number of pass-outs is 8.4 lakh. 31,383 students were awarded Ph.D. during 2022-23 with 16,813 males and 14,570 females. The highest number of Ph.D. was awarded in science 6,213 followed by Engineering & Technology 5,158.

Chapter-03

Regulatory, Advisory and other Bodies

Regulatory, Advisory and other Bodies

University Grants Commission

The University Grants Commission (UGC) is a Statutory Body established through the UGC Act, 1956 for the coordination and determination of standards in Universities. The Commission consists of a Chairman, a Vice-Chairman, and ten other members, to be appointed by the Central Government. The UGC functions from its Headquarter at New Delhi. Inter University Centres (IUC) have been established by UGC to promote collaborative research and innovation among institutions.

The mandate of UGC is to foster and regulate university education in India, ensure the maintenance of teaching, examination, and research standards, and the judicious allocation of grants to academic institutions. It serves as an advisory body to the government on higher education policies. The Commission's funding apparatus supports infrastructural enhancements, faculty development programs, research initiatives, and student welfare services. Over the decades, the UGC has been instrumental in the establishment of universities, promotion of research and innovation, enhancement of teaching standards, and facilitation of access to higher education for marginalized communities. The UGC rigorously monitors academic performance to uphold the credibility and integrity of higher education institutions, thereby nurturing advancements across diverse scholarly disciplines.

There has been phenomenal growth of higher education in India since independence. As on 31.12.2024, UGC listed 57 Central Universities, 482 State Public Universities, 478 State Private Universities and 136 Institutions Deemed to be University.

Regulatory reforms under taken by the University Grants Commission during the year:

For the discharge of its mandate of coordinating and determining standards of Higher Education, UGC has notified the following regulations during 2024:

1. University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Third Amendment Regulations, 2024
2. University Grants Commission (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) (4th Amendment) Regulations, 2024.

Financial Assistance to Higher Educational Institutions

The UGC assists eligible Universities for their overall development, covering different aspects namely, enhancing access, ensuring equity, imparting relevant education, improving quality and excellence, making the University administration more effective, providing more faculty improvement programmes, enhancing facilities for students, augmenting research facilities and other plans of Universities. ₹ 5691.74 crores (01-01-2024 to 31.03.2024) and ₹ 15095.44 (01-04-2024 to 31.12.2024) is the utilization/ expenditure for Central Universities/Colleges, Deemed to be Universities, and State Universities/Colleges/IUCs/ Online Payments for Scholarship & Fellowships and Administrative Expenses. The UGC also provides General Development Assistance to 161 eligible State Universities for infrastructure development, covering various areas such as buildings, staff, books, journals, and equipment.

National Educational Testing

The University Grants Commission (UGC) has undertaken several initiatives to improve the quality of higher education in India, primarily through the National Educational Testing (NET) which determines eligibility for Assistant Professorships, Junior Research Fellowships (JRFs), and Ph.D. admissions. UGC-NET, conducted twice a year,

assesses candidates in various subjects through two papers: General Teaching and Research Aptitude, and Subject-Specific Knowledge. Established in 1984, the test ensures high standards in teaching and research, and since 2018, it has been administered by the National Testing Agency (NTA). The Joint CSIR-UGC Test for science disciplines also complements this effort. UGC awards over 4000 JRFs each year, fostering research and academic careers.

Other major initiatives undertaken by UGC

- **Malaviya Mission-Teacher Training Programme (MM-TTP)** was launched on Teachers' Day, 5th September 2023. The programme, organized across 116 centers, focuses on NEP Orientation, Refresher Courses, Short Term Programs, and Faculty Induction Programs. By 31st December 2024, 1,317 programs were conducted, benefiting 106,780 participants. During 2024 several programs were conducted which inter-alia included 678 NEP Orientation programs (65,630 beneficiaries), 118 Faculty Induction Programs (8,736 beneficiaries), 217 Short-Term Programs (13,994 beneficiaries), and 304 Refresher Courses (18,420 beneficiaries).
- **Guidelines for the optimum utilization of resources in Central Universities and other Higher Educational Institutions** were issued by UGC to allow them to share infrastructure with other institutions for a nominal fee.
- The **Residential Coaching Academy for Minorities, SC/ST, and women** in four Central Universities provides equal opportunities through coaching and hostel facilities.
- The UGC has established **Centres for Endangered Languages** in nine Central Universities for preservation and promotion.
- **CU-Chayan:** a unified recruitment portal, simplifies the recruitment process in Central Universities. UGC has also appointed Ombudspersons in 45 Central Universities to handle student grievances.
- **Savitribai Jyotirao Phule Fellowship for Single Girl Child:** launched in September 2022, supports single girl children pursuing Ph.D. research. The fellowship aims to promote higher education for single girls, recognize small family norms, and encourage societal acceptance of single girl children. Eligible candidates can apply annually, with a fellowship tenure of up to 5 years. Financial assistance includes ₹ 37,000 per month for the initial two years and ₹ 42,000 per month for the remaining tenure, along with contingency funds and other benefits. In 2024, ₹ 55.46 crore was disbursed to 1019 beneficiaries.
- **'Ishan Uday' Special Scholarship Scheme for Northeastern Region:** launched in the 2014-15 academic session, aims to promote higher education and support economically weaker students from the Northeastern Region (NER). The scheme offers financial assistance to 10,000 students annually, providing ₹ 80,000 per annum. Eligible students must have passed Class XII from a school in NER and secured admission in recognized universities or institutions. The scheme is hosted on the National Scholarship Portal since 2017. In 2024, ₹ 213.60 crore was disbursed to 22,819 beneficiaries.
- **Junior Research Fellowship (JRF)** in Science, Humanities, and Social Sciences provides opportunities for scholars to undertake M.Phil/Ph.D. studies. The UGC offers JRF to candidates who qualify for the NET/JRF exams conducted by the NTA, with a total tenure of five years and 11,750 slots annually. The fellowship includes ₹ 37,000 per month for the initial two years and ₹ 42,000 per month for the remaining tenure, along with contingency funds and other benefits. In 2024, ₹ 1835.92 crore was disbursed to 41,924 beneficiaries.
- Non-NET Fellowship scheme for M.Phil. and Ph.D. students in Central Universities: This scheme was initiated in 2006-2007 and during 2024-2025, ₹ 12,191.99 lakh was released to all Central Universities under this scheme as of 31st December 2024.

- Promotion of Equity and Inclusion: Several initiatives were undertaken by UGC during the year:
  - Women's Studies Centres set up for increasing the participation of women in higher education. This includes financial support for, which focus on gender equality, women's economic empowerment, girls' education, human rights, and social injustices. Additionally, HEIs are advised to set up cells to prevent and address sexual harassment, guidelines for Gender Champions are issued, and a toll-free number (1800111656) for grievances is available. Currently, 159 Women's Studies Centres are operational.
  - **Establishment of SC/ST Cell:** The UGC requested all Central Universities and UGC-funded deemed universities to comply with DoPT instructions for setting up special reservation cells to enforce reservation orders. The Commission resolved to establish SC/ST cells in newly funded universities where they do not exist and approved necessary non-teaching positions.
  - **Guidelines for Implementation of TSP and SCSP:** The UGC released guidelines for implementing the Tribal Sub Plan (TSP) and Scheduled Caste Sub Plan (SCSP) For ensuring proper utilization of these funds UGC has opened separate bank accounts for managing SC and ST funds.
  - For the year 2023-24, a total grant of ₹ 59,48,500 was released under various schemes. These include ₹ 12,37,500 for remedial coaching for SC/ST/OBC (non-creamy layer) and minority students, ₹ 10,48,500 for coaching classes for entry into services for the same groups, ₹ 7,68,500 for NET coaching, ₹ 3,60,000 for the Equal Opportunity Centre, and ₹ 25,34,000 for visually challenged teachers.
  - Residential Coaching Academy for Minorities / SC / ST and women these have been established in in four Central Universities to provide equal opportunities through coaching and hostel facilities. An amount of ₹ 52.50 lakhs was released during the financial year 2024-2025 and 494 students benefited under this scheme during the financial year 2024-25.
- **UGC Fee Refund Policy 2024-25:** Issued on June 12, 2024, this policy allows students to receive a fee refund if they withdraw admissions within the prescribed timeframe, helping them opt for courses of their choice. Total fee of ₹ 8,24,21,123 was refunded between 01.01.2024-31.12.2024.
- **Biannual Admissions in HEIs:** Issued on June 19, 2024, this policy permits Higher Education Institutions to admit students twice a year (July/August and January/February) to achieve a 50% Gross Enrolment Ratio by 2035 as per NEP 2020. This policy is voluntary for HEIs. Guidelines on Public Self-Disclosure by HEIs, 2024.
- **Establishment of Chairs:** In order to enrich the academic resources of the University system for a deeper reflection on critical issues, the University Grants Commission has formulated the scheme of Chairs in the name of Nobel Laureates and other illustrious persons who have been either Indian Citizens or are of an Indian Origin. In this background, Chairs are being established in the areas of their outstanding contributions. A grant of ₹ 1,67,07,168 has been released to 9 Universities under this scheme.
- **Internationalization of Education:** Under the provisions of the UGC (Setting up and operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023, the application of University of Southampton, UK has been approved and Letter of Intent has been issued to them by UGC. As per the application received from University of Southampton, the University plans to have its

campus in Gurugram, Haryana and to offer courses in subjects focusing on business and management, computing, law, engineering, art and design, biosciences and life sciences.

Anti-Ragging Cell

Every three months, UGC convenes a meeting of the Anti-Ragging Monitoring Committee constituted by the Hon'ble Supreme Court, to focus on the evils of ragging, ensure action ensure action against persons indulging in ragging and action against councils/regulatory bodies like AICTE, MCI, DCI, INC and BCI etc. to discuss measures for the implementation of Anti-ragging measures. UGC has also appointed a Monitoring Agency for Anti Ragging Prevention Programme which submits non-compliance reports of HEIs to UGC from time to time.

UGC had also decided to observe Anti Ragging Day on 12th August followed by Anti Ragging Week from 12th August to 18th August every year. In this regard, UGC has issued an advisory on 08.07.2024 to all the Higher Educational Institutions to organize/conduct various anti-ragging activities to create awareness among students like workshops, seminars, competitions etc.

UGC issues a circular twice a year regarding strict compliance of UGC Regulations on curbing the menance of ragging in higher educational institutions, the same is available on UGC website www.ugc.gov.in on the link given below, https://www.ugc.gov.in/Notices. Details of Ragging Complaint registered from 01.01.2024 to 31.12.2024: -

Complaints Received	Complaints closed	Complaints Active
1084	1010	74

All India Council for Technical Education (AICTE)

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national-level Apex Advisory Body to conduct surveys on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. The statutory All India Council for Technical Education was established on May 12, 1988, with a view for proper planning and coordinated development of technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith. The purview of AICTE covers programmes of technical education including training and research in Engineering & Technology, Architecture, Town & Country Planning, Management, Pharmacy, Applied Arts and Crafts & Design, Hotel Management and Catering Technology etc. at different levels.

AICTE Post-Graduate (PG) Scholarship Scheme

In order to ensure the development of technical education in India, AICTE offers a postgraduate scholarship of ₹ 12400/- per month for 24 months through DBT to the students admitted in AICTE approved Institutions/Programs and within approved Intake of M.E. /M. Tech./M. Des. who qualify the GATE/CEED exam as per the guidelines.

AICTE Doctoral Fellowship (ADF)

To promote research culture in AICTE approved Universities/Departments/Institutes by nurturing talent for technical research in Engineering/ Management/ Design by promoting collaborative research with Institute and industries leading to start-ups. The fellowship will be given to eligible scholars as per the AICTE Doctoral Fellowship (ADF) scheme guidelines.

Selected research scholars receive a fellowship of ₹ 37,000 per month for first two years and thereafter ₹ 42,000 per month, and house rent allowance (HRA) as per central government norms. In addition, an amount of ₹ 15,000 per annum as contingency grant is given.

AICTE Pragati Scholarship Scheme for Girl Students

AICTE provides scholarship of ₹ 50,000/- per annum to meritorious girl students to encourage them to pursue higher education. The salient

features of the scheme are as under:

- 10,000 scholarships per annum from 23 States/UTs (5000 for Diploma and 5000 for Degree).
- All eligible girl students from remaining 13 States/UTs (including North Eastern Region, J&K etc.)
- Reservation to 7.5% for ST, 15% for SC, and 27% for OBC candidates are given.

AICTE Saksham Scholarship Scheme for Differently-abled Students

AICTE provides scholarship of upto ₹ 50, 000/- per annum to differently abled (minimum 40%) students to encourage them to pursue higher education. The applications are called from all the eligible students of AICTE approved institutions from all over the country through National Scholarship Portal (NSP).

AICTE Swanath Scholarship Scheme

The Scheme is being implemented by AICTE provides scholarship of upto ₹ 50, 000/- to provide encouragement and support to orphans, wards of parents died due to Covid-19, wards of Armed Forces and Central Paramilitary Forces martyred in action (Shaheed) to pursue education.

Higher Education Financing Agency

In accordance with the Finance Minister's Budget speech 2016-17, the Higher Education Financing Agency (HEFA), a not-for-profit organization was set up in 2017, with initial Government equity participation and authorization to leverage funds from the market, supplement them from donations and CSR funds etc., to finance infrastructure in higher educational institutions. Canara Bank was identified as the Joint Venture partner for the establishment of HEFA and to manage it. HEFA was established as a Section 8 Company with NBFC license The initial authorized capital was ₹ 2,000 crore of which the Government's equity would be ₹ 1,000 crore. Canara Bank would put in 10% of the total equity. The objective of setting up of HEFA was to reduce the dependence of educational institutions on Budgetary grants and enable creation of quality educational infrastructure in a faster time frame.

Subsequently, in 2018, as a part of "RISE (Revitalising Infrastructure and Systems in Education) by 2022" initiative in the Budget 2017-18, Government approved the expansion in the scope of HEFA to include Kendriya Vidalayas, Navodayas, AIIMs, besides Higher Education Institutions. Towards this end, the authorised capital of HEFA was enhanced from ₹ 2000 crores to ₹ 10,000 crores of which the Government equity is ₹ 6,000 crore and Canara Bank would contribute 10% of the Government stake. At present, paid – up capital is ₹ 5293.75 Crores (MoE - ₹ 4812.50 Crores, Canara Bank – ₹ 481.25 Crores). HEFA was also authorized to raise additional leverages through debt; either by floating bonds or direct borrowings.

Vision and objectives of HEFA

To enable India's premier educational institutions to excel and reach the top in global rankings by financing building world infrastructure including R & D Infrastructure. The objectives of HEFA are as follows:

a) Substantially increasing funding for creating quality educational infrastructure in school, higher and medical education under Government of India.

b) To shift from a system of block budgetary grants to a project-based approach, so as to build more accountability and in still financial discipline in the educational institutions availing the funds. All projects should be appraised and approved by the competent authority in Government.

c) Timely completion of the infrastructure projects by addressing issues of shortfall of funds and by regular project monitoring systems.

d) Avoid parking of funds by ensuring just in time release of funds as per the actual expenditure incurred.

e) To take into account the requirements of all categories of institutions and the different

levels of internal earnings so that they can benefit by funding through HEFA.

f) To reduce the dependence of educational institutions on budgetary grants and enable creation of quality educational infrastructure in a faster time frame.

The paid-up capital of HEFA as on date is ₹ 5293.75 crores (GoI ₹ 4,812.50 Cr; Canara Bank ₹ 481.25 Cr). HEFA was expected to tune of ₹ 100,000 crore by 2022 under RISE by 2022. However, cumulatively as on 31st December, 2024 projects worth 54351.40 crores have been approved by HEFA; for which a loan amount of ₹ 43028.24 crores have been sanctioned and ₹ 21590.59 crores have actually been disbursed.

Recently, Expenditure Finance Committee (EFC) has recommended the continuation of RISE scheme through HEFA for the period 2023-24 to 2025-26 (co-terminus with 15th FC). The new Categorization of HEFA Windows as per EFC recommendations is as below:

Window	Institution Type	Repayment Period	Principal Payment/ Viability Gap Subvention	Interest Payment/ Interest subvention
I	Technical Institutions established prior to 2008.	10 Years	100% by institute	10% by institute and 90% by Govt.
II	Technical Institutions established between 2008 and 2014	10 Years	25% by institute and 75% by Govt.	10% by institute and 90% by Govt.
III(a)	Central Universities and non-technical institutions established prior to 2014.	10 Years	10% by institute and 90% by Govt.	100% by Govt.
III(b)	Central Universities and non-technical institutions established after 2014.	15 Years	10% by institute and 90% by Govt.	100% by Govt.
III(c)	Technical Institutions established after 2014	15 Years	10% by institute and 90% by Govt.	5% by institute and 95% by Govt.
IV	IIIT(PPPs) and IIMs	10 Years	100% by institute	100% by institute

National Board of Accreditation (NBA)

The National Board of Accreditation (NBA) was established in the year 1994 under Section 10 (u) of AICTE Act in order to assess the qualitative competence of programs offered by Technical Institutions from Diploma to Post graduate level in Engineering & Technology, Management, Pharmacy & Architecture, etc. 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 to make it completely independent administratively as well as financially.

Accreditation is a 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, instead, it accredits the programs offered by technical / professional institutions which have graduated at least two batches.

During the calendar year 2024, 1547 programs were considered for accreditation, out of which 1388 programs were accredited and remaining 159 programs were not accredited. An orientation workshop on Outcome-based Education and Accreditation was conducted for 142 Team Chairs and Program Evaluators (PEVs) on 3rd October, 2024.

Major Achievements

1. **Hosting IEAM 2024:** National Board of Accreditation (NBA), being a signatory of the Washington Accord, hosted the International Engineering Alliance Meetings (IEAM) 2024 from 9th to 14th June 2024 at the Leela Ambience Gurugram Hotel and Residences, in collaboration with the International Engineering Alliance. The Meetings were attended by 151 delegates and 21 partners from 44 organizations of 33 countries.
2. **Mentorship Role:** NBA was appointed as a mentor to the Nepal Engineering Council (NEC) in 2024 by the International Engineering Alliance (IEA) to guide them to seek status of provisional signatory to Washington Accord. NBA was also appointed as mentor to the Institute of Engineers Mauritius (IEM) by IEA in 2021. Engineers Mauritius was granted status of provisional signatory to Washington Accord during IEAM 2024.
3. **Revised Graduate Attributes and Professional Competencies (GAPC Ver 4.0):** GAPC Ver 4.0 was implemented by NBA since July 2024 as per the guidelines of International Engineering Alliance (IEA) for accreditation of undergraduate engineering programs. The revised graduate attributes reflect the requirements for new technologies and engineering disciplines, new pedagogies and values such as sustainable development, diversity, inclusion and ethics.

National Institutional Ranking Framework (NIRF)

India Rankings is an annual exercise that uses the National Institutional Ranking Framework (NIRF) for ranking of institutions of higher education in India in various categories and subject domains. The first and maiden edition of India Rankings was released in 2016 in one category and three subject domains. Subsequently, eight annual editions of India Rankings were released using NIRF from 2017 to 2024. Seven categories and five subject domains were added to the initial one category and three subject domains during these eight years, i.e., from 2017 to 2024.

India Rankings 2024 was released on 12th August, 2024 by Shri Dharmendra Pradhan, Minister of Education, in eight categories, namely Overall, Universities, Colleges, Research Institutions, Innovation, Public State Universities, Open Universities and Skill Universities and eight subject domains, namely Engineering, Management, Pharmacy, Medical, Architecture and Planning, Law, Dental and Agriculture and Allied Sciences.

National Testing Agency (NTA)

The National Testing Agency (NTA) was set up by the Ministry of Education as a premier, specialist, autonomous and self-sustained testing organization to conduct entrance examinations for admission/fellowship in higher educational institutions in the country, in pursuance of the approval of the Cabinet dated 10.11.2017. NTA was registered as a Society on 15.05.2018 under the Societies Registration Act (1860). NTA has conducted 226 examinations since its inception.

From 1st January 2024 to 31st December 2024 the NTA has conducted 48 examinations for 80,08,596 candidates, which include: JEE (Main), UGC NET, CUET (UG), CUET (PG), CMAT, GPAT, Joint CSIR UGC NET, ICAR, AIAPGET, NCHM- JEE, SWAYAM, NCET, VBRE, NHB, PSPCL, DoP&T, GAT-BET, CURE, JIPMAT, NIFT, IGNOURE, and various High Court Examinations, Ph.D. Test for admission to undergraduate postgraduate/Ph.D. level Courses, fellowships and recruitments. All the exams, [except NEET (UG), NIFTEE, Pondicherry University Recruitment Examination (UT), CURE, NGB, SHRESHTA, AISSEE, NSSNET & Examinations for Gujarat High Court, Uttarakhand High Court, Delhi High Court which were conducted in Pen and Paper mode] were conducted in Computer Based Test (CBT) mode.

The Common University Entrance Test (UG) -2024, NEET (UG) 2024, JEE (Main) 2024, All India Sainik Schools Entrance Examination (AISSEE) 2024 and National Common Entrance Test [NCET] 2024 were conducted in 13 medium of languages.

Council of Architecture

The Council of Architecture (CoA) has been established under the Architects Act, 1972 and is vested with the responsibility of maintaining the register of architects on national basis as well as regulating the Architecture education and practice of Architecture profession in India.

Registration of Architects - The Council registers a person (as an Architect under Section 25 of the Act) who resides or carries on the profession of Architecture in India and holds a recognized architectural qualification. As on 02.12.2024, a total of 123359 architects hold valid registration as Architects with the Council of Architecture all over India.

Architectural Institutions - The Council of Architecture during the academic session 2024-2025 accorded extension of approval to 367 institutions which are imparting recognized architectural qualifications in the country.

National Aptitude Test in Architecture (NATA)- In addition to the test conducted by National Testing Agency (i.e. JEE) for admission to B.Arch course in IITs, NITs, SPAs and some CFTIs, the Council conducts NATA for admission to B. Arch Course in other institutions. The NATA 2024 was conducted by the Council from the month of April 2024 to August, 2024 at national level on every Saturday and Sunday in two shifts for the purpose of admission into 1st year of 5-year B.Arch. degree course for the academic session 2024-2025. Out of 23461 candidates registered for the NATA 2024, a total of 19888 candidates appeared in the test and 19585 candidates passed the test.

National Book Trust, India

The National Book Trust, India (NBT-India), autonomous organisation under the Ministry of Education, 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. In addition to publishing quality reading material across all genres and for all age - groups, in more than 60 Indian languages (including tribal languages & dialects), NBT-India promotes and encourages book reading through various book fairs and exhibitions that it organizes along with various seminars, workshops, panel discussions, book release functions, activities for children etc. Under its mandate to promote Indian books and publishing abroad, NBTIndia participates in major international book fairs, and showcases a collective exhibit of Indian publishing industry. As the nodal agency of Ministry of Education, Govt. of India, it coordinates the INDIA Guest of Honour Presentations at various international book fairs. NBT-India is also the organizer of New Delhi World Book Fair-one of the prestigious book fairs in the world, which attracts more than 1.5 million footfalls every year and is attended by large number of countries across the globe.

PUBLISHING

The NBT publishes general reading material, which includes works of fiction, books on social sciences, medical science and cutting-edge technology for all segments of society and for all age-groups. Moderately priced, the Trust also publishes a wide variety of books for children and post-literacy reading material for neo-literates in English, Hindi and other regional languages. The NBT publishes books under 33 series like (a) India- The Land and the People (b) Popular Science (c) Popular Social Science (d) Folklore (e) National Biography and (f) Autobiography of Indians who have made outstanding contribution towards the development of Indian Society, culture, science, economy, polity etc. (g) Nehru Bal Pustakalaya (h) Creative Learning (i) Books for neo-literates (j) Aadan Pradan for forging national integration through exchange of creative literature of different regions – as per the Ek Bharat Shreshta Bharat campaign (k) Indian Literature (l) Indian Diaspora Studies (m) General series (n) Braille books (o) Veergatha series (p) Women Pioneers (q) Navalekhan Mala (r) Navjagranke Agradoot (s) Corona Studies Series (t) India@75, (u) PM-YUVA series (v) Creating Intellectual Heritage, etc.

The Trust has also made special efforts towards publishing books in many minor languages like Dhurbi, Dorli, Gondi, Khadiya, Kudukh, Mato,

Mundari, etc. The Trust pays special attention to those genres of publishing, which, despite their importance, have not been adequately covered by other publishers in India. Under Rajiv Gandhi-Longowal Accord, the Trust publishes select books in Punjabi to promote the Punjabi language, its literature and culture.

During the year 2024, the Trust has brought out 3332 titles in English, Hindi and other Indian as well as foreign languages.

EdCIL (INDIA) LIMITED

EdCIL (India) Limited is a Central Public Sector Enterprise under the administrative control of the Ministry of Education, Government of India. EdCIL is accorded the Category – 1 Mini-Ratna status by the Government of India. EdCIL offers Consultancy and Project Management Services in the education and human resource development value chain within India and overseas.

EdCIL has in the last ten years registered rapid growth in the turnover having reached to ₹ 656 crores in FY 23-24. The PAT (Profit After Tax) for the said period has also increased to ₹ 102 crores.

The clientele group of EdCIL include Central and State Govt. Departments including MoE, MEA, Central and State PSUs and Autonomous bodies including IITs, NITs, IIMs, IIITs, IISERs, CBSE, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samithi. The company has executed several projects overseas including the recent EDLP (Early Digital Learning Programme) for class-I, II, III & IV children in the schools of Mauritius funded initially by the Govt. of India and later by the Govt. of Mauritius.

EdCIL is presently implementing a Govt. of India's flagship scheme named "Study in India" to attract higher number of international students for studying in India. EdCIL has leveraged the core expertise of providing advisory technical assistance services in the preparation of Detailed Project Reports for higher education institutions including Central Universities, IIMs, etc. In addition, projects relating to assessment, examinations and recruitment for PSUs, autonomous institutions and similar organizations in an effective and transparent manner. The recruitment at all levels is held in online mode which addresses aspects of timeliness, transparency and equity. EdCIL has leveraged to address education using technology enabled solutions through supply, installation and setting up Digital Education Solutions viz., smart classroom, virtual classroom, ICT labs, Language Labs, vocational labs, largely at the school level.

Service Spectrum

EdCIL undertakes end-to-end projects on turnkey basis from concept to commissioning in the Education sector and ensures effective management of activities from identification of objectives through continuous monitoring leading to optimal fulfilment of targets within the stipulated time frame.

EdCIL has leveraged expertise gained over three decades, strong alliances and commitment of dedicated teams to ensure a strong national and global presence for the Company. These have strengthened its core competence in all areas of Education and human resource development. EdCIL's key services are presently groups as under:

- Online Testing and Assessment Services (OTAS)
- Advisory Services (AS)
- Digital Education Services (DES)
- Educational Procurement Services (EPS)
- Overseas Education Services (OES)
- Technical Support Group (TSG)

Chapter-04

Schemes & Programmes

Schemes & Programmes

World Class Institutions Scheme

- **Institution of Eminence**

  As per the budget announcement, the Government approved the scheme of providing Regulatory Architecture for setting up / upgrading 20 Institutions (10 from public sector and 10 from private sector) as world-class teaching and research institutions called '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, UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017 and UGC (Institutions of Eminence Deemed to be Universities) (Amendments) Regulations, 2021.

- **Status of the scheme**

  Ministry of Education on the recommendations of UGC and Empowered Expert Committee (EEC) had notified 08 public institutions as Institutions of Eminence and 04 Private Institutions as Institutions of Eminence Deemed to be University so far.

- **Grants-in-aid Released**

  During the calendar year 2024-25, ₹ 1086.87 Crore have been sanctioned for the 08 public Institutions of Eminence i.e., IIT-Delhi, IIT-Bombay, IISc-Bangalore, IIT-Madras, IIT-Kharagpur, University of Hyderabad, Banaras Hindu University and University of Delhi.

- **Global Rankings**

  In the QS World University Rankings-2025, 06 Public Institutions of Eminence namely IIT-Bombay, IIT-Delhi, IISc-Bangalore, IIT-Madras, IIT-Kharagpur and University of Delhi have secured rank within top-500 of the global educational institutions. Two of the IOE's namely IIT Delhi and IIT Bombay are under top-200 in QS – 2025 Ranking. University of Delhi has improved its QS Ranking from 407 in 2024 to 328 in QS – 2025 Ranking.

Indian Knowledge System (IKS):

The IKS Division of the Ministry of Education at AICTE was established with a vision to promote interdisciplinary and transdisciplinary research on all aspects of IKS, preserve and disseminate IKS knowledge for further research, and societal applications. The IKS division supports and funds the establishment of IKS centres, and interdisciplinary and transdisciplinary research in IKS. The Division conducts internship programmes for undergraduate students in addition to conducting Faculty-Development Programmes, workshops, text mining and documentation projects, and many outreach activities in partnership with other institutions.

Organizational structure

The IKS Division currently has one National Coordinator, two Coordinators, four Research Fellows. The IKS Division is housed in AICTE Headquarters and the National Coordinator of the IKS Division reports to Implementation Committee and the rest of the team reports to the National Coordinators.

Rejuvenating Dormant Traditions

The vision of the IKS Division is to rejuvenate and mainstream Indian Knowledge Systems for the contemporary world. The primary goal of the IKS Division is to bridge the gap between the traditional Indian Knowledge Systems and contemporary knowledge systems. It is not enough to merely acknowledge the existence of Indian Knowledge Systems; they must be revived, rejuvenated, and integrated into the fabric of our education research ecosystem. By doing so, the IKS Division aims to cultivate a living tradition that fosters the creation of new knowledge and inspires the development of future innovators and scholars.

Core Philosophy of Indian Knowledge Systems (IKS):

Indian Knowledge Systems comprise of jñāna, vijñāna and jīvanadarśana of the people of Bhārata, continuously arising out of deep experience, observation, experimentation and rigorous analysis, with a tradition of validating and putting into practice in several areas including education, arts, administration, law, justice, health, manufacturing, and commerce, documented in classical and other languages of Bhārata, and transmitted through textual, oral and artistic traditions.

Vision and Objective of IKS Division:

The Vision of the IKS Division is to rejuvenate and mainstream Indian Knowledge Systems for the contemporary world. The objective of the IKS Division is to completely decolonize the Indian mind by generating interest and healthy critical reverence for the unbroken knowledge traditions of Bhārata for the welfare of the world.

Core Principles of IKS Research:

The IKS Division is guided by three core principles in all its activities which include, भारतीय परम्परा (bhāratīya paramparā) [Indian Tradition], भारतीय दृष्टि (bhāratīya drsti) [Indian Perspective] and लौकिक प्रयोजन (laukika prayojana) [Practical Utility].

IKS Activities and Achievements in 2024

1. भारतीय ज्ञान संवाहन कार्यक्रमः-4 (BGSamvahan Karyakram-4)

Under the Internship Program, a total of 1622 students participated in institutional internships under the guidance of 40 institutions. Themed internships aligned with faculty expertise were provided to enhance learning outcomes.

2. Faculty Development Programs (FDP)

- 9 discipline-specific FDPs across premier institutions
- 450+ faculty members trained in Indian Knowledge Systems (IKS)
- **10+ themes covered, including:** Philosophy, Management, Ayurveda, Political Ethics, Agriculture, Architecture, Metallurgy, Mathematics
- **Institutions Involved:** IIT Bhubaneswar, IIT Indore, AICTE HQ, Sri Sri University, Indus University, Central Sanskrit University, National Sanskrit University, BHU

3. Output from IKS Centers

- 25 Peer-reviewed journal papers
- 98 Non-peer-reviewed conference publications
- 4 Book chapters
- 28 Books
- 4 Reports
- 51 Outreach activities
- 145 Videos published
- 15 Blogs published
- 15 Performances
- 712 Other contributions (Monographs, exhibitions, etc.)

4. Output from IKS RFPs

- 23 Peer-reviewed journal papers
- 46 Non-peer-reviewed conference publications
- 6 Book chapters
- 3 Books
- 2 Reports
- 9 Outreach activities
- Other contributions in research and innovation

5. Courses

- 33 courses successfully conducted in physical mode at various IKS centers.
- 41 new courses developed by 17 Śiksaka Praśiksana Kendras to enrich pedagogical frameworks.

6. Creation of Online Repositories

- Over 4,000 books created in an editable format in collaboration with Aksaram and Samskrta Bhāratī.

7. Knowledge Dissemination (Yaksha Prashna & IKS Wiki)

- **IKS General Articles on Yaksha Prashna:** 1,700+ published articles.
- **Books Available Online on Yaksha Prashna:** 70,000+ digital resources made accessible.
- **Videos:** 100+ videos published online

8. IKS-TKDL Online Workshops

Theme: "Traditional Knowledge: Intellectual Property & People's Rights"

- **3 workshops** conducted (IKS-TKDL Workshop - 4, 5 & 6).
- **Participation:**
  - 8613 registrations
  - 2635 attendees
  - 654 certifications awarded

9. Events & Celebrations

More than 20 events were organized which included Seminars, Workshops, Conferences and Exhibitions.

10. Promotion of Bhāratīya Khel (Traditional Indian Games)

Emphasizing the revival of indigenous games like Lagori, Kho Kho, Gilli Danda, Kabaddi. 33 teams were awarded prizes for excellence and participation.

Summary of the report of IKS Workshops, Seminars, Exhibition, Conference, FDP (Faculty Development Program)

Unveiling IKS Excellence at IISF Exhibition (January 17-20, 2024):

In a spectacular showcase of innovation and tradition, the IKS Exhibition at the India International Science Festivals (IISF) captivated the minds of thousands. This event held from January 17th to 20th, 2024, at the DBT THSTI-RCB Campus in Faridabad, Haryana. With an approximate footfall of 5000 enthusiasts, the exhibition served as a testament to the enduring relevance and allure of Indian knowledge traditions.

Empowering Educators: Indian Mathematical Heritage Workshop (February 12-14, 2024):

In a bid to empower educators with the rich tapestry of Indian Mathematical Heritage, a transformative workshop was hosted by IIT Gandhinagar. Welcoming 100 enthusiastic teachers, this workshop served as a beacon of inspiration, equipping participants with invaluable insights into the profound contributions of Indian mathematics to the world.

Shaping Tomorrow: India INC for Global Future Conference (February 23, 2024):

Embracing the ethos of thought leadership and global collaboration, the India INC for Global Future Conference convened on February 23rd, 2024, at the AICTE HQ is organized by IKS Division. This conference served as a melting pot of ideas, charting a course for a dynamic future fueled by the timeless wisdom of Indian knowledge systems.

Delving Deeper: Discipline-Specific Faculty Training Workshops (February 22-23, 2024):

From exploring Indian philosophical traditions to unravelling the mysteries of Indian medical heritage, a series of discipline-specific faculty training workshops unfolded from February 22nd to 23rd, 2024. Hosted at esteemed institutions including IIT Bhubaneswar, Amrita School of Ayurveda, and Sri Sri University, these workshops enriched participants with profound insights into diverse facets of Indian knowledge systems.

Nurturing Masters: Faculty Training Programs (February 26 - March 2, 2024 & March 18-23, 2024):

In a bid to nurture the next generation of IKS torchbearers, intensive faculty training programs were conducted in two phases. Phase 1 unfolded from February 26th to March 2nd, 2024, at the Central Sanskrit University Bhopal Campus, while Phase 2 took place from March 18th to 23rd, 2024, at the National Sanskrit University, Tirupati. With the guidance of esteemed mentors, 98 and 96 dedicated participants, respectively, embarked on a transformative journey towards mastering the nuances of IKS.

Intellectual Discourse: National Seminar on Niskāma Sevā (March 2-3, 2024):

Exploring the profound concept of selfless social service, a two-day National Seminar on Niskāma Sevā was held on March 2nd and 3rd, 2024, at IIT Kharagpur hosted by IIT Kharagpur. Although no representative from the IKS Division was present, the seminar served as a platform for stimulating intellectual discourse and introspection.

Faculty Training Program: Discipline-Specific Workshop on Arthaśāstra & Nītiśāstra (June 11-14, 2024)

The Discipline Specific Faculty Training Program on Arthaśāstra and Nītiśāstra (Batch 1) was conducted from 11th to 14th June 2024 at IIT Indore, Madhya Pradesh. The program hosted 30 participants and featured sessions by resource persons Dr. Vinayak Rajat Bhat and Dr. Bharat Dash, with Shri Anurag Deshpande serving as the convenor. Focused on classical Indian treatises on statecraft and political ethics, the program attracted faculty from various universities, emphasizing the enduring relevance of these texts.

Faculty Training Program: Discipline-Specific Workshop on Ayurveda (June 20-21, 2024)

The Discipline Specific Faculty Training Program on Ayurveda was held from 20th to 21st June 2024 at Indus University, Ahmedabad, Gujarat. The program included 28 participants and was led by resource person Vaidya Dr. P. Rammanohar, with Shri Anurag Deshpande serving as the convenor. This training provided an in-depth exploration of Ayurveda, aiming to integrate traditional medical knowledge into modern educational frameworks.

Faculty Training Program: Discipline-Specific Workshop on Arthaśāstra & Nītiśāstra (Batch 2) (June 24-27, 2024)

The second batch of the Discipline Specific Faculty Training Program on Arthaśāstra and Nītiśāstra was conducted from 24th to 27th June 2024 at Vasanta College for Women, BHU, Varanasi. The program had 34 participants and featured sessions by resource persons Dr. Vinayak Rajat Bhat and Dr. Bharat Dash, with Shri Anurag Deshpande as the convenor. It focused on ancient Indian political philosophy, promoting interdisciplinary learning and highlighting the contemporary relevance of these classical texts.

Faculty Training Program: Discipline-Specific Workshop on Agriculture, Water Management & Botany (July 1-3, 2024)

The Discipline Specific Faculty Training Program on Agriculture, Water Management, and Botany took place from 1st to 3rd July 2024 at IIT Indore, Madhya Pradesh. The program included 40 participants and was conducted by resource persons Prof. Ganti Murthy, Prof. V. N. Prabhakar, and Dr. Subramanya Kumar, with Shri Anurag Deshpande as the convenor. The sessions explored traditional concepts in these areas, emphasizing their relevance in contemporary challenges and their integration into modern educational curricula.

Faculty Training Program: Discipline-Specific Workshop on Temple Architecture (July 4-5, 2024)

The Discipline Specific Faculty Training Program on Temple Architecture was held from 4th to 5th July 2024 at IIT Indore, Madhya Pradesh. The program hosted 25 participants and was led by resource person Dr. Harsha Simha, with Shri Anurag Deshpande serving as the convenor. It emphasized traditional Indian architectural principles, design techniques, and cultural heritage preservation, fostering academic growth and practical skills in temple construction and restoration.

Faculty Training Program: Discipline-Specific Workshop on Chemistry & Metallurgy (July 8-9, 2024)

The Discipline Specific Faculty Training Program on Chemistry and Metallurgy was conducted from 8th to 9th July 2024 at AICTE HQ. The program had 20 participants and featured sessions by resource persons Prof. Omkar Nath Mohanty and Dr. V. Ramanathan, with Shri Anurag Deshpande as the convenor. It focused on integrating traditional Indian scientific knowledge with modern education, enhancing teaching methodologies and research in these disciplines.

Faculty Development Program: Ancient Indian Mathematics (July 1-7, 2024)

The Faculty Development Program on Ancient Indian Mathematics was held from 1st to 7th July 2024 at Aryabhatta College. The program included 50 participants and 9 observers, with Dr. Priti Jagwani as the convenor. It focused on ancient Indian mathematical concepts, enhancing teaching methodologies, and fostering the integration of traditional knowledge into contemporary education.

Faculty Development Program: Indian Knowledge Systems – Ancient Indian Sciences (July 1-6, 2024)

The Faculty Development Program on Indian Knowledge Systems focusing on Ancient Indian Sciences was conducted online from 1st to 6th July 2024. The program included 50 participants and was convened by Dr. Pallavi Jambhale. It offered a structured academic focus, enhancing faculty skills and knowledge while integrating traditional Indian scientific wisdom into modern education.

Academic Visit: Vidyā Bhāratī Interns to IKS Division (September 12, 13, & 17, 2024)

The Vidyā Bhāratī Internship Program, organized by the IKS Division in collaboration with Bhāratīya Bhāsā Samiti, took place at AICTE Headquarters, New Delhi. Convened by Dr. Pijus Kanti Pal, the program aligned with NEP 2020's vision of promoting Indian languages and Knowledge Systems. Participants engaged in interactive sessions, traditional games, and technological learning, gaining insights into India's cultural heritage.

Faculty Training Program: Mathematics for Master Trainers in IKS (October 4-5, 2024)

This two-day program at AICTE Headquarters, New Delhi, trained master trainers in integrating Indian Knowledge Systems (IKS) into Mathematics. Convened by Shri Anurag Deshpande, with sessions led by Dr. Venketeswara Pai (IISER Pune), it enhanced teaching methodologies and highlighted IKS's role in higher education. The valedictory address by Dr. Mantha Srinivasu emphasized the importance of IKS in academia.

Celebration of NEP 2020 Anniversary and Book Releases (ABSS 2024)

During the 4th anniversary of NEP 2020 at ABSS 2024, held at the Manekshaw Centre, New Delhi, the IKS Division released notable books:

- **Samvāda Samgraha:** Lecture notes on IKS Faculty Training Programs.
- Kautilya's Arthaśāstra by Vinayak Rajat Bhat and Tejusvi Shukla.
- Marma Kannadi by Gurukkal Dr. S. Mahesh.
- Śodha Vijaya by Dr. Manorama B. N.
- A Report on IKS & Heritage by Prof. Mohan Raghavan.

Celebrating Tradition and Wisdom: Documentary by the IKS Division

The Indian Knowledge Systems (IKS) Division has produced four high-quality documentaries, each capturing the essence of Bhāratīya traditions and their timeless relevance. These documentaries delve into diverse aspects of India's heritage, offering rich content and visually compelling narratives.

1. **Learning Tradition of Bhārata**

   This documentary explores the evolution of India's educational systems, from the ancient gurukul tradition to contemporary methods. It highlights how traditional values and cultural roots have shaped learning practices, offering a profound connection to India's intellectual heritage.

2. **A Bhāratīya Perspective on Water**

   Focusing on the spiritual and practical significance of water, this film provides insights into India's unique approaches to water conservation and management. By showcasing traditional wisdom, it emphasizes the importance of sustainable living in harmony with nature.

3. Kriśāstra: Traditional Farming in Bhārata

This documentary captures the essence of Krriśāstra, showcasing sustainable and eco-friendly agricultural practices passed down through generations. It highlights the harmonious relationship between farmers and nature, offering a blueprint for environmentally conscious farming.

4. Āyurveda: The Knowledge and Science of Longevity

This film takes viewers on a journey through the ancient science of Ayurveda, revealing its principles for achieving balance and promoting longevity. It showcases the enduring relevance of holistic healing practices in today's world.

View Link: https://iksindia.org/documentaries.php

These films not only celebrate India's profound heritage but also inspire viewers to integrate traditional wisdom into modern life.

Six IKS-TKDL Workshops

The Indian Knowledge Systems (IKS) Division, in collaboration with the CSIR-TKDL Unit, successfully organized six online workshops on Traditional Knowledge - Intellectual Property & People's Rights.

The workshops engaged participants through interactive sessions, daily assessments, and a final evaluation that enabled them to earn Certificates of Merit. Across three workshops held in 2024, a total of 8613 individuals registered, out of which 2635 actively participated, and 654 were awarded certificates for scoring 75% or higher in the assessments. The first workshop, held in August 2023, recorded 507 registrations, with 55 certificates awarded, while the most successful workshop in terms of certification was held in December 2024, where 426 participants earned certificates. These workshops showcased a high level of engagement, with a notable peak of 957 participants in the August 2024 session.

Ek Bharat Shreshtha Bharat

Ek Bharat Shreshtha Bharat (EBSB) programme is for celebrating "Diversity to Realise Unity" by a coordinated mutual engagement process between States, Union Territories, Central Ministries, Educational Institutions and general public through linguistic, literary, cultural, sports, tourism and other forms of people to people exchange. The States/ UTs were grouped in 15 pairs.

28 States, 8 UTs, 14 Central Ministries/ Departments (Ministry of Education, Ministry of Youth Affairs & Sports, Ministry of Culture, Ministry of Tourism, Ministry of Railways, Ministry of Information & Broadcasting, Ministry of Defence, Ministry of Home Affairs, Ministry of Environment, forest and climate change, Ministry of Women and child development, Ministry of AYUSH, Ministry of Textiles) reported their participation in it.

Department of Higher Education conducts activities under EBSB through its Higher Educational Institutions (HEIs), RUSA funded State Universities/ Colleges and AICTE approved institutions, UGC regulated universities, etc. The institutes organise activities such as student orientation & interactions, exhibitions, learning language of the paired state, celebration of EBSB Day, painting/poster making/food/sports festivals, webinars on various aspects of paired states, Yoga Day celebrations etc. This year, 68 different activities of environment day, yoga day, culture, culinary, language, quiz, seminars/webinars, etc. were organized by HEIs, in which more than four thousand students and around one hundred and twenty resource persons participated.

Some of the key highlights of the year are:

A. Yuva Sangam

The Yuva Sangam Initiative was launched in early 2023 under the aegis of 'Ek Bharat Shreshtha Bharat', Ministry of Education with the aim of strengthening people-to-people connect and build empathy between

youth of different states/UTs of India. This included collaboration with various Ministries and departments such as Culture, Tourism, Railways, Information Broadcasting, Youth Affairs, Sports, Home Affairs, Department for Development of North- East Region (DoNER) and IRCTC. The educational-cum-cultural exchange tours under this initiative served towards celebration of diversity at its core vis-à-vis providing participants with immersive experiences in language, literature, culture, cuisine, festivals, architectural, engineering and historical marvels of the host state/UT.

Yuva Sangam with its focus on experiential learning and first-hand exposure towards the rich heritage of India is aligned with National Education Policy, 2020. During their visits, the youth are provided with multi-dimensional exposure under five broad areas – Paryatan (Tourism), Parampara (Traditions), Pragati (Development), Prodyogik (Technology) and Paraspar Sampark (People-to-people connect). During their visit and stay, youth experience the cultural and historical milestones, life styles and tradition of the host state and are sensitised about the technological and developmental advancements of the state.

Phase-III of Yuva Sangam was launched in 2023, which concluded in January, 2024 with total of 20 tours involving 912 youths and 91 coordinators. Phase-IV of Yuva Sangam was organized during February – May, 2024 in which 938 youths and 100 coordinators participated in total 21 tours. Phase-V of Yuva Sangam which commenced in November, 2024 is ongoing with 15 tours completed as of 31st December, 2024 in which 686 youths and 67 coordinators have participated.

SWACHH BHARAT ABHIYAN

Swachhta Pakhwada was observed during 1-15th September, 2024 in D/o HE, its Autonomous Bodies and HEIs, in which 76 institutions conducted around 400 activities. The pakhwada witnessed participation of more than 23,700 students and faculty/non-faculty members.

A campaign named 'Swachhta Hi Sewa' was organised by MoHUA and D/o DW&S during 17th September to 2nd October, 2024. This campaign was carried out using the 'Whole of Government' approach. The SHS campaign witnessed active participation from D/o HE, its Autonomous Bodies and HEIs, with a total of 1343 events under these three pillars. Total 93 HEIs did postings of 740+ social media posts pertaining to these campaigns which generated engagement of more than 6.3 lakhs.

UNNAT BHARAT ABHIYAN (UBA)

Unnat Bharat Abhiyan (UBA) was launched in September, 2014 for connecting higher education institutions in the country with the society and villages. This will provide practical knowledge/ traditional wisdom to the students and faculty of HEIs in addition to bookish knowledge they get in academics. Knowledge transformation is the key & the scheme ensures the reach of our rich culture to the youth. The selected HEIs also work on identification and selection of existing innovating technologies, enabling customization of technologies, or devise implementation method for innovating solutions, as required by the common people.

Vision and Mission:

Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge in situations to help build the architecture of an Inclusive India and to have a paradigm shift in academic and research programs of the country. In accordance with the vision, Unnat Bharat Abhiyan will strive to pursue the following:

i. Develop the necessary mechanism and proper coordination among educational institutions, implementation agencies (District Administration / Panchayati Raj Institutions) and the grass root level stakeholders to enable effective intervention at the field level.

ii. Select suitable rural clusters and effectively participate in the holistic development of these clusters using eco-friendly sustainable

technologies and local re-sources creating sufficient employment opportunities in the process, harnessing multifarious government schemes, customised use of existing technologies and use of knowledge as per the local needs.

iii. Reorienting the academic curricula and research programs in higher educational institutions to make them more in alignment with the local needs to bring in holistic development and enrich knowledge of students about issues of villages/ society.

UBA Achievements and Strength:

- A Network of around 4000+ Participating Institutes with 18000+ villages in 35 states/ UT's being adopted till date. IIT Delhi is National Coordinating Institute of the program.
- 14 Subject Expert Groups (SEGs) formed to provide subject-specific technological solution coordinated by different nationally important institutions.
- Web based reporting, Registration portal and temporary SEG portal developed https://Unnatbharatabhiyan.gov.in
- 321 Technological Interventions being made by the Participating Institutions in village.
- 50 Regional Coordinating Institution (RCI) (at least 1 or more in each state) spread across the country formed.
- In last 5 years MoU have been signed with NCUI, MoRD&PR, CSIR, NECTAR, TRIFED, VIBHA, Rotary, FISS etc for S&T, management and social interventions in rural areas for rural livelihoods and holistic development in collaboration with district administration.
- Three Start Ups are funded through NECTAR for incubation.
- Unnat Bharat Abhiyan is actively working with AICTE & UGC for engagement of the Higher Education Institutes.

Malaviya Mission Teacher Training Programme (MMTTP)

Malaviya Mission Teacher Training Programme (MMTTP) aims to build competencies in the faculty for better teaching, learning and research by exposing them to Indian values, updating knowledge and skills, and aligning teaching, learning and research with the needs of society and NEP 2020.

Earlier the scheme was known as 'Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching'. Under the scheme, 95 units were set up under 12 different components. Achievement made during 2014-17 and 2017-21 under the scheme is as under:

(i) Total Infrastructure developed - 119 numbers of Buildings / Labs/ Studio /Classrooms established and equipment purchased.

(ii) Total beneficiaries - 11.39 lakh faculties (Offline - 1.80 Lakhs and online- 9.59 lakhs) including 5737 teachers are graduated from SoE pre-service programs (B.Ed & M.Ed)

(iii) Total States covered- 23 including North East States

Now, the Government has re-envisioned the scheme by integrating the PMMMNMTT Scheme and UGC HRDC with changed its nomenclature i.e., 'Malaviya Mission Teacher Training Programme' and re-launched the same on 05.09.2023.

Total financial outlay of the MMTTP is of ₹ 361.59 Crore for the F.Y.2023-24 to F.Y. 2025-26. Initially, 111 institutions (66 HRDC and 45 PMMMNMTT) have been identified as a part of Malaviya Mission. These centres will be called Malaviya Mission Centres (MMC). At present 144 institutions have been identified for conducting the following programmes under MMTTP:

(i) Capacity Building for Design and Entrepreneurship:

In line with the directions by the Hon'ble

PM's call for "Design in India, Design for the World," the Capacity Building on Design & Entrepreneurship program focuses on building Capacity of faculty to nurture and build design spine in their respective institutions with an aim to achieve a three-fold increase in the proportion of students opting for entrepreneurship as a career. Till now, 46 institutions have been identified for the program. A total of 689 faculty members have been nominated for the programme, and 99 experts from industry and academia have signed up to mentor the faculty and student teams.

(ii) Nurturing Future Leadership Program –

NFLP has been conceptualized to nurture faculty at early stage of career, thereby creating a pool of potential leaders. The NFLP has trained over 1,516 faculty members, completing 62 programs aimed at building an empowered, participative culture within HEIs. To leverage private HEIs' expertise, 8 private HEIs have also been included to conduct NFLP programs, fostering a public-private collaboration model aimed at expanding leadership training and enhancing educational quality across the nation. The Faculty from CFIs, State Public funded Universities and Private HEIs are eligible to apply for this programme.

Building on the success of this programme, the same programme will be replicated for the PM Shri School Principals.

(iii) Capacity Building Program on Specific Learning Disabilities –

It aims to address the issue of learning disabilities among a set of students and to create awareness among teachers and to sensitize them for teaching the student with specific disabilities, including learning disabilities to reverse their underrepresentation. More than 400 faculty members benefited from this program in first cycle of this program. Second cycle of the program has been started with 33 new HEIs in which orientation session, sensitization session and Masterclass of five Departments Sessions have been completed with 370 faculties.

(iv) Academic Leadership Program -

To provide specialized area trainings in selected issues of critical relevance and to inculcate Visionary Leadership, Strategic Planning, Decision-Making, Effective Communication, Personal Growth and Resilience Vision Articulation etc. among the top functionaries and institutional heads of HEIs. Till now, 57 faculty members underwent the training in 3 cohorts of the program (19 from 1st cohort, 20 from 2nd cohort and 18 from 3rd cohort).

This program was initially conducted on a pilot basis by IIT Jammu. Given the need to train not only the heads of Centrally Funded Institutions but also the leaders of State Public Universities, and based on the insights gained, learning and extensive feedback, it was decided to transition the program to IIM Bangalore.

(v) Capacity Building Programme for Promoting Positive Mental Health Resilience & Wellbeing in HEIs -

For sustained capacity building of faculty in HEIs providing a platform for sharing of best practices and collaborating with panel of experts to focus on mental health & wellbeing of the students in HEIs. So far around 1024 faculties participated in 14 sessions organised in 113 HEIs from Month of May to November 2024. To create an avenue for the Higher Educational Institutions (HEIs) to collaboratively explore to build an ecosystem where students' as well as faculty members' mental health and wellbeing is given due importance, The National Wellbeing Conclave is conceptualized. It will allow the students and faculty to come together on a common platform to exchange ideas, showcase initiatives undertaken by them, share best

practices, learn from other HEIs and have fun-filled activities with focus on highlighting the importance of cordial connection between students and faculty. First National Wellbeing Conclave was held on 9-10 November 2024 at IIT Hyderabad. The conclave brought together around 350 stakeholders from centrally funded institutions (CFIs) across the country. This 2-Day Conclave featured a dynamic and enriching programme, including expert-led panel discussions, launch of compendium of Emerging Best Practices, interactive sessions, hands-on workshops, and a dedicated exhibition where 54 HEIs showcased their emerging practices.

(vi) The following new capacity-building components have been introduced to align with the recommendations of NEP 2020 and address emerging needs:

i. Capacity Building Programme on Cyber Security (for Faculty)

ii. Capacity Building Programme on Artificial Intelligence (For Faculty & Academic leaders)

iii. Capacity Building Programme on STEM (For Faculty)

iv. Capacity Building for Training Administrative Staff

v. Capacity building workshop on Science Communication for STEM faculty.

(vii) In addition, UGC is running several programs as part of this scheme to enhance faculty development in Higher Education Institutions (HEIs). These include the NEP Orientation and Sensitization Programme, which has conducted 1136 sessions for 101931 faculty members, focusing on areas like holistic education, academic leadership, and ICT. The Faculty Induction Programme, aimed at freshly recruited university teachers, has trained 11986 participants through 240 sessions. Additionally, 681 Refresher Courses have been held to build faculty capacity, benefitting 33454 participants, while 378 Short-Term Programs have trained 22,242 faculty members on topics like leadership, climate change, and research methodology.

(viii) Regional Workshop of MMTTCs- As part of scheme, Regional Workshops with all Malaviya Mission Teacher Training Centres (MMTTCs) is being organized to review the program's progress, assess outcomes, and share best practices. The workshop aims to promote the MMTTP Scheme, attract more faculties, and foster exchange on innovative teaching methods, curriculum innovations, and technology integration in line with the National Education Policy 2020.

The Southern Zone workshop was held at IIITDM Kancheepuram on October 18-19, 2024, with participation from 33 MMTTCs.

Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA)

Rashtriya Uchchatar Shiksha Abhiyan (RUSA), now renamed as Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) is a Centrally Sponsored Scheme (CSS), aimed at introducing strategic interventions in higher education. It is a targeted scheme operating in mission mode for funding the state universities to improve the overall quality of existing state higher educational institutions i.e., universities and colleges and to achieve the aims of equity, access and excellence. The central funding flows from the Ministry to institutions, through the State Governments. Approval of support to states is made based on critical appraisal of the proposals submitted by States based on the norms set under the scheme.

The first phase of the scheme (RUSA 1.0) was started in 2013 for the period 2013 till 31st March 2017. The second phase of scheme (RUSA 2.0) continued from 1.4.2017 till 31st March 2020. On interim extension basis the release of only the committed liabilities of the previous phases of the Scheme continued till mid-2023. In the previous phases of the scheme, 2587 projects worth ₹ 13779.29 crores had been approved, out of which the Central share approved was ₹ 9148.32 crores

On the basis of review of the felt need of the States/UTs in terms of higher education, the review of the merits and issues faced by them during implementation of the scheme and in light of the ongoing nature of the implementation of the NEP, 2020, it was decided to revise the physical structure of the scheme and increase the coverage and scope of the scheme.

The third phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in the form of Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) has been started in the mid-2023. The scheme of PM-USHA has been approved till 31st March 2026 with a total outlay of ₹12926.10 crores for supporting State/UT Governments to improve the access, equity and quality in their higher education system.

PM-USHA has been structured to further improve the higher education scenario in States/UTs by prioritizing the unserved and underserved areas identified in the scheme such as Focus Districts. The States have been given the flexibility to identify focus districts. The limit for Focus Districts is either 5 or 50% of the total Districts in the State/UT, whichever is higher on the basis of low GER, population of SCs/STs, female enrollment etc. The funding pattern of the same between the Central Government and State Governments is in the ratio of 90:10 for North Eastern States, J&K, Himachal Pradesh and Uttarakhand, and 60:40 for the other States and UTs with Legislature. The UTs without Legislature would be 100% centrally funded under this scheme.

Objectives of PM-USHA

1. To improve the overall quality of existing state higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a quality assurance framework;
2. Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations;
3. Correct regional imbalances in access to higher education by facilitating access to high-quality institutions in urban & semi urban areas, creating opportunities for students from rural areas to get access to better quality institutions, and setting up institutions in unserved and underserved areas;
4. Focusing on low GER, Left Wing Extremism (LWE), border area districts, aspirational districts and districts with higher SC/ST populations; and
5. Focus on multidisciplinary education, including STEM, commerce and humanities of education.

Components of PM-USHA

S. No.	Component	Target Units
1	Multi-Disciplinary Education and Research Universities (MERU)	35 Universities
2	Grants to Strengthen Universities (GSU)	73 Universities
3	Grants to Strengthen Colleges (GSC)	401 Colleges
4	New Model Degree Colleges (NMDC)	40 New Model Degree Colleges
5	Gender Inclusion and Equity Initiatives (GIEI)	50 Districts
MMER		1% for States and 1% for Central MMER

After three Project Approval Board (PAB) meetings of PM-USHA, 615 units have been approved with a total amount of ₹ 8178.71 crore under various components. The details of component-wise approvals are as given below:

S. No.	Component	Units approved	Total amount approved (₹ Crore)
1	Multi-Disciplinary Education and Research Universities (MERU)	35	3499.78
2	Grants to Strengthen Universities (GSU)	73	1438.61
3	Grants to Strengthen Colleges (GSC)	401	1987.61
4	Gender Inclusion and Equity Initiatives (GIEI)	98*	972.37
5	New Model Degree Colleges (NMDC)	8*	119.98
Total		615	8018.34
MMER		1% for States and 1% for Central MMER	160.36
Total		-	8178.71 (Central Share 5380.53)

**In 3rd PAB meeting of PM-USHA, the PAB approved only 8 eligible proposals and the remaining 32 slots of NMDC were converted to 48 slots of GIEI component.*

SCHOLARSHIPS

PM Vidyalaxmi

The Union Cabinet vide its decision dated 06.11.2024, has approved PM Vidyalaxmi, a new Central Sector scheme that seeks to provide financial support to meritorious students so that financial constraints do not prevent anyone from pursuing higher studies.

The broad contours of the scheme are:

1. A mission mode mechanism will facilitate and drive the extension of education loans to meritorious students who get admission in the top 860 quality Higher Educational Institutions (QHEIs) of the nation, translating to covering more than 22 lakh students every year. Criteria for eligibility of an Institute to be considered as quality HEI under PM-Vidyalaxmi are as under:

   1.1. Top 100 ranked HEIs in the overall/ category-specific and/or domain specific rankings in latest list of NIRF published by the Ministry of Education; plus

   1.2. Top 200 ranked HEIs under the governance of state/UT governments in the latest list of NIRF published by the Ministry of Education; plus;

   1.3. All remaining HEIs under the governance of Government of India.

   1.4. Indian campus of foreign education institutions, foreign campus of Indian education institutions and foreign education institutions will not be covered.

2. A special loan product will enable collateral free, guarantor free education loans from banks and financial institutions to cover full amount of tuition fees and other expenses related to the course. The scheme will be administered through a simple, transparent and student friendly system that will be inter-operable and entirely digital.

3. For loan amount up to ₹ 7.5 lakhs, the student will also be eligible for a credit guarantee of 75% of outstanding default. This will give support to banks in making education loans available to students under the scheme.

4. Furthermore, for students with up to ₹ 8 lakhs annual family income and not eligible for benefits under any other government scholarship or interest subvention schemes, 3 percent interest subvention for loan up to ₹ 10 lakhs will also be provided during moratorium period. The interest subvention support will be given to one lakh students every year.

Preference will be given to students who are from government institutions and have opted for technical/professional courses. An outlay of ₹ 3,600 Crore has been made during 2024-25 to 2030-31, and 7 lakh fresh students are expected to get the benefit of this interest subvention during the period.

5. This is in addition to the full interest subvention already offered to students with up to ₹ 4.5 lakhs annual family income under PM-USP Scheme detailed below.

6. PM Vidyalaxmi will build on the scope and reach of initiatives taken over the last decade for maximizing access to quality higher education for the youth. It is a key initiative stemming out of the National Education Policy, 2020, which had recommended that financial assistance should be made available to meritorious students through various measures in both public and private HEIs.

7. The Department of Higher Education will have a unified portal "PM-Vidyalaxmi" on which students will be able to apply for the education loan as well as interest subvention, through a simplified application process to be used by all banks. Payment of interest subvention will be made through E-voucher and Central Bank Digital Currency (CBDC) wallets.

Pradhan Mantri Uchchatar Shiksha Protsahan [PM-USP] Yojana

Union Cabinet vide its decision dated 19.01.2022 approved the continuation of the Scheme – Student Financial Aid (Pradhan Mantri Uchchatar Shiksha Protsahan [PM-USP] Yojana" till 31.03.2026 or till further review, whichever is earlier. Pradhan Mantri Uchchatar Shiksha Protsahan Yojana is having three (3) component Schemes namely (i) PM-USP Central Sector Scheme of Scholarship for College and University Students; (ii) PM-USP Special Scholarship Scheme for Jammu & Kashmir and Ladakh; and (iii) PM-USP Central Sector Interest Subsidy Scheme and Credit Guarantee Fund Scheme for Education Loan.

Brief of each scheme along-with financial and physical achievements pertaining to the period from 01.01.2024 to 31.12.2024 is given as under:

PM-USP Central Sector Scheme of Scholarship for College and University Students

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

Eligibility: Students who are in top 20th percentile of successful candidates in class XII and having family income upto ₹ 4.5 lakh per year are eligible to apply.

Scope: 82,000 fresh scholarships are available for award every year (50% slots are earmarked for girl students). These have been divided amongst the State Education Boards based on the State's population in the age group of 18-25 years.

Scholarship rate: The rate of scholarship is ₹ 12,000/- per year for the first three years and ₹20,000/- per year for the fourth and fifth year.

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

Online Portal: CSSS has on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible pass out students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through the portal. This year portal has been opened from 30.06.2024 till 15.12.2024 for inviting scholarship applications.

Reservation: Central Reservation Policy is being followed under the scheme 15% seats are earmarked for SCs, 7.5% for STs and 27 % for OBCs and horizontal reservation for students with Benchmark Disabilities as per schematic norms.

New Initiatives

i. The Biometric authentication of all the Institute Nodal Officers/ Head of Institutes and State Nodal Officers to ensure the genuine-ness of the nodal officers.

ii. The Face Authentication of beneficiaries has

been made mandatory for registration on the National Scholarship Portal.

iii. All scholarship payments are done through Aadhaar.

iv. In addition to the overall top 20th percentile list forwarded every year, the State Education Boards/ CBSE/ ICSE were requested to send the separate top 20th percentile list for students from OBC, Scheduled Castes and Scheduled Tribes.

PM-USP Special Scholarship Scheme for Jammu & Kashmir and Ladakh

Objective: The Special Scholarship Scheme for Jammu & Kashmir and Ladakh (SSS for J&K and Ladakh) aims at encouraging the youth from Jammu & Kashmir and Ladakh to take advantage of the educational institutions outside these UTs, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream.

Eligibility: Students of Jammu & Kashmir and Ladakh having family income of up to ₹ 8.0 lakh per year and having passed Class XII/Equivalent Examination from these UTs are eligible to apply under the scheme. Students who have secured admission outside these UTs either in allotted seats through centralized counselling as well as those students who have taken admission in Central Universities or Medical/Engineering Colleges based on Government conducted National level examination are eligible for award of scholarship.

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

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

Reservation: Reservation Policy as prescribed by the UT of J&K is adopted under the scheme i.e., 8% earmarked for Scheduled Castes, 20% for Scheduled Tribes and 22% for Socially and Economically Backward Classes (SEBC), 10% for Economically & Weaker Sections (EWSs) and 4% horizontal reservation for students with Benchmark Disabilities. (It is to be noted that these reservations are based on the reservation policy of the Government of UT of J&K and Ladakh)

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

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

New initiatives:

1. The scheme has been successfully onboarded on NSP for the Academic Year 2024-25. This would smoothen the process of De-duplication exercise, helping eliminate duplicates, therefore leading to more savings.
2. Integration of DBT and REAT (Receipt, Expenditure, Advance & Transfer) module along with PFMS API access has been done in order to enhance the functionality of the SSSJKL Portal maintained by them and ensure efficient disbursement and tracking of scholarships for the benefit of the students.

During the year 2024 (01.01.2024 to 31.12.2024) ₹ 171 crores have been released to All India Council for Technical Education (AICTE) for awarding 13,373 scholarships (fresh+renewal).

PM-USP CENTRAL SECTOR INTEREST SUBSIDY AND CREDIT GUARANTEE SCHEME (CSIS)

Objective: The objective of the Scheme is to ensure that no one from the Economically Weaker Sections

(EWS), including minorities, SCs/STs, women and disabled, is denied access to professional higher education only for the reason that he or she is poor.

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

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

Benefits: Under the Scheme, full interest subsidy is provided during the moratorium period (course period plus one year), on the educational loan up to ₹ 10.0 lakh, from Scheduled Banks including Co-operative & Regional Rural Banks, under the Model Educational Loan Scheme of Indian Banks' Association (IBA). Canara Bank is the nodal Bank for this scheme.

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

Online Portal: - Every year an online portal is opened by the Canara Bank to enable the member banks to upload the interest subsidy claims on monthly basis.

The total subsidy disbursed successfully in CSIS Scheme to Beneficiary accounts from the period of 01.01.2024 to 31.12.2024 is as below:

State/Board Name	No. of Claims	Amount (in cr.)
Andaman and Nicobar Islands	42	0.12
Andhra Pradesh	11556	31.85
Arunachal Pradesh	58	0.15
Assam	1326	2.89
Bihar	5809	17.52
Chandigarh	260	0.62
Chhattisgarh	2446	5.92
Dadra And Nagar Haveli	15	0.02
Daman And Diu	17	0.03
Delhi	2044	6.41
Goa	396	1.32
Gujarat	3168	10.17
Haryana	3046	7.92
Himachal Pradesh	1704	3.38
Jammu And Kashmir	568	0.55
Jharkhand	4959	13.44
Karnataka	55421	101.47
Kerala	56698	116.85
Ladakh	5	0.01
Lakshadweep	3	0.01
Madhya Pradesh	11020	27.85
Maharashtra	31896	63.87
Manipur	121	0.24
Meghalaya	212	0.56
Mizoram	30	0.09
Nagaland	22	0.06
Odisha	7325	18.07
Puducherry	1406	2.59
Punjab	1462	3.44
Rajasthan	5452	16.06
Sikkim	58	0.13
Tamil Nadu	53965	90.48
Telangana	2767	8.04
Tripura	503	1.16
Uttar Pradesh	15407	37.95
Uttarakhand	2254	5.23
West Bengal	6576	17.50
TOTAL	**290017**	**613.99**

PM-USP Credit Guarantee Fund for Educational Loan

The Scheme has been notified on 17th September, 2015. Under this Scheme, guarantee is provided on

the education loans availed by students without any collateral security and third-party guarantee, for a maximum loan limit of ₹ 7.5 lakh. The Fund provides guarantee cover to the extent of 75% of the amount in default. The advantages of Credit Guarantee Fund are: -

- It will reduce the Non-Performing Asset (NPA) of the Institutions and allow more liquidity, thereby covering a greater number of students aspiring for higher education which would contribute to increase in the GER in higher education.
- More institutions will come forward in lending loans (including easy and flexi-loans) for educational purpose and this will bring competition and quality in all spheres.
- It will also reduce cases in Debt Recovery Tribunal (DRT) though the banks are expected to take recourse to all alternatives before resorting to the Credit Guarantee Fund.

Central Government is the Settler for the Fund and National Credit Guarantee Trustee Company Ltd. (NCGTC) is the Trustee. During the period of 01.01.2024 to 31.12.2024, an amount of ₹ 200 crores has been released and more than 1,40,000 credit guarantees were issued.

External Scholarship:

The Ministry of Education facilitates the selection process of the candidates for the award of Scholarships offered by various countries under Cultural/Educational Exchange Programme for pursuing post-graduation/research/Ph.D. For dissemination and wider publicity of the scholarship offer, the same is displayed on the Ministry's website. The interested candidates are required to apply online on the portal (https://proposal-sakshat.samarth.edu.in/index.php/scholarship/scholarship-user/home)

The details of scholarships offered by various countries/institutions during the year 2024 (from 01.01.2024 to 31.12.2024) have been provided in the table below:

Sl. No	COUNTRY/INSTITUTION NAME	NO. OF NOMINATED CANDIDATES	SELECTED BY DONOR COUNTRY/ INSTITUTION
1.	UK	39	*

** Not informed by Donor Country/Institution till date*

In addition to the nomination for above mentioned scholarships, the Ministry also disseminated the information of the following scholarships on its portal for its wider publicity and participation:

Sl. No.	Name of the Scholarship/ Fellowship	Available for
1.	Scholarships offered by Government of Uzbekistan	Masters
2.	Japanese Government (MEXT) Scholarship for 2025	Undergraduate
3.	Japanese Government (MEXT) Scholarship for 2025 for Research Students	Research courses
4.	Scholarships offered by the Government of Romania	Bachelors/Masters/Ph.D
5.	Scholarships offered by the Kingdom of Morocco	Bachelors/Masters/Ph.D
6.	Sri Lanka Institute of Information Technology (SLIT), Sri Lanka	Undergraduate
7.	Scholarships offered by the Government of Turkey 2024	Bachelors/Masters/Ph.D
8.	Scholarships offered by the Cyprus Institute of Neurology and Genetics for the AY 2024-25	Masters

No Obligation to Return to India (NORI)

No Obligation to Return to India (NORI) certificate is required by a person who has gone to USA on J-1 visa. As per US immigration law J-1 visa holders are required to return to their home country for at least two years at the end of their exchange visitor program. If someone is unable to return to one's home country for fulfilling the two-year requirement, one must obtain a waiver from Embassy /Consulate General of India in the USA. In order to enable the embassy to issue a "WAIVER CERTIFICATE", for the purpose of immigration, it is necessary for the applicant to obtain 'No Objection Certificate' from the Ministry of Education in respect of any loan or scholarship or any under bond obligation under any scheme administered by the Ministry.

Since 27.02.2016 the applicants are required to apply online for 'No Objection Certificate'. The NORI portal has been revamped (since July, 2024) to promote better functionality and monitoring of application. Candidates can apply on https://nori.samarth.ac.in/index.php/nori/user/default. Inviting online applications has resulted in bringing transparency, accountability and timely delivery of the service. 1546 NOCs have been issued during the period from 01.01.2024 to 31.12.2024.

New initiatives: In view of ease of Doing Business, the Ministry of Education has written to the Ministry of External Affairs to do away with the requirement of issue of NORI certificates from the Ministry of Education, which is issued only for non-medical and no pharmacy category students.

National Initiative for Design Innovation (NIDI)

Aims of the scheme was to promote, nurture and advance the culture of design and innovation in the country leading to significant contributions and breakthroughs impacting quality of human life, by setting up of 20 Design Innovation Centers (DICs), One Open Design School (ODS), One National design innovation network (NDIN) and Project e-kalpa-III (2021) in various reputed Institutions like IIT's, IIIT's, NIT's, IISc, Central Universities and State Universities etc. across the country. The scheme adopted Hub and Spoke model with the Lead Institutes acting as the mentor while synergizing and leveraging the potential of the institutes at the field level.

Design Innovation Centre's (DIC)- DIC's are focusing on the spread of design education but also propel the R&D activities in design that becomes the catalyst for devising innovative solutions to societal challenges particularly in the grand challenge areas that suit the Indian conditions. They adopted Hub and Spoke model with the Lead Institutes acting as the mentor while synergizing and leveraging the potential of the institutes at the field level.

Open Design School (ODS)- ODS ensures maximum reach of design education and practice in the country through various collaborative education programmes (linking a broad spectrum of educational institutions), and free sharing of its course-ware through the Internet. ODS has been established in IIT Bombay.

National Design Innovation Network (NDIN)-NDIN is a network of design schools that work closely with other leading institutions of industry and academia, NGOs and government to further the reach and access of design education, promote design innovation in all sectors, and develop wide-ranging collaborative projects between institutions. NDIN has been established in IISc Bangalore.

Project e-kalpa-III – 'e-Kalpa-III' project is about creating a 'Digital-learning Environment for Design' in India and focuses on knowledge accumulation, storage and dissemination and education in four sectors, i.e., University, Industry, Government and the Informal sector. The main focus of the e-Kalpa III project has been to develop 'Design Tools' that are useful to the design eco-system comprising students, faculty, and professionals and to enhance the design skills of those from the informal sector (numbering in the millions)–'e-Kalpa-III' has been established in IIT Bombay.

During the year 2024-

- **"RANVOX Technology Pvt. Ltd."** has been incorporated as a startup on 29th March 2024 initiated under DIC, IIT Bhubaneswar. (DPIIT

No. DIPP163582, Recognition by DPIIT on 23/04/2024) The company works in the areas of Unmanned Vehicles, Surface Vessels, Underwater tethered drones, fixed wing surveillance drones etc.

- **Kitchen Shield:** Revolutionizing Kitchen Safety - to monitor and manage the gas supply to the stove, ensuring it is used safely and responsibly. With the ability to set timers for automatic gas shutoff, users can cook with confidence, knowing that their stove will turn off automatically after a specified duration developed by DIC-IIT Bhubaneswar.
- **Virtual Recreation and Digital Preservation of India's Cultural Heritage:** DIC IIT Hyderabad has made significant progress in digitally preserving India's tangible and intangible cultural heritage. This includes ongoing projects at the Ramappa Temple and Warangal Fort.
- **Affordable Solar Cooker Development for Daily Labourers:** In a bid to address the needs of Indian workers and labourers, DIC IIT Hyderabad is designing and developing a cost-effective solar cooker.

Chapter-05

Central Universities And Institutions

Central Universities And Institutions

Central Universities

Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing avenues of Higher Education & Research facilities, 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, Statutes and Ordinances framed thereunder.

There are at present 48 Central Universities, including newly established Sammakka Sarakka Central Tribal University in the State of Telangana. 46 of them are funded through the University Grants Commission while Indira Gandhi National Open University (IGNOU) and Sindhu Central University in Ladakh are funded directly by the Ministry.

The Central Universities are fully funded by the Central Government Budgetary support. During the year 2024-25 (from 01.01.2024 to 31.12.2024) an amount of ₹ 13219.40 Crore (including HEFA) was released to Central Universities excluding IGNOU.

Further, the status of Teaching and Non-Teaching Staff as on 31.10.2024 in respect of Central Universities under purview of Ministry of Education is as under:

Teaching				Non-Teaching			
Cadre	Sanctioned	Filled up	Vacant	Cadre	Sanctioned	Filled up	Vacant
Professor	2540	1469	1071	Group A	2147	1299	848
Associate Professor	5102	3097	2005	Group B	8235	4966	3269
Assistant Professor	11298	9192	2106	Group C	25258	12572	12686
Total	**18940**	**13758**	**5182**	**Total**	**35640**	**18837**	**16803**

List of Central Universities under Ministry of Education

Sl. No.	Name of State/UT	Name of Central University	Year of Establishment
1	Andhra Pradesh	Central Tribal University of Andhra Pradesh, Vizianagaram, Andhra Pradesh	2019
2		Central University of Andhra Pradesh Transit Campus JNTU IT Incubation Centre JNTU Road Ananthapuramu 515002	2019
3	Arunachal Pradesh	Rajiv Gandhi University, Rono Hills, P.O. Doimukh, Itanagar, Arunachal Pradesh - 791 112	2007
4	Assam	Assam University, PO: Assam University, Silchar - 788 011	1994
5		Tezpur University, Distt. Sonitpur, P.B.No.72, Tezpur - 784 001	1994
6	Telangana	University of Hyderabad, Hyderabad, Telangana - 500 046	1974
7		Maulana Azad National Urdu University, Gachibowli, Hyderabad, Telangana - 500 032	1998
8		English and Foreign Languages University, Osmania University Campus, Hyderabad, Telangana - 500 007	2007

Sl. No.	Name of State/UT	Name of Central University	Year of Establishment
9	Delhi	Jamia Millia Islamia, Jamia Nagar, New Delhi – 110 025	1988
10		University of Delhi, Delhi – 110 007	1922
11		JawaharLal Nehru University, New Mehrauli Road, New Delhi – 110 067	1969
12		Indira Gandhi National Open University, Maidan Garhi, New Delhi – 110 068	1985
13	Madhya Pradesh	The Indira Gandhi National Tribal University, MakalSadan, Amarkantak, Madhya Pradesh - 484 886	2007
14		Dr. Harisingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh - 470 003	2009
15	Maharashtra	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Gandhi Hills, Manas Mandir P.O, Wardha, Maharashtra 442005	1997
16	Mizoram	Mizoram University, Post Box No. 910, Aizwal - 796 012, Mizoram	2000
17	Meghalaya	North Eastern Hill University, NEHU Campus, Shillong, Meghalaya - 793 022	1973
18	Manipur	Manipur University, Canchipur, Imphal , Manipur - 795 003	2005
19	Nagaland	Nagaland University, Campus Kohima - 797 001, Headquarter Lumani, Nagaland	1989
20	Pondicherry	Pondicherry University, R. Venkataraman Nagar, Kalapet, Puducherry-605014	1985
21	Sikkim	Sikkim University, 6th Mile, Samdur, P.O. Tadong, Gangtok, Sikkim-737 102	2007
22	Tripura	Tripura University, Suryamaninagar, Agartala, Tripura - 799 130	2007
23	Uttar Pradesh	Aligarh Muslim University, Aligarh, U.P.-202 002	1920
24		Babasaheb Bhimrao Ambedkar University, VidyaVihar, Rae Bareily Road, Lucknow, U.P. - 226 025	1996
25		Banaras Hindu University, Varanasi, U.P. – 221 005	1916
26		University of Allahabad, Allahabad, U.P. – 211 002	2005
27	West Bengal	Visva Bharati, Shantiniketan, West Bengal – 731 235	1951
28	Uttarakhand	Hemwati Nandan Bahuguna Garhwal University, Srinagar, Garhwal – 246 174	2009
29	Tamil Nadu	Central University of Tamil Nadu, Neelakudi Campus, Kangalancherry (Post), Thiruvarur – 610 101	2009
30	Rajasthan	Central University of Rajasthan, NH-8, Bandar Sindri, Dist-Ajmer – 305 801, Rajasthan	2009

Sl. No.	Name of State/UT	Name of Central University	Year of Establishment
31	Punjab	Central University of Punjab, City Campus, Mansa Road, Bathinda – 151 001, Punjab	2009
32	Odissa	Central University of Odissa, Central Silk Board Building, Landiguda, Koraput – 764 020	2009
33	Kerala	Central University of Kerala, Tejaswini Hills, Periye, Kasargod Distt., Kerala 671316	2009
34	Karnataka	Central University of Karnataka, Kadaganchi, Aland Road, Aland Taluk, Gulbarga - 585 311, Karnataka.	2009
35	Jharkhand	Central University of Jharkhand, Ratu-Lohardaga Road, Brambe, Ranchi – 835 205, Jharkhand	2009
36	Jammu & Kashmir	Central University of Kashmir, Transit Campus: Sonwar, Near GB Pant Hospital, Srinagar – 190 005 (J&K).	2009
37		Central University of Jammu, Bagla (Rahya-Suchani), District Samba, Jammu – 181143, (J & K)	2011
38	Himachal Pradesh	Central University of Himachal Pradesh, PO Box No.21, Dharamashala, Dist-Kangra, Himachal Pradesh – 176215	2010
39	Haryana	Central University of Haryana, Jant-Pali Villages, Mahendergarh, Haryana – 123 029	2009
40	Chhattisgarh	Guru Ghasidas Vishwavidyalaya, Main Campus, Bilaspur, Chhattisgarh – 495 009	2009
41	Bihar	Central University of Bihar, BIT Campus, P.O. – B.V. College, Patna – 800 014	2009
42		Mahatma Gandhi Central University, Camp Office : Opposite, Circuit House, Motihari, District – East Champaran, Bihar - 845 401	2016
43	Gujarat	Central University of Gujarat, Near Jalaram Temple, Sector – 29, Gandhinagar – 382 029	2009
44	Delhi	Central Sanskrit University Janakpuri, Institutional Area, New Delhi-110058	2020
45		Shri Lal Bahadur Shastri National Sanskrit University, Katwaria Sarai, Near Qutub Hotel, New Mehrauli Road, New Delhi - 110067	2020
46	Andhra Pradesh	National Sanskrit University, Tirupati, Andhra Pradesh - 517507	2020
47	Ladakh	Sindhu Central University	2022
48	Telangana	Sammakka Sarakka Central Tribal University	2023

Deemed to be Universities

The concept of Deemed to be University originated from the recommendations of Dr. S. Radhakrishnan Commission Report 1948-49. The idea behind this concept is to promote, strengthen and bring those institutions under the purview of the University Grants Commission (UGC) and treat them like Universities which for historical or any other reason, are not Universities, yet are doing work of high standards in specialized academic fields comparable to a University. An Institution is declared as Deemed to be University by the Central Government, on the advice of UGC, under Section 3 of the UGC Act, 1956, through Gazette Notification.

As on 18.12.2024, 138 Institutions Deemed to be Universities exists in the country. Out of 138 Deemed to be Universities, 40 are funded by Central Government, 4 are funded by State Government and rest 94 are funded by private entities.

The UGC (Institutions Deemed to be Universities) Regulations, 2023 has been notified on 2nd June 2023. A copy of the Regulations and the state-wise details of Deemed to be Universities are available at https://www.ugc.gov.in

Some of the important outcomes after notification of UGC (Institutions deemed to be Universities) Regulations, 2023, in the financial year 2024-25 (up to 18th December 2024) are given below:

1. **The following two Institutions have been declared as an Institution deemed to be University:**
   i. NIELIT with main campus at Ropar and 11 other constituent units (Aizawal, Agartala, Aurangabad, Calicut, Gorakhpur, Imphal, Itanagar, Kekri, Kohima, Patna & Srinagar)
   ii. Malla Reddy Vishwavidyapeeth, Suraram, Hyderabad, Telangana
2. **Letter of Intent (LoI) has been issued to the following Institutions for setting up new Institution Deemed to be University:**
   i. Film and Telivision Institute of India Society (FTII Society), Pune
   ii. Satyajit Ray Film and Telivision Institute Society (SRFTI Society), Kolkata
   iii. Indian Institute of Human Settlements (IIHS), Bengaluru
   iv. Rajalakshmi Academy of Interdisciplinary Science & Engineering, Chennai
3. **Notification has been issued to the following Institutions for starting new off-campus centres**
   i. Homi Bhabha National Institute, Mumbai at Varanasi, Uttar Pradesh
   ii. SRM Institute of Science and Technology, Kattankulathur at Baburayanpettai, Chengalpattu Dist., Tamil Nadu
   iii. Kalasalingam Academy of Research & Education, Krishnakoil, Tamil Nadu at Chennai, Tamil Nadu
   iv. Vignan's Foundation for Science, Technology and Research, Guntur Dist., Andhra Pradesh at Vignan Hills, Deskmukhi Village, Pillaipalli Post, Pochampally, Yadadri Bhuvanagiri, Hyderabad
   v. B.S Abdur Rahman Crescent Institute of Science and Technology, at Madurai, Chennai, Tamil Nadu
   vi. Dr. M.G.R Educational and Research Institute, Chennai, at Irumbed Village, Arni, Tamil Nadu
   vii. St. Peter's Institute of Higher Education and Research, Chennai, Tamil Nadu
4. **Letter of Intent (LoI) has been issued to the following Institutions for starting of new off-campus centres:**
   i. D.Y. Patil, Navi Mumbai, at Talegaon, Pune
   ii. Satyabhama Institute of Science and Technology, Chennai, Tamil Nadu at Sriperumbudur, Tamil Nadu
   iii. Amrita Vishwa Vidyapeetham, Coimbatore, Tamil Nadu at Amritagiri, Kanyakumari, Tamil Nadu

iv. Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Chennai, Tamil Nadu at Avanipoor, Tindivanam, Chennai, Tamil Nadu

v. NITTE, Mangaluru, Karnataka at Yelakanka, Bengaluru, Karnataka

vi. Karunya Institute of Technology and Sciences, Coimbatore, Tamil Nadu at Bilichi, Periyanaickenpalayam, Coimbatore, Tamil Nadu

5. Notification has been issued to the following Institutions for regularisation of off-campus centres running without the approval and validation of degrees of students:

i. Narsee Monjee Institute of Management Studies, Mumbai, Maharashtra at Shirpur (2007), Banglore (2009) and Mahabubnagar (2011)

ii. Narsee Monjee Institute of Management Studies, Mumbai, Maharashtra at Indore (from 2017), Navi Mumbai (from 2017) and Chandigarh (from 2021)

6. Notification has been issued to Velagapudi Ramakrishna Siddhartha Engineering College, Vijayawada for change of its name to Siddhartha Academy of Higher Education, Vijayawada, AP.

Private Universities

Private Universities are established by the Acts of the respective State Legislatures. As on 18.12.2024, 493 State Private Universities are functioning in the country. Private Universities are governed as per their respective State Act. These Universities are regulated by the UGC as per the provisions of the UGC (Establishment of and maintenance of Standards in Private Universities) Regulations, 2003. A copy of these Regulations and the State-wise details of Private Universities are available at https://www.ugc.gov.in.

NOC has been given to Jaipur National University, Jaipur for establishment of an off-shore campus at Ras Al Khainah (UAE).

Indian Institute of Technology (IITs)

- **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 National Importance are funded by the Government with necessary budgetary support under the Scheme, 'Support to IITs."
- **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 as announced in the budget for year 2014-15 & 2015-16. Permanent campus construction work of IIT Tirupati, IIT Dharwad and IIT Bhilai are completed and IIT Jammu is at advanced stages. Permanent campus of IIT Dharwad, IIT Tirupati, IIT Bhilai and the priority building of IIT Jammu were dedicated to the nation by the Hon'ble Prime Minister. The Indian School of Mines (ISM) was converted into an IIT in 2016, thus making the total numer of IITs as 23.
- **Focus on Research:** To complement the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful startup culture in the country, a number of steps as detailed below have been taken: -

(i) **Research Parks:** Complementing the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful startup culture in the country, Research Parks are being established at various IITs/ IISc. A full-fledged Research Park is already functioning in IIT Madras. Research Parks are functioning in IIT Kharagpur, IIT Bombay, IIT Delhi, IIT

Kanpur, IIT Hyderabad, IIT Madras, & IIT Gandhinagar. Further, Research Parks at IISc Bangalore & IIT Guwahati are at advance stages. Funding of these Research Parks is complete.

(ii) **Impacting Research Innovation and Technology (IMPRINT):** IMPRINT was launched as a flagship national initiative of the Government, in the year 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. IMPRINT-I scheme has resulted in development of 136 prototypes, 26 technologies and over 850 peer-reviewed journal publications. Thereafter, IMPRINT-II was formulated as funding jointly by Ministry of Education (MoE) and DST in the ratio of 50:50 by creating a joint corpus. Out of total 181 projects approved under the scheme; 176 Projects have completed. 132 projects are being developed as socially relevant technologies, 93 prototypes developed, 16 product/technologies commercialized under the scheme. Total patent applied 106, (National 99, International 7) and patent granted 20 (National 14, International 6) under IMPRINT-II. The third-party evaluation of the scheme was conducted in FY 2020-21 and the report has been accepted by the ministry.

(iii) **Uchhatar Avishkar Yojana (UAY):** UAY was launched with a view to promote innovation of a higher order that directly impacts the needs of the Industry and thereby improves the competitive edge of Indian manufacturing. The project envisages collaboration between the academia and industry – within or outside India. The funding pattern of the projects selected would be 25% by Industry; 25% by participating Department/Ministry; and 50% by MOE. Under this scheme, 133 projects have since been completed. UAY scheme has resulted in developing 387 prototypes/technologies, 39 commercialized technologies, 58 patents filed and 353 research papers published. It has been decided to subsume UAY in IMPRINT II.

- **Prime Minister's Research Fellows:** In order to attract the best talent for undertaking research in the frontier areas of science & technology, preferably those addressing the national requirements, most talented students from all recognized Universities/Institutes are to be selected as per PMRF guidelines to enroll in the Ph.D program in IITs/IISc/IISERs & selected CUs/NITs (in NIRF top 25) under the scheme and would be incentivized by providing attractive rates of fellowship @ ₹ 70,000/- per month for the first two years, ₹ 75,000/- per month for the 3rd year, and ₹ 80,000/- per month in the 4th and 5th years. In addition, a research grant of ₹ 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. As of now, 3688 fellows have been admitted under the scheme, which are pursuing Ph.D. programmes in various Institutes in the country.

- **New Scheme- Establishment of 3 Centres of Excellence in Artificial Intelligence:** It has been announced under para 60 of the Budget Announcement 2023-24 that -"For realizing the vision of "Make AI in India and Make AI work for India", three centres of excellence for Artificial Intelligence will be set up in top educational institutions. Leading industry players will partner in conducting interdisciplinary research, develop cutting-edge applications and scalable problem solutions in the areas of agriculture, health, and sustainable cities. This

will galvanize an effective AI ecosystem and nurture quality human resources in the field." In pursuance of the same, the Government has approved establishment of three Centres of Excellence (CoE) in Artificial Intelligence (AI) with a total financial outlay of ₹ 990.00 Cr over the period of FY 2023-24 to FY 2027-28. An Apex Committee comprising industry leaders has been set up to evaluate the proposals and overseeing the project. In Phase-I, proposals were received from 11 consortia, of which three were finalised including CoEs in AI for Health (AIIMS Delhi & IIT Delhi), Sustainable cities (IIT Kanpur) and Agriculture (IIT Ropar).

- **Setting up of campus of IITs in foreign countries:** An MoU for setting up of campus of IIT Madras in Zanzibar- Tanzania was signed on 5-7-2023 between the Ministry of Education (MOE), Govt. of India, IIT Madras and Ministry of Education and Vocational Training (MOEVT) Zanzibar-Tanzania. The IIT Madras Zanzibar was inaugurated on 6th November 2023 and is offering the programmes of BS in Data Science & AI and M. Tech in Data Science & AI. Further, an MoU has also been signed between Ministry of Education (MoE), Govt. of India, IIT Delhi and the Abu Dhabi Department of Education and Knowledge (United Arab Emirates), on 15th July 2023, for setting up of campus of IIT Delhi in Abu Dhabi. The first academic program of IIT Delhi – Abu Dhabi, namely, the M. Tech. program in Energy Transition and Sustainability, has been commenced from January 2024. The courses offered by IIT Delhi-Abu Dhabi are M. Tech. program in Energy Transition and Sustainability, B. Tech. program in Computer Science and Engineering and B. Tech. program in Energy Engineering. Further, the courses offered by IIT Madras- Zanzibar campus are a four year BS degree in Data Science & AI, two year M.Tech in Data Science & AI and two year M.Tech program in Ocean Structures.

Indian Institute of Science, Bengaluru (IISc Bangalore)

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

The Institute houses one of the largest computing facilities in any academic institution in the country and also holds the best library collections in the fields of science and engineering. The Institute has established the Centre for Nano Science and Engineering, which also houses the National Nano Fab, a facility for research and development that is among the best such academic facilities in the World. IISc has been ranked as the top Indian institution in the University and Research categories of the National Institutional Ranking Framework (NIRF) India Rankings 2022 and has secured second place overall in the ranking. With 534 faculty in position, the institute caters to 5727 students.

Indian Institutes of Science Education & Research (IISER)

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

Seven such institutes have been established, located at Kolkata (2006), Pune (2006), Mohali (2007), Bhopal (2008), Thiruvananthapuram (2008), Tirupati (2015) and Berhampur (2016). As on 31.10.2024, these institutions have 768 faculty in position with a student strength of 12470.

Ministry of Education spends about ₹ 190-200 cr a year on each established IISER to ensure world-class science education and research. The permanent campus of IISER Tirupati and some of the buildings of the permanent campus of IISER Berhampur has been dedicated to the Nation by the Hon'ble Prime Minister on 20.02.2024.

IISERs offer the following unique academic programmes in their respective institutions; for example, IISER Thiruvananthapuram offers 5-year BS-MS dual degree programme in Biological sciences, Chemical Sciences, Mathematical Sciences, Physical Sciences and Data Sciences and two-year Master of Science (MSc.) Program in Sciences (Biology, Chemistry and Physics) and Mathematics, M.Sc programme, BS programme, Ph.D and Integrated programme. IISER Pune offers 5-year BS-MS dual degree programme, 2 year M.Sc programme, Integrated Ph.D programme and Ph.D programme. IISER Pune also offers courses in Data sciences.

Indian Institutes of Information Technology (IIITs)

To meet the demand of high skilled professional in IT Sector, five centrally funded Indian Institutes of Information Technology (IIITs) have been set up in Gwalior (Madhya Pradesh), Allahabad (Uttar Pradesh), Jabalpur (Madhya Pradesh), Kancheepuram (Tamil Nadu) and Kurnool (Andhra Pradesh).

To address the challenges faced by the Indian IT Industry and growth of the domestic IT market, the Ministry of Education has established 20 new Indian Institutes of Information Technology (IIITs) on Not-for-Profit Public Private Partnership Mode (N-PPP) mode. All 20 IIITs have been opened under this scheme.

IIITs

IIITs in CFTI (Centrally Funded Technical Institutes) Mode	
1.	IIIT Allahabad, Uttar Pradesh
2.	ABV-IIIT&M Gwalior, Madhya Pradesh
3.	PDPM-IIITD&M Jabalpur, Madhya Pradesh
4.	IIITD&M Kancheepuram, Chennai, TN
5.	IIITD&M Kurnool, Andhra Pradesh
IIITs in PPP (Public Private Partnership) Mode	
1.	IIIT Sri City Chittoor Andhra Pradesh
2.	IIIT Guwahati, Assam
3.	IIIT Vadodara, Gujarat
4.	IIIT Sonepat, Haryana
5.	IIIT Una, Himachal Pradesh
6.	IIIT Dharwad, Karnataka
7.	IIIT Kottayam, Kerala
8.	IIIT Senapati, Manipur
9.	IIIT Kota, Rajasthan
10.	IIIT Srirangam, Tiruchipalli, Tamil Nadu
11.	IIIT Lucknow, Uttar Pradesh
12.	IIIT Kalyani, West Bengal
13.	IIIT Pune, Maharashtra
14.	IIIT Ranchi, Jharkhand
15.	IIIT Nagpur, Maharashtra
16.	IIIT Bhopal, Madhya Pradesh
17.	IIIT Surat, Gujarat
18.	IIIT Bhagalpur, Bihar
19.	IIIT Agartala, Tripura
20.	IIIT Raichur, Karnataka

Statistical Details of IIITs

Status of fund released by the Ministry during the last five years and current year is as under:

(In Crores)

S. No.	Scheme Name	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 (as on 11.12.2024)
1	Support to IIITs	167.31	195.16	240.34	262.52	229.32	231.99
2	Setting up of 20 IIITs in PPP Mode	154.75	144.02	167.00	220.18	141.25	13.02

Total number of students in 25 IIITs (as on Oct, 2024)	
Under Graduate	26496
Post Graduate	2407
Ph.D.	1722
Total	**30625**

Total Faculty in 25 IIITs (as on Oct, 2024)	
Sanctioned	1591
In Position	767

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

NITs

The erstwhile seventeen Regional Engineering Colleges (RECs) located at: Allahabad (Uttar Pradesh), Bhopal (Madhya Pradesh), Calicut (Kerala), Durgapur (West Bengal), Hamirpur (Himachal Pradesh), Jaipur (Rajasthan), Jalandhar (Punjab), Jamshedpur (Jharkhand), Kurukshetra (Haryana), Nagpur (Maharashtra), Rourkela (Orissa), Silchar (Assam), Srinagar (Jammu & Kashmir), Surat (Gujarat), Surathkal (Karnataka), Tiruchirappalli (Tamil Nadu) and Warangal (Andhra Pradesh) were upgraded as the National Institutes of Technology (NITs) in 2002 and the administrative & financial control of these NITs was taken over by the Central Government with effect from 14th May, 2003. Subsequently, the Central Government also took over and upgraded Bihar College of Engineering – Patna, Government Engineering College – Raipur and Tripura Engineering Colleges – Agartala as NITs in the years 2004, 2005 and 2006 respectively.

In the year 2007, above mentioned twenty Institutions were declared as 'Institutions of National Importance' w.e.f. 15th August, 2007 under the National Institutes of Technology, Act, 2007. In exercise of the powers under the Act, the First Statutes of NITs were framed and enacted w.e.f. 23rd April, 2009 providing further functional autonomy to these Institutes.

Subsequently, during the XIth Plan period, 10 new NITs have been established in the Non-NIT States / UTs namely; Arunachal Pradesh, Delhi, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Sikkim, and Uttarakhand after obtaining the approval of the Union Cabinet in September, 2009. These 10 new NITs started their first academic session from the year 2010–2011 onwards. In the year 2015, an NIT in the newly bifurcated State of Andhra Pradesh has also been established in Tadepalligudem and its 1st academic session started from 2015–2016 onwards. Thus, the numbers of NITs have gone upto 31 i.e., one each in all States and major UTs Delhi, J&K and Puducherry, respectively.

All these 11 new NITs have also been declared as "Institutions of National Importance" and brought under the ambit of aforesaid Act by way of suitable amendments, which got enacted in years 2012 and 2016, respectively. The long title of the NIT Act, 2007 got amended to the National Institute of Technology, Science Education and Research, Act, 2007 consequent upon passage of amendment in the year 2012.

IIEST, Shibpur

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

As per provisions under the NITSER Act, 2007, the Hon'ble President of India is the Visitor of NITs and IIEST – Shibpur and the Hon'ble Education Minister is the Chairperson of the Council, the apex decision making body of these Institutions. The affairs of NITs / IIEST are managed by the Board of Governors of respective Institute.

Admission in NITs and IIEST

The admissions in UG courses in the NITs and IIEST are based on the merits secured by the students in the Joint Entrance Examination (Main) conducted by the National Testing Agency (NTA) and subsequent centralized counselling and allotment of seat process undertaken by the Joint Seat Allocation Authority (JoSAA) every year. As per the present policy, admissions to 50% of the seats in NIT and IIEST are earmarked for students of the State, where the NIT / IIEST are situated. The admissions against the remaining 50% seats are filled on the basis of the All India rank of candidates from other States.

Role of these Institutions

The NITs 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 form a very important segment among the premier Technical Institutions 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, the students from all over the country are getting adequate scope of pursuing technical education in these Institutions of National Importance.

Achievement

- In NITs/IIEST- Shibpur 621 faculty and 264 non-faculty (from 13th February, 2024 to November, 2024) are recruited in the Mission Mode.
- Appointment of six (06) Director in the 05 NITs and IIEST-Shibpur in this year.
- Budget increase approx. ₹ 300.00 crore in comparison to the last year.
- In the NIRF 2024 ranking issued by Ministry of Education, NIT Tiruchirappalli has remained at 9th position in India among the top 100 institutions.
- The present campus of National Institute of Technology (NIT) Goa was inaugurated by the Hon'ble Prime Minister.

Statistical Details of NITs

- **Budget**

(Amount in crore)

Budget	2020-21	2021-22	2022-23	2023-24	2024-25
Allocation (BE / RE)	3265.12	3869.59	4444.00	4780.08	5040.00*
Expenditure	**3252.45**	**3834.88**	**4407.98**	**4780.06**	**3498.89**

*as on 20.11.2024

- **Total number of Students in 31 NITs and IIEST Shibpur (as on 05.11.2024)**

Sl. No.	Program	Students
1.	Under Graduate	94619
2.	Post Graduate	21887
3.	Ph.D.	16501
Total		**133007**

- **Total Faculty and Non-Faculty in 31 NITs and IIEST Shibpur (as on 18.10.2024)**

Sl. No.	Faculty and Non-Faculty	Sanctioned	Filled Up
1.	Faculty	7915	6190 [5714 (regular) + 476 (contract)]
2.	Non-Faculty	8676	6633 [4549 (regular) + 2084 (contract)]

YEAR OF ESTABLISHMENT OF REGIONAL ENGINEERING COLLEGES (RECs) AND THEIR UPGRADATION AS NATIONAL INSTITUTES OF TECHNOLOGY (NITs) AND UPGRADATION OF BESU AS INDIAN INSTITUTE OF ENGINEERING SCIENCE AND TECHNOLOGY (IIEST), SHIBPUR

Till May, 2003, the NITs listed at Sl.No.1 to 17 were functioning as Regional Engineering Colleges (RECs) under the joint venture of the respective State Governments and Government of India. During the year 2002, 14 out of 17 RECs were rechristened as National Institutes of Technology (NITs) and conferred status of Deemed Universities.

S.No.	Name of the Institute	Year of Establishment	Year of Taking Over
1.	Motilal Nehru National Institute of Technology, Allahabad (Uttar Pradesh)	1961	2003
2.	Maulana Azad National Institute of Technology, Bhopal (Madhya Pradesh)	1960	2003
3.	National Institute of Technology, Calicut (Kerala)	1961	2003
4.	National Institute of Technology, Durgapur (West Bengal)	1960	2003
5.	National Institute of Technology, Hamirpur (Himachal Pradesh)	1985	2003
6.	Malaviya National Institute of Technology, Jaipur (Rajasthan)	1963	2003
7.	Dr. B.R. Ambedkar National Institute of Technology, Jalandhar (Punjab)	1986	2003
8.	National Institute of Technology, Jamshedpur (Jharkhand)	1960	2003
9.	National Institute of Technology, Kurukshetra (Haryana)	1963	2003
10.	Visvesvaraya National Institute of Technology, Nagpur (Maharashtra)	1960	2003
11.	National Institute of Technology, Rourkela (Orissa)	1961	2003
12.	National Institute of Technology, Silchar (Assam)	1977	2003
13.	National Institute of Technology, Srinagar (Jammu & Kashmir)	1960	2003
14.	Sardar Vallabhbhai National Institute of Technology, Surat (Gujarat)	1961	2003

S.No.	Name of the Institute	Year of Establishment	Year of Taking Over
15.	National Institute of Technology Karnataka, Surathkal (Karnataka)	1960	2003
16.	National Institute of Technology, Tiruchirappalli (Tamil Nadu)	1964	2003
17.	National Institute of Technology, Warangal (Telangana)	1959	2003
18.	National Institute of Technology, Patna (Bihar)	1886	2004
19.	National Institute of Technology, Raipur (Chhattisgarh)	1956	2005
20.	National Institute of Technology, Agartala (Tripura)	1965	2006
21–30	10 new NITs located at Arunachal Pradesh, Delhi, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Sikkim and Uttarakhand.	2010*	2010*
31.	National Institute of Technology, Andhra Pradesh	2015	2015
32.	Indian Institute of Engineering Science and Technology, Shibpur (West Bengal)	1856 (Upgraded as IIEST, Shibpur in March, 2014)	2014

* New NITs established in 2010 (XIth Plan)

Indian Institutes of Management (IIM)

The Indian Institutes of Management (IIMs) are autonomous institutions under the administrative control of the Government of India (Ministry of Education). Presently, there are 21 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 in Kolkata (established in 1961), Ahmedabad (1961), Bangalore (1973), Lucknow (1984), Indore (1996) and Kozhikode (1997) and are functioning from their respective permanent campuses.
- **Second Generation IIMs:** In view of the need felt for the expansion of facilities for high- quality management institutions, seven IIMs were established in the country at Shillong (Meghalaya) Rohtak (Haryana), Raipur (Chhattisgarh), Ranchi (Jharkhand), Tiruchirappalli (Tamil Nadu), Kashipur (Uttrakhand) and Udaipur (Rajasthan). All of them are now functioning from their respective permanent campuses.
- **Third Generation IIMs:** During the year 2015-16, six more IIMs were established at Amritsar (Punjab), Bodh Gaya (Bihar), Nagpur (Maharashtra), Sambalpur (Odisha), Sirmaur (Himachal Pradesh) and Vishakhapatnam (Andhra Pradesh). The academic sessions of these IIMs commenced from the academic year 2015-16 from their temporary campuses. Another IIM has been established at Jammu which started its academic session from the year 2016-17. Of these Third Generation IIMs, except IIM Amritsar, rest all third generation IIMs are now functioning from their permanent campus.
- The latest IIM is the IIM Mumbai, which came into existence w.e.f. 16th August 2023 with the passing of IIM (Amendment) Act, 2023.
- The following inaugurations have been done in the IIMs during the calendar year 2024:
  - The Hon'ble Prime Minister of India inaugurated the permanent campus of IIM Sambalpur (Odisha) on 3rd February, 2024.
  - The Hon'ble Prime Minister of India inaugurated the permanent campuses of IIM Jammu (Jammu & Kashmir), IIM Bodh Gaya (Bihar) and IIM Visakhapatnam (Andhra Pradesh) on 20th February, 2024

Student intake, faculty position in IIMs and funds released to IIMs during 01.01.2024 to 31.12.2024

S. No.	Name of the IIMs	Number of Students as on 31.12.2024		Faculty Position as on 31.12.2024	Funds released (from 01.01.2024 to 31.12.2024) incl. HEFA (₹ In Crores)
		PGP	FPM		
1.	IIM Ahmedabad	451	31	103	NIL
2.	IIM Bangalore	606	23	109	NIL
3.	IIM Calcutta	479	17	86	NIL
4.	IIM Indore	489	27	112	NIL
5.	IIM Kozhikode	677	28	106	NIL
6.	IIM Lucknow	568	21	94	NIL
7.	IIM Kashipur	292	11	49	NIL
8.	IIM Raipur	328	10	49	NIL
9.	IIM Ranchi	438	7	63	NIL
10.	IIM Rohtak	345	8	46	NIL
11.	IIM Shillong	396	4	36	NIL
12.	IIM Tiruchirappalli	484	23	46	NIL
13.	IIM Udaipur	345	9	51	NIL
14.	IIM Amritsar	333	3	17	17.42
15.	IIM Bodhgaya	480	7	66	20.59
16.	IIM Jammu	390	28	52	21.25
17.	IIM Nagpur	362	4	31	18.98
18.	IIM Sambalpur	316	5	43	20.10
19.	IIM Sirmaur	344	3	44	19.63
20.	IIM Visakhapatnam	297	12	34	22.25
21.	IIM Mumbai	528	11	53	37.45
	Total	**8948**	**292**	**1290**	**177.67**

School of Planning and Architecture (SPA)

1. SCHOOL OF PLANNING AND ARCHITECTURE, DELHI

The School of Planning and Architecture (SPA), New Delhi started as a Department of Architecture of the Delhi Polytechnic way back in the year 1941. An institute of global status, the School has been providing cutting edge planning, architecture and design solutions, and consultancy and research environment for the growth of the Indian economy. Recognizing SPA's National and International Eminence, Government of India conferred the "Deemed to be University" status on the School in 1979. This enabled the School to broaden and deepen its academic horizons by introducing new academic programmes, and by promoting critical research and consultancy activities. The School was declared an "institution of national importance" by Government of India under the School of Planning and Architecture (SPA) Act of 2014.

Academic Programmes

The School offers two undergraduate programmes: Bachelor of Planning and Bachelor of Architecture. Significantly, the School also offers one integrated postgraduate, 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, Integrated Master of Planning and Building Engineering and Management. Besides, all departments of studies of the School has been offering doctoral programmes since 1985. During the calendar year 2024, the School admitted 136 students in Bachelor of Architecture, 31 in Bachelor of Planning, and 246 in various postgraduate programmes. At the present moment, about 126 Ph.D. scholars are working in different departments of studies covering a diversity of subject areas in planning and design.

Research Projects and Consultancy

The School has setup Centres of Research and Advanced Studies to promote research, extension, documentation and dissemination of knowledge in various fields. The school has also been working on innovative products and processes under the National Initiative for Design Innovation funded by Ministry of Education.

The School provides a state of the art consultancy services to state and central government at various levels and also to the private sector. In the year 2024, SPA New Delhi was offered many consultancy projects related to various important areas of nation building. Consultancy projects are undertaken for various ministries and planning authorities. Currently there are Seventy-four on going consultancy projects. A total consultancy fee of INR 8,10,03,910.00 was received by the School during the year 2024.

Centre for Excellence in Urban Planning and Design

The School has been designated as one of the four Centres of Excellence (CoE) in Urban Planning and Design by the Ministry of Housing and Urban Affairs, Government of India for developing India specific knowledge in urban planning and design and to deliver certified training in these areas.

Approvals and Accreditations

In order to continually maintain the highest quality standards in education in the School, Bachelor of Architecture programme of SPA Delhi, is regularly monitored by the Council of Architecture, Delhi. The School was also placed at the 5th rank under the Architecture category of NIRF Ranking 2024 with a score of 69.00.

2. SCHOOL OF PLANNING AND ARCHITECTURE, BHOPAL

School of Planning and Architecture (SPA), Bhopal, an Institute of National Importance under the Ministry of Education, Government of India has been offering higher education in planning, architecture, and design. SPA Bhopal has always been constantly endeavouring to contribute its share in addressing the challenges related to the built environment through sustainable planning, innovative design, and technological solutions. SPA Bhopal has been one of the forefront runners in delivering the highest quality education by nurturing future architects and planners.

Academic Programmes

School of Planning and Architecture, Bhopal presently offers nine academic degree programmes (two at the undergraduate level and seven at the postgraduate level) through eight Departments. Besides, the institute also offers a doctoral programme. During the calendar year 2024, a total of 254 students were admitted (115 students into undergraduate programmes, 125 students into the postgraduate programmes and 14 into the doctoral programme).

MoUs / Collaborations

Presently, SPA Bhopal has collaborations with several national and international institutes of high repute. These include : AMRUT funded centre of urban planning for capacity building, Ministry of Housing and Urban Affairs, Government of India; Central Institute of Petrochemicals Engineering & Technology (CIPET)- Centre for Skilling &

Technical Support (CSTS), Bhopal; The Shri Mata Vaishno Devi University (SMVDU), Katra; Council of Scientific & Industrial Research – Advanced Materials and Processes Research Institute (CSIR-AMPRI), Bhopal; GIZ (Germany); NITTTR Bhopal; NID Bhopal; IISER Bhopal; National Institute of Urban Affairs (NIUA); The Madhya Pradesh State Bamboo Mission; DG Research Cell Madhya Pradesh Police (DRC-MPPA), Bhopal; MSME Technology Centre, Bhopal, Ministry of Micro, Small and Medium Enterprises, Government of India; Atal Bihari Vajpayee Institute of Good Governance and Policy Analysis, Bhopal; Rajiv Gandhi University Arunachal Pradesh; The University of Florence; Kerala Institute of Local Administration; Tata Institute of Social Sciences, Mumbai; etc. These collaborations with various institutions of repute are enabling knowledge sharing and enrichment towards socially responsible activities.

Research and Consultancy Projects

Presently, the institute is engaged with a total of 29 ongoing Research and Consultancy projects. The details of the projects are as follows: Ashapuri Temple Project - Cardiff University, WMF; Bamboo Mission - SPAB - Bamboo Mission, MP; Centre for Indian Knowledge System in Town Planning - AICTE, IKS Division; Centre of Excellence in City Logistic Management – GIZ; City Beauty Competition - MoHUA, Govt. of India, DUAD, Govt. of MP; Preparation of Master Plan for Government Engineering College - Ujjain Engineering College; Developing Climate Resilient Plans – UNICEF; DIC Shelter For All, Ministry of Education, Government of India; GIS-Based Master Plan for Moreh Town of Manipur - Manipur Govt. Department of Town Planning; GIS-Based Master Plan for ULBs in Uttarakhand - Govt. of Uttarakhand; Greater Imphal Project-II (14 Districts) - Manipur Govt. Department of Town Planning; HEFA Project - HEFA CSR; HIA Antari – MPUDC; HIA Baihar – MPUDC; HIA Khajuraho, Sanchi, Nemawar – MPUDC; ICHR Research of Tamil Temple Town: Conservation and Contestation - ICHR, MoE; Integrated Urban Climate Action for Low Carbon Resilient Cities – GIZ; Interior Architecture of National Book Trust Promotion Centre Bhopal - National Book Trust, Ministry of Education; Malcolm Kothi, Mohangarh, Gondmahal, Moti Mahal – MPTB; National Centre For Spatial Rural Development Plan – MoPR, Government of India ; North Block (Central Vista Project) – CPWD; PMAY Steel Project - Ministry of Steel; Preparation of Local Area Plans for Transit-Oriented Development Zones - MP Metro Rail Corporation; Preparation of Regional Plan Coimbatore and the Nilgiri Regional Plan - Director of Town and Country Planning, Tamil Nadu; Raja Rani Ka Mahal Chanderi – MPTB; Singhpur Mahendra Bhawan Rajanangri Ki Garhi – MPTB; Thanjavur Regional Plan - 2047 Project - Town and Country Planning Thanjavur; Design of Staff Parking at AIIMS; and Preparation of UNESCO Tentative List for the heritage structures of Madhya Pradesh.

3. SCHOOL OF PLANNING AND ARCHITECTURE, VIJAYAWADA

The School of Planning and Architecture Vijayawada is one of the three SPAs in the country established by the Ministry of Education, Government of India under an Act of the Parliament, as an Institute of National Importance in the field of Architecture and Planning. The school has distinguished itself in terms of its potential to grow as a role model in specialized professional education offering Undergraduate and Post-graduate education in Architecture and Planning while at the same time fostering research of a higher order in these areas. National Institutional Ranking Framework (NIRF) has ranked SPA Vijayawada as one of the top twenty best Technical Institutes in the Architecture category in 2024.

Academic Activities

SPA Vijayawada currently offers Undergraduate, Post-graduate and Doctoral programs in the fields of Architecture and Planning. Presently the School runs two departments: the Department of Architecture and the Department of Planning. A total of two Undergraduate Degree Programs, Nine Post-graduate Degree Programs and Doctoral Programs are being offered. Bachelor of Architecture is a 5-year Undergraduate program offered in the Department of Architecture. M.Arch

Sustainable Architecture, M.Arch Landscape Architecture, M.Arch Architectural Conservation, Master of Building Engineering and Management, Master of Urban Design and Master of Design (M.Des) are the Post-Graduate programs offered in the Department. Similarly, the Department of Planning offers a Bachelor's Degree in Planning, a 4-year degree program. The Department also offers Masters Programs, namely, M.Plan Environmental Planning and Management, M.Plan Urban and Regional Planning and M.Plan Transport Planning. SPAV has also been offering Doctoral Programs leading to a PhD degree in the disciplines of Architecture and Planning since the academic year 2012-13, with a vision to develop independent and scholarly contributions to the progress of the body of knowledge.

Consultancy and Research Activities

SPAV is involved at present in the preparation of the Regional Development Plan for Tiruchirapalli District, a project funded by DTCP, Govt of Tamil Nadu, 2024. Similarly, the Polavaram Resettlement and Rehabilitation Project, funded by the Govt. of Andhra Pradesh is being carried out (2024), wherein SPA Vijayawada is presently engaged as a knowledge partner. In addition, SPAV has taken up several architectural design projects of repute and has been advising the local government in making development decisions. SPAV has been involved in AP State architectural board manual vetting as well in two separate packages APSRTC Bus Fascia and Graphic Scheme Redesign (2024), alongside submitting a proposed master plan proposal for a dance academy at Vishakapatnam, inclusive of site plan and building plans. SPA Vijayawada has also recently started work on the Himachal Pradesh Housing and Urban Development Authority Project (HIMUDA), i.e., shopping mall cum office complex architectural design at Shimla. Besides, it has been involved in several Heritage Impact Assessment (HIA) Projects over the last years, wherein it has completed HIAs of Arjuna's Penance at Mahabalipuram, and that of Anathasayana Temple (2024).

Centre for Excellence: Centres for Urban Planning Capacity Building

The Ministry of Housing and Urban Affairs, Government of India has recognized SPA Vijayawada as one of the few "Centres for Urban Planning Capacity Building" in the country and the only one in South India. This recognition is matched with substantial grants to be released every year shortly to undertake high-quality dedicated research and training in the domain of climate-sensitive urban planning and help SPA Vijayawada serve as a beacon of advisory and technical support for local governments in the Southern parts of the country.

OUTREACH PROGRAM

SPA Vijayawada is also proud to announce that we have recently completed a 2-Day National Conference on Techno-Traditional Indian Knowledge Systems for Eco-Sensitive Coastal Settlement Planning, in September 2024. The conference was conducted with ITPI and Govt of AP and had participants and presentations from across the nation representing working planners, municipal officers, researchers and consulting architects and planners. The topic was widely appreciated by the Minister of Urban Development of the Government of Andhra Pradesh, who inaugurated the Conference and encouraged young and mid-career working planners to work towards environment and development. Similarly, a day national Symposium on Architectural Practice was organized in November 2024. The 8th Convocation of SPA Vijayawada was held on 17.09.2024 and the 7th Convocation was conducted on 03-01-2024.

Student Exchange Program

As part of an MoU between SPAV and Ecole Bleue University, Paris, four students of the ongoing V year B.Arch programme have been selected for the Ecole Bleue international student exchange program 2024. The said programme will commence in October/November 2024 for 3 months.

National Institute of Educational Planning and Administration (NIEPA)

(i) Brief Background of the NIEPA

The National Institute of Educational Planning and Administration (NIEPA) (Deemed to be University), established by the Ministry of Education, Government of India, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia.

(ii) Mandate of the NIEPA

NIEPA is actively engaged in teaching, research and advisory services in the areas of educational policy, planning and administration. The core activities of the University include providing technical support to Central and State Governments in educational policy and planning; organising professional development programmes in educational planning and administration for educational professionals of the country; Developing expertise among young scholars through postgraduate and doctoral programmes as well as other capacity building activities; Conducting research in all aspects of school and higher education; Extending advisory services to national and international organizations; Functioning as a clearing house for dissemination of knowledge and information; and Providing a forum for exchange of ideas and experiences among policy makers, planners, administrators and academics.

(iii) Brief details of Programmes showing targets and achievements

NIEPA has successfully completed M.Phil. and Ph.D. programmes in educational planning and administration with a broader interdisciplinary social science perspective since 2007. Since then, 299 research scholars for M.Phil., 209 for Ph.D. Programme have been registered at NIEPA. As many as 197 M.Phil. and 57 Ph.D. Degrees have been awarded so far till December 2024. In 2024-25, 06 M.Phil., 08 Ph.D. Full-time and 01 Ph.D. Part-time, in total 15 scholars have graduated. In 2024, 29 students (23 Direct and 06 transferred from M.Phil. to Ph.D. Programme) were enrolled in Ph.D. programme at NIEPA. NIEPA launched the Master of Arts in Education and Development (MAED) programme in 2023 and 14 students have enrolled in this programme in 2024. The university follows the Government of India's reservation policy for the admission process in M.Phil. and Ph.D. Programmes and recruitment in different positions. It gives grants to government and non-governmental organizations to conduct research, organise 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 of low levels of educational attainment and lessen the poverty and elevate their economic and social life.

During April 2024 – March 2025, 139 professional development programmes have been proposed which include long-term and short-term training programmes, UGC MMTTC programmes, seminars, conferences, and meetings of senior national and international education policy makers, planners and administrators. NIEPA has conducted 112 programmes by December 2024. In addition, NIEPA has organized 09 outsourced capacity development programmes including 06 for College Principals of National Commission for Indian System of Medicine (NCISM) and 03 for 'Capacity Building on Specific Learning Disabilities' (SLD) under Malaviya Mission Teacher Training Programme in 2024. Besides training programmes, NIEPA also conducts two diploma programmes every year (i) Post Graduate Diploma in Educational Planning and Administration (PGDEPA), and (ii) International Diploma in Educational Planning and Administration (IDEPA). It also conducts an Online Programme on School Leadership and Management (PSLM). In addition, NIEPA

has completed 08 research studies in the field of educational planning and administration in 2024, 14 research studies are in progress, and 13 new research proposals have been received during the period January to December 2024.

NIEPA provides Grants-in-Aid to the organizations for organising seminars and conferences on education and allied areas to generate wider awareness of educational policies and programmes in the country. During the period, NIEPA has disbursed ₹ 13.50 lakh as grants support to the educational institutions and associations to conduct the conferences, seminars and workshops in education and allied areas under the Grants-in-Aid scheme during the period.

NIEPA conducted several events and programmes during 2024. NIEPA also entered in collaboration with Andhra Pradesh State Council of Higher Education (APSCHE) for providing capacity development for 700 faculty members on Open Educational Resources (OERs) and Information Technology (IT) tools. NIEPA also signed a Memorandum of Understanding (MoU) with the Department of School Education & Literacy, Ministry of Education, the project of Samagra Shiksha entrusted with the National Institute of Educational Planning and Administration (NIEPA) (Deemed to be University) includes two components: (a) National Programme on School Leadership Development led by the National Centre for School Leadership and (b) Research Studies under Samagra Shiksha in 2024.

NIEPA also conducted various annual events in 2024 such as Republic Day, 10th International Day of Yoga, NIEPA Foundation Day, Independence Day, Gandhi Jayanti, Swachhata Hi Seva, National Teachers' Day, National Education Day, Fit India Week, organized Free Health Check Up camp, Viksit Bharat,Voice of Youth, Vigilance Awareness Week, Pledge National Unity Day, Janjatiya Gaurav Divas, Bharatiya Bhasha Utsav, National Sports Day, etc.

(iv) Major Policy/Reforms taken during the year 2024

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 section 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.

The Departments/Centres/Units of the NIEPA are as follows:

S. No.	Departments	S. No.	Centres and Units
1.	Department of Educational Planning	8.	National Centre for School Leadership (NCSL)
2.	Department of Educational Administration	9.	Centre for Policy Research in Higher Education (CPRHE)
3.	Department of Educational Finance	10.	Project Management Unit (PMU)
4.	Department of Educational Policy	11.	Unit for International Cooperation (UIC)
5.	Department of School and Non-formal Education	12.	ICT Unit
6.	Department of Higher and Professional Education	13.	Library and Documentation Centre
7.	Department of Training and Professional Development in Education	14.	Publication Unit

NIEPA conducts national and international conferences/seminars/workshops on education and allied areas. Some of the major events and programmes organized by the Institute during this period are as under: -

1. **Capacity Development/Training Programmes for the Principals of Ayurveda, Unani, Siddha and Sowa-Rigpa colleges in collaboration with National Commission for Indian System of Medicine (NCISM) -**

   Considering the seminal contributions of NIEPA as a premier and unique institution in the area of educational planning and administration as well as its expertise in providing capacity development programmes for the educational administrators and institutional heads. The Ministry of Aayush, Government of India approached NIEPA to provide training to the Principals of colleges of Ayurveda, Unani, Siddha and Soga-Ripa. After a series of discussions, a Memorandum of Understanding was signed between NIEPA and the National Commission for Indian System of Medicine (NCISM) to train the principals of 550 colleges in 20 batches between July 2023 to May 2024. The total amount of ₹ 1.2 Cores was agreed upon as charge for conducting 20 programmes. The first batch of the programme was launched in the month of July, 2023. Till date 17 programmes have been conducted, in which more than 450 Principals/ Heads of Ayurveda, Unani, Siddha & Sowa-Rigpa colleges participated and successfully completed the programme in NIEPA under the overall support and guidance of Prof. Shashikala Wanjari, Vice Chancellor, NIEPA. Prof. Kumar Suresh served as the Programme Director (Academic) for all programmes. Each programme was conducted by a group of faculty members in NIEPA as batch Director and coordinator.

2. **Capacity Development of the Academic Administrators and College Principals for Implementation of NEP 2020**

   The National Institute for Educational Planning and Administration (NIEPA), under the Ministry of Education, Government of India, is conducting a series of Capacity Building Programs aimed at empowering Academic Administrators and College Principals to lead the successful implementation of the National Education Policy (NEP) 2020 across India. These programs are designed to provide essential training in leadership, academic administration, and pedagogical strategies for the modern higher education ecosystem envisioned by NEP 2020.

3. **Capacity Building for Promoting Positive Mental Health, Resilience and Wellbeing: Specific Learning Disability (SLDs), Mental Health and Well-being and Nurturing Future Leadership**

   The Department of Higher Education, Ministry of Education has launched programmes namely; Specific Learning Disability (SLDs), Mental Health and Well-being and Nurturing Future Leadership under the Malviya Mission Scheme for Teacher Training Programme.

   NIEPA has been entrusted with the responsibility of coordinating the programme and acting as the nodal institution for creating a repository of information on all the programmes. Prof. Kumar Suresh is leading the team of faculty members from NIEPA who is undertaking the responsibility of coordinating activities relating the above-mentioned programmes. The Ministry of Education (MoE), with NIEPA as the nodal institution, has undertaken multiple initiatives to promote inclusive and holistic education in Higher Education Institutions (HEIs). These include capacity-building programmes on Specific Learning Disabilities (SLDs) and mental wellness workshops, online sessions for these two programmes etc.

   Nurturing Future Leadership, under NEP 2020 and the Ministry of Education's framework, is a key initiative to develop leadership skills among faculty members, enhancing higher education. Part of the Malaviya Mission

Teacher Training Programme (MMTTP), it is hosted by IIMs and IITs, with NIEPA as the coordinator. Conducted in two phases in 2024, it trained over 1,200 faculty members across 42 institutions, focusing on strategic leadership, communication, research, and teamwork. Participants reported improved critical thinking and team management, with assessments confirming its success. Feedback emphasized the need for alumni engagement and shorter sessions, highlighting the programme's impact and future potential.

4. UGC Evaluation:

Research / Evaluative study conducted relating to disadvantaged groups (SCs/STs/OBCs and women). UGC assigned the responsibility of evaluating its schemes specifically directed towards promoting equity and inclusion for SC/STs/ Women, etc. The following schemes of UGC have been evaluated by the faculty members of NIEPA. Professor Kumar Suresh took the responsibility as project director and led the process of completing the evaluative studies. The Reports of the studies have been submitted to the UGC with the recommendation of continuation of the scheme. The schemes specifically meant to promote equity and inclusion which have been evaluated are as follows:

- Equal Opportunity Centre for Colleges / Universities
- Establishment of Centres in Universities for the Study of Social Exclusion and Inclusive Policy
- Remedial Classes, Entry into Services, NET/SET and Residential Coaching Schemes
- Persons with Disabilities in Universities

These schemes have been recommended for continuation to further strengthen the goal of equity and inclusion in higher education. An online consultative meet was organised with the deans/ professors/ various stakeholders to discuss the schemes in detail. Prof. Kumar also visited the centres at different campuses to know better of the scheme practices.

IQAC, NIEPA Activities 2024

The Internal Quality Assurance Cell (IQAC) at NIEPA was established in 2018 with the intent to constantly work towards realizing the goals of quality enhancement and sustenance in the Institution. The Internal Quality Assurance Cell (IQAC) at NIEPA has undertaken several activities in 2024 to enhance academic and institutional quality.

1. **Feedback Mechanism:** The cell also designed and collected structured feedback forms from stakeholders, including scholars, faculty, alumni, and employers, ensuring that the feedback informs quality enhancement measures. The collected feedback was analyzed and utilized to inform strategies for quality enhancement and to ensure the institution remains aligned with the expectations and needs of its stakeholders.
2. **Bi-Annual Newsletter:** IQAC, NIEPA, prepares and publishes a bi-annual newsletter showcasing NIEPA's academic, co-curricular, and capacity-building initiatives. The newsletter until December 2023 is published and available on the NIEPA website (Link: https://www.niepa.ac.in/News%20letter). The newsletter for January to June 2024 is under publication.
3. **Colloquium Lectures:** Colloquium Lectures have also been conducted. These lectures provided a platform for scholars and faculty to engage with contemporary topics in education and research.

   The Department of School and Non-Formal Education and IQAC, National Institute of Educational Planning and Administration was organised one-day colloquium on "Developmentally Appropriate Practices (DAP) and the Challenges in Global Implementation" by Prof. Amita Gupta Emerita of the School

of Early Childhood Education at The City University of New York, USA on 4th December 2024 from 3:00 PM to 4:00 PM.

Along with the Lectures and colloquium various study circle for students were conducted during January to December 2024

4. **Annual Quality Assurance Report (AQAR):** The Annual Quality Assurance Report for 2022-23 was submitted on the NAAC portal and the draft AQAR for 2023-24 is in the process of finalising. The AQAR report highlights NIEPA's efforts and achievements in the previous academic year.
5. **Alumni Engagement:** IQAC conducted an alumni meet in 2024 with the aim to strengthen alumni relations, gather insights, and create opportunities for collaboration and mentorship.
6. **Celebration of important days:** IQAC along with the faculty members have organized various events to commemorate important days and events during January 2024 to December 2024

NIEPA organized a lecture titled "Exposition on Empowering Minds" to commemorate the International Day of Education. Held on January 24, 2024, at NIEPA, New Delhi, the event focused on highlighting the transformative power of education in shaping individuals and societies. Distinguished speaker Prof. Dhananjay Singh from ICSSR, New Delhi, graced the occasion. The event facilitated meaningful discussions on education's role in societal development under the leadership of Department of Professional and Higher Education.

During the period, NIEPA celebrated many international and national days viz. International Women's Day, International Yoga Day, Independence Day, National Space Day, National Education Day, National Teacher's Day etc.

Best Practices

Some of the top performance includes, timely completion of admission process, conduct of online admission process through SAMARTH Portal, timely disbursement of fellowship, Update of records on Shodhganga and ABC Portal under NAD Digilocker, Redressal of Student Grievance, Maintenance of IQAC data, Implementation of Govt. of India and UGC Regulations in letter and spirit.

Chapter-06

Other Technical & Vocational Institutions

Other Technical & Vocational Institutions

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

National Institute of Technical Teachers' Training & Research, Bhopal

The National Institute of Technical Teachers' Training and Research (NITTTR), Bhopal, is a premier institution, focused on enhancing technical education in India. Established in 1965 by the Government of India, NITTTR Bhopal initially specialized in polytechnic teacher training. It has since expanded its services to cover various offerings within the technical education system. On 22nd February 2024, the institute achieved the status of a Deemed-to-be University under the Distinct category.

This pivotal achievement empowered the institute to confer degrees, reinforcing its leadership in technical education. The Deemed-to-be University status granted academic autonomy, enabling NITTTR Bhopal to innovate teaching practices, experiment with new curricular models and assessment systems, and offer modular programs promoting lifelong learning.

NITTTR Bhopal will introduce new Undergraduate (UG) and Postgraduate (PG) programs across various schools and centres. The School of Sciences will offer MSc programs in Biopharmaceutical Science, Mathematics (Data Science and Analytics), and Physics (Semiconductor Science and Technology). The School of Engineering and Technology will launch MTech programs in Transportation Engineering & Management, Computer Science (Big Data Analytics), Electrical Engineering (Power Systems), and Mechanical Engineering (Robotics & Automation). The School of Management Studies will offer an MBA program. The Centre of Excellence – Industry 4.0 will also provide Postgraduate diploma programs in Robotics and Automation, Industrial Internet of Things, CNC Programming and Operations, and CAM & Additive Manufacturing.

A total of 193 short-term training programmes were conducted from 01/01/2024 to 31/12/2024 with 5056 participants. The programs covered areas such as induction, pedagogy, content-related training, and vocational programs designed explicitly for engineering colleges and polytechnic educators.

Activities organised from January to December 2024 at NITTTR, Bhopal.

- NITTTR Bhopal undertook major curriculum design projects for the State Boards of Technical Education in Bihar and Maharashtra. The institute completed redesigning and developing 64 diploma and engineering curricula for the State Boards of Technical Education in Bihar and Maharashtra, wherein 1,106 curriculum programs were developed during the year, incorporating 15 emerging technologies (2024-25).
- Enhancing the Creditization of skill-based programs and apprenticeship training, MOUs were signed under the aegis of the Ministry of Education between NITTTR Bhopal and the regional Board of Apprenticeship Training (BOATs) (Western, Southern Regions) on 19th November 2024. This collaboration aims to develop standardized training frameworks across vocational institutions in India.
- NITTTR Bhopal strengthened its academic relationships with industries and higher education institutions. MoUs were also signed with 10 institutions across India, including CSIR-CERI Pilani and the Directorate of Skill Development (DSD), MP for the Direction in Skilling for Holistic Action (DISHA), as well as with six significant industries, including Dassault Systems Foundation, for drone technologies. In its teachers' capacity-building efforts, NITTTR Bhopal has trained 600 teachers from Bihar and 300 teachers from UP and Rajasthan.

- Under the ITEC program sponsored by the Ministry of External Affairs, Government of India, the institute successfully trained 53 foreign participants, enhancing its global educational outreach.
- Under the aegis of the Nagar Rajbhasha Karyanvayan Samiti, NITTTR Bhopal organized various programs, workshops, and training sessions on different subjects, actively involving officers and employees from the institute and other government and central offices.
- Towards national initiative of Creditization national discussion and workshop on providing credit by evaluating skill-based programmes and apprenticeship training for one year in industries and institutions under the National Credit Framework was inaugurated at the institute.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS TRAINING AND RESEARCH, CHANDIGARH

The Institute offers need-based and customized Faculty Development Programmes in line with NEP-2020 for the faculty and staff of engineering colleges, polytechnics and working professionals from industry. From 1st January 2024 to 31st December 2024, a total of 68,086participants trained. This includes:

Short Term Programmes/ MOOCs:

- 287 Faculty Development Programmes (Contact Mode and Online ICT Mode) were conducted, and 32042 persons were trained.
- During this period, the institute re-run 03 AICTE – NITTT Modules – Communication Skills, Modes & Knowledge Dissemination, Creative Problem Solving, Innovation and Meaningful Research & Development and Institutional Administrative Procedures and 08 SWAYAM MOOC Courses – Graphics and Animation Development, Educational Video Production, Entrepreneurship Development, Classroom Communication, Internet of Things: Design issues and Use Cases, Virtual Education, PLC and Microcontroller (In Hindi) and Institutional Management for Entrepreneurship. 4 New MOOC courses in regional languages have been launched in SWAYAM portal which will be started in January 2025. Total number of participants trained in these MOOC courses were 35,269.
- Institute conducted 12 Consultancy programmes in which 694 participants were trained.
- Institute in collaboration with Mathworks Inc. conducted 01 FDP on “Integrating Electric Vehicle Design, Simulation, and Control into Engineering Education” from 5-9 August 2024 sponsored under AICTE Karyashala where 41 Participants were trained.
- Institute in collaboration with Wadhwani Foundation and AICTE, New Delhi conducted FDP on “Employability Skills” from 16th to 20th December, 2024 at TTC, Jodhpur where 40 Participants were trained.

Long Term Programmes:

- As a part of Long-Term Programmes, the Institute is offering Master of Engineering (regular mode - evening classes to benefit working professionals) and Master of Engineering (modular mode – in summer & winter vacation time for the benefit of teachers), in which 20 students (regular) and 33 students (modular) were admitted in 2024-25.
- 78 students are on roll in Ph.D. programmes with emphasis on interdisciplinary & multi-disciplinary research areas and during this period, 06 students have been awarded PhD degree.

Student Training:

- To support the UG students from various Universities/ Institutes, 03 student training programmes of 1 week and 4-6 weeks’ duration were conducted, from which 78 students benefitted.

Instructional Material Development:

- During this period, the Institute produced 236 video films, and 201 video films were uploaded on NCTEL portal of the institute.

Research and Publications:

- 03 Patents were granted and 02 IPR Registered, 01 Textbook and 06 Book Chapters were published by the faculty members. The Institute's faculty published 41 papers in SCI Journals, 16 papers in non-SCI referred Journals and 37 papers in International Conferences.

International Collaborative events:

- Expert Lecture by Prof. Manu K. Vohra (Chairman & President, Business Excellence, Inc. USA) on Innovative Pedagogy and Continuous Comprehensive Assessments for Effective NEP 2020 Implementation on 3rd September 2024. Total 181 participants from various Institutes attended the program.
- NITTTR, Chandigarh organized a Conclave for Promoting Internationalization on 26th November 2024 in consonance with the objective of NEP 2020 to internationalize India's education system. Delegates from Embassies of Finland, Israel, INWF (Indo Nordic Water Farms) and representatives from some IITs and NITs, IISER, NIPER, were present in the Conclave.
- As Post activities of the Conclave held on 26th November, 2024, Institute organize a talk on 19th December, 2024 for faculty and ME & PhD students of Institute by International Expert Ms. Maya Sherman who is a Science and Technology Diplomat with the Indian Foreign Service. Topic of the talk was AI for Good: Lessons from Israel and India.

Skilling Programs organized in collaboration with Industries:

- Cybersecurity Intelligence (in Collaboration with IBM) from 29th April, 2024 to 3rd May, 2024- 18 Participants.
- Data Science Unleashed: Ignite Your Analytical Skills (in collaboration with IBM) organized from 27 May 2024 to 31 May 2024- 21 Participants.
- Data Science Unleashed: Ignite Your Analytical Skills (In collaboration with IBM) from 22nd to 26th July 2024- 20 Participants.
- AI for Future Workforce (In collaboration with Intel) from 22nd to 26th July, 2024-348 Participants.
- Zero Trust Cloud Security (In collaboration with Zscaler Inc.) from 5th to 9th August 2024-90 Participants.
- Integrating Electric Vehicle Design, Simulation, and Control into Engineering Education from 5th-9th August 2024 Sponsored under AICTE Karyashala and MATHWORKS- 41 Participants.
- Cloud Application Development using IBM Cloud (In collaboration with IBM) from 23rd to 27th September 2024- 71 Participants.
- Power Electronic Devices and Micro Grid Simulation Using Typhoon HIL from 23rd to 27th September 2024- 11 Participants.
- AI for Industry 4.0 (In collaboration with IBM) from 7th to 11th October 2024- 24 Participants.
- Predictive Analysis (In collaboration with IBM) from 4th to 8th November 2024- 16 Participants.
- Cybersecurity Intelligence (In collaboration with IBM) from 25th to 29th November 2024- 34 Participants.

During this period, NITTTR signed 08 MOUs with reputed institutions and Industries.

The Institute Generated IRG of approx. ₹ 1055.30 Lakhs during this period. Further, institute is making efforts to increase the internal revenue generation for self-sustainability.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS TRAINING AND RESEARCH, CHENNAI

The National Institute of Technical Teachers Training and Research (NITTTR) Chennai is an

autonomous institution under the Ministry of Education, Government of India. It focuses on enhancing the quality of technical education and teacher training programmes in alignment with the National Education Policy (NEP) 2020.

The institute engages in research and development activities related to technical education and offers training programmes for teachers and professionals in the technical field. The institute contributes to the development of curricula for technical education institutions, ensuring they align with industry requirements and technological advancements. NITTTR Chennai also develops and disseminates educational resources, including teaching aids and materials, to support effective learning in technical institutions. As an Institution Deemed to be University under distinct category, NITTTR is now expanding its reach through innovative programmes empowering the learner community. NITTTR Chennai's initiatives are closely aligned with the National Education Policy (NEP) 2020, which emphasizes skill development, multidisciplinary learning, and the integration of technology in education. By fostering industry-academia collaboration and promoting outcome-based education, the institute actively contributes to the NEP's vision of creating a globally competitive technical education ecosystem.

The objectives of NITTTR Chennai are as follows:

- To enhance the quality of technical education by improving teaching methodologies and instructional techniques.
- To provide training and professional development programs for teachers and faculty members in technical institutions.
- To design and develop contemporary and industry-relevant curricula for technical education.
- To conduct research in technical education to foster innovation and address challenges in teaching and learning.
- To disseminate innovative teaching practices and technologies in technical institutions.
- To develop initiatives that lead to the improvement of the overall quality of technical education programs.
- To design and develop educational resources, including teaching aids and materials, to support effective learning.
- To facilitate collaboration between technical institutions and industries to bridge the gap between academic knowledge and industry requirements.
- To offer specialised training programs for technical teachers and professionals to keep them updated with the latest advancements in their respective fields.

Report of Activities from January to December 2024

NITTTR Chennai aligns with NEP 2020's goals through its diverse Training programs, generating ₹6,44,65,399 in revenue. The institution has trained 5019 participants via Professional Development Programs (PDP) and Indian Technical Economic Cooperation (ITEC) courses, promoted digital learning for 1,35,236 learners through SWAYAM, and enhanced teacher education for 45,293 participants with the National Initiative for Technical Teachers Training (NITTT). These efforts support NEP 2020's objectives of professional development, digital learning, and teacher education.

1. **Proposal submitted/ awarded for Sponsored Research Projects/ conducting Training Programmes**

   NITTTR Chennai has proposed/awarded several sponsored research projects and training programs, which align closely with the objectives of the National Education Policy (NEP) 2020. Here's how each project contributes:

   a) Fabrication of solid propellants using slurry-based 3D printing and experimental investigations on minimizing curing time using various heat sources (DRDO): Promotes innovation and technological advancements, a key goal of NEP 2020.

b) Design and development of virtual reality applications on road safety for youth motorcycle road uses (HEFA): Fosters digital education and real-world applications of technology, aligning with NEP's emphasis on integrating technology in education.

c) Intelligent Assessment of pavement condition rating using machine unlearning techniques (MEITY): Supports research and innovation, crucial components of the NEP 2020 framework.

d) Empowering Mobility: Unveiling an Affordable AI-Driven Smart Electric Wheelchair with Speech Recognition and IoT Brilliance (SERB): Aligns with the NEP's goal of promoting inclusivity and accessibility through technology.

e) Study of the technological advancements in the manufacture and market trends in the utilization of calcium silicate bricks used as building materials (BIS): Supports sustainable practices and technological innovation, which are part of the NEP's vision.

f) Innovation Design and Entrepreneurship Boot Camp for School Teachers and Students (AICTE): Aligns with NEP 2020's focus on fostering creativity, critical thinking, and entrepreneurial skills among educators and students.

g) Establishment of NITTTR Chennai Offshore Campus (Ministry of Education): Aligns with NEP 2020's objective of increasing the accessibility and outreach of quality education.

h) Conduct of 18 ITEC and e-ITEC Courses (Ministry of External Affairs): Enhances international cooperation and knowledge exchange, supporting NEP's vision of creating a globally competitive education system.

Total Funding: 11,26,347/-

- 42.94 Lakhs (DRDO project)
- 2.5 Lakhs (AICTE-ATAL funded FDP)
- 1.12 Lakhs (Ministry of Electronics and Information Technology project)
- 5.78 Lakhs (Skill Training program)
- 9,65,627/- (BIS project)
- 18.00 Lakh (AICTE Margadarshan Scheme)

2. Patents

NITTTR Chennai has been published/awarded 6 patents, showcasing its alignment with NEP 2020's goals of fostering innovation and research-driven development. These published and granted patents reflect the institution's dedication to advancing technology and contributing to the nation's educational and scientific growth as envisioned in NEP 2020.

3. Publications

NITTTR Chennai has published 3 books, 18 journal articles, and presented 6 conference papers. This aligns with NEP 2020's goals of fostering academic excellence and research-driven development. These publications reflect the institution's commitment to advancing knowledge and contributing to the nation's educational and scientific growth as envisioned in NEP 2020.

4. Student Activities

NITTTR Chennai's student activities align closely with the objectives of the National Education Policy (NEP) 2020:

- Shri. Mohan raj Panchanathan, I year ME student in the Department of Civil and Environmental Engineering, has been selected to receive a scholarship for Winter School 2023 (19.02.2024-01.03.2024) and Summer School 2024 (22 July 2024 – 02 August 2024) on "Regenerative Urban Futures: Integrated Spatial Planning for Resilience," sponsored by BMBF through DAAD, RWTH Aachen University, with a stipend of 340 Euro. This aligns with NEP 2020's

emphasis on holistic and interdisciplinary education, promoting global learning and exposure.

- Shri G. Gunabalan, I Year Student of M.E. (Infrastructure Engineering and Management), was selected for the Summer Internship 2024 at TIFAC, New Delhi, from 10th July to 10th September 2024. This supports NEP's aim to enhance practical and industry-related learning, fostering a research-driven environment.
- Ms. G.L. Bheulah, I year PG Student (VLSI Design and Embedded Systems), received a Non-Gate PG Assistantship of ₹72,000 for the year 2023-24. This promotes inclusivity and equitable access to higher education, reflecting NEP's vision of providing financial support to deserving students.
- NITTTR Chennai provided internships to 6 students from Madanapalle Institute of Technology & Science, Andhra Pradesh. Offering internships encourages experiential learning and skill development, which are key components of NEP 2020.
- The first and second batches of M.E. (IEM) were awarded degree certificates during the Institute Day Celebrations on 14.12.2023. Awarding degree certificates aligns with NEP's goal of recognizing and celebrating academic achievements, fostering a culture of meritocracy and continuous learning.
- The Vaayusastra Drone Course was offered to college students for 2 months in 3 batches during January-March 2024. Conducting this course for college students promotes skill development and technological literacy, supporting NEP's objective of integrating technology and vocational education into mainstream education.

5. ITEC Programs Conducted

The Indian Technical and Economic Cooperation (ITEC) Programme of NITTTR Chennai includes five key programs that align with NEP 2020's objectives by fostering innovation, enhancing digital infrastructure, promoting entrepreneurship, and integrating vocational education. These programs contribute significantly to the transformation of the educational landscape in India.

- **Strengthening Technical and Vocational Education & Training (TVET) Systems:** Integration of vocational education into mainstream education to encourage practical and skills-based learning, focusing on early stages as outlined in NEP 2020.
- **Sustainable Rural Development through Entrepreneurship and Innovation:** Promoting entrepreneurship and critical thinking among students with an emphasis on local and sustainable development, focusing on rural areas as envisioned in NEP 2020.
- **Total Solution for Integrated Library System:** Enhancing digital infrastructure to ensure equitable access to educational resources for all students, focusing on inclusivity and modernization, as per NEP 2020.
- **Information and Communication Technology in Education and Training:** Leveraging technology in education, including the use of digital tools and resources to make education more accessible and engaging, focusing on ICT integration as emphasized in NEP 2020.
- **Educational Applications using Web Technologies:** Developing digital content and applications to enhance learning and teaching methods, focusing on digital literacy and innovation in alignment with NEP 2020.

NITTTR Chennai offers 286 Professional Development Programmes to its clientele, aligning with NEP 2020 by fostering innovation, enhancing digital infrastructure, promoting entrepreneurship, and integrating vocational education. These programs significantly contribute to transforming the educational landscape in India, in line with the objectives set forth by NEP 2020.

6. Academic activities

NITTTR Chennai has developed 12 new SWAYAM courses, aligning with NEP 2020's goals of promoting digital learning, enhancing accessibility to quality education, and fostering a culture of lifelong learning. These courses contribute significantly to the transformation of the educational landscape in India, in line with the objectives set forth by NEP 2020.

- Clean, Green and Sustainable Technology
- Academic Leadership in Cross-cultural context of Higher Educational Institutions
- English for Research Paper Writing
- Teaching & Learning (TL) Practices for Python Programming
- Research Methodology and IPR
- Outcome Based Assessment
- UAV in Engineering Applications
- National Education Policy and Institutional Building
- Innovation Driven Entrepreneurship
- Mentoring and Counselling Skills for teachers
- Gati Shakti National Masterplan for Multi-modal Connectivity
- Electric Vehicle Technology for Academia

7. Admissions:

- PG Programmes

S. No.	Name of the Programme	No. of Students
1	M. Tech Infrastructure Engineering and Management	37
2	M. Tech. Power Electronics and Drives	37
3	M. Tech. Artificial Intelligence and Machine Learning	27
4	M. Tech. VLSI Design and Embedded Systems	27
5	M. Tech. Mechatronics	57

- Ph.D. Admission:
  - Total No. of Scholars = 37
  - (Full-Time:5, Part-time: 25, Executive: 7)
- Ph.D. Supervisorship Recognized: 23 faculty members of NITTTR Chennai

8. Interaction with academic and industrial experts

NITTTR Chennai facilitates interactions with academic and industrial experts, aligning with NEP 2020's emphasis on fostering industry-academia collaborations and promoting experiential learning. These interactions enhance the practical knowledge and skills of participants, contributing to the holistic development of students and faculty in line with the goals of NEP 2020.

9. MoUs Signed

NITTTR Chennai has signed 14 Memoranda of Understanding (MoUs), aligning with NEP 2020's emphasis on fostering partnerships and collaborations. These MoUs enhance cooperation with academic and industrial partners, contributing to the exchange of knowledge, resources, and best practices, in line with the goals set forth by NEP 2020.

National Institute of Technical Teacher Training and Research, Kolkata

Achievements

Short-Term Training Programmes

During the period (1st January 2024 to 31st December 2024), the Institute has conducted 188 Nos. of Short-Term (ICT/ Contact Mode) Programmes to train 8293 Nos. of faculty members, officers and staff members of various Polytechnics, Engineering Colleges, Universities and other organizations across the country. Table 1 shows summary of various activities (other than M. Tech. Programme) organized by the Institute during said period.

Table 1: Summary of Target and Achievements

	Types of Training Programmes	No. of Courses / Programmes	No. of Teachers Trained
A)	Short Term Courses		
	Contact Mode	58	1536
	ICT Mode (online)	111	5862
	Hybrid Mode	19	895
B)	Conferences / Seminars		
	i) Regional Level	6	429
	ii) National Level	8	887
C)	Training Workshops:		
	Other Technical Workshop / Seminar	4	349
D)	Developed Curriculum	9	50

Deemed to Be University Status Under Distinct Category

The Institute has been declared as Deemed to be University under Distinct Category as per the Section 3 of the UGC Act, 1956 by the ICR Division, Department of Higher Education, Ministry of Education, Government of India vide its Notification No. 9-1/2021-U.3(A) dated 22nd February 2024.

National Apprenticeship Training Scheme (NATS)

National Apprenticeship Training Scheme (NATS) is a flagship scheme of Government of India for on-the-job training and skilling of Indian youth. The scheme is operated under the aegis of Apprentices Act, 1961 and Apprenticeship Rules, 1992. It is implemented by the Department of Higher Education, Ministry of Education, Government of India through four regional Boards of Apprenticeship Training/Practical Training (BoATs/BoPT) located at Mumbai, Kanpur, Chennai, and Kolkata.

NATS offers apprenticeship to all Graduates and Diploma holders without any relevant prior work experience for a duration of 6 months to 1 year. The primary objective of the scheme is to bridge the gap between the skills of students and requirements of Industry by providing high quality on-the-job training. The unique aspect of this training scheme is that one year of apprenticeship training of Graduate, Technician/Diploma apprentices is considered as experience for employment under Central and State Establishments.

The prescribed minimum stipend for Graduate and Diploma apprentices is ₹ 9,000 and ₹ 8,000 per month respectively. Government of India provides 50% of the prescribed minimum stipend for apprentices. The Cabinet Committee on Economic Affairs has accorded its approval for stipendiary support of ₹ 3054 Crore to apprentices who undergo apprenticeship training under NATS for the period 2021-22 to 2025-26.

NATS has been effectively implemented to impart work-related skills and enhance the employability of youth. Over the last 5 years, the NATS scheme has engaged ~8.72 lakh apprentices and over

4,27,000 new apprentices have been engaged as on date in FY24-25. In addition, apprentices are engaged across various sectors such as IT/ITES, manufacturing and production, automobile and auto components, healthcare, pharmaceuticals, services, banking financial services and insurance, among others.

In 2024, Government of India has initiated payment of its share of stipend directly to the apprentices' bank accounts through Direct Benefits Transfer (DBT) mechanism. As on 11th February 2025, there have been over 8,06,000 successful DBT transactions and stipend disbursal of INR 322 Cr through DBT.

The scheme is facilitated by NATS 2.0 portal which has been developed in-house by the Ministry of Education with the support of AICTE and BoATs/ BoPT which manages the apprenticeship lifecycle activities including DBT. Various technological interventions are being undertaken to enhance the robustness of the DBT process such as integration of e-KYC based validation system, integration with NPCI and payment gateway with Canara Bank for authenticating payments.

In the last five years, ₹ 1298 Cr has been released as stipendiary grant. For FY 2024-25, ₹ 540 Cr has been released as on 1st February 2025.

Additionally, NATS will support students of Apprenticeship Embedded Degree Programs thereby enhancing their employability. Till date, 50 MOUs have been signed with HEIs for integrating AEDP with NATS. To further extend the reach of NATS, the Department of Higher Education has entered into an MoU with CSC. Under this arrangement, applicants can register on the NATS portal through CSC VLEs.

National Institute of Advanced Manufacturing Technology Hatia, Ranchi, Jharkhand

National Institute of Advanced Manufacturing Technology (NIAMT) was established in the year 1966 by the Government of India in collaboration with UNDP-UNESCO by its former name as National Institute of Foundry and Forge Technology (NIFFT). The Institute was renamed to its current name (NIAMT) in June 2022.

The Institute was affiliated to Ranchi University till the 2017-18 batch, and the affiliation was shifted to Jharkhand University of Technology, Ranchi from 2018-19 batch, for award of the degree at doctoral, post-graduate and under-graduate level. Advanced Diploma was awarded by the Institute itself. After being conferred the status of an Institute Deemed to be University under Distinct Category by the Ministry of Education in February, 2024, the registration of the students have been transferred from Jharkhand University of Technology to the Institute.

The Institute has the legal status of a society registered under the Societies Registration Act, 1860. At present, the management of the Institute is vested with the erstwhile Board of Governors with the Chairman at its apex, and members drawn from All India Council of Technical Education (AICTE), Ministry of Education, Ministry of Industries, Private and Public Enterprises, Technical and R & D institutions, nominated by the Ministry of Education, Govt. of India. Besides, two professors of the Institute are co-nominated by the Board of Governors.

Revised Memorandum of Association in accordance with the UGC guidelines for Deemed to be Universities has been approved by the MoE and has been submitted online to the Inspector General of Registration, Govt. of Jharkhand for registration.

Ever since its inception, NIAMT 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 programs 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.

Departments: NIAMT has five departments of study namely:

1. Applied Sciences and Humanities [ASH]
2. Electronics & Computer Engineering [ECE]
3. Foundry and Forge Technology [FFT]
4. Mechanical and Manufacturing Engineering [MFE]
5. Materials and Metallurgical Engineering [MME]

Academic Programs: NIAMT offers the following regular academic programs:

1. Research Level

a) Doctoral Program in Engineering, Science, and Humanities

2. Post-Graduation Level [Master of Technology (M. Tech.)]

a) M. Tech in Foundry and Forge Technology

b) M. Tech in Mechanical and Manufacturing Engineering

c) M. Tech in Industrial Metallurgy

d) M. Tech in Environmental Engineering

e) M. Tech in Material Engineering (Nanotechnology)

3. Undergraduate Level [Bachelor of Technology (B. Tech)]

a) B. Tech in Production and Industrial Engineering

b) B. Tech in Mechanical Engineering

c) B. Tech in Metallurgy and Materials Engineering

d) B. Tech. in Computer Engineering

4. Advanced Diploma level (Advanced Diploma Course (ADC))

a) ADC in Foundry Technology

b) ADC in Forge Technology

Admission Procedure:

Students are admitted to M. Tech program through CCMT and to B. Tech program through CSAB. The Institute conducts its own selection process for advanced diploma courses and doctoral program. The Institute is affiliated to Ranchi University and Jharkhand Technical University for award of 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 programs, 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 programs 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 programs 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 programs 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 programs cover areas like pattern design and manufacture, sand system design, melting, casting, 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.

Placement and Entrepreneurship Support

The Institute enjoys almost 100% campus placement in all courses of B. Tech and ADC Level. To support the entrepreneurial capability of the students, the Institute has set up an Innovation and Entrepreneur Development Cell within the Institute, which works closely with the "NIAMT Foundation for Technology Business Incubation", a Section-8 (Non-Profit) company

Sant Longowal Institute of Engineering and Technology Longowal, Punjab

Set up by the Government of India in 1989, Sant Longowal Institute of Engineering and Technology has carved for itself a nice place among the professional institutes and universities of the country. 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. 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. Special skills of communication, teamwork and inter-disciplinary working, planning-costing and entrepreneurial thought are synthesized with theoretical understanding, creativity and innovation.

Recent Achievements:

i) Accreditation of Institute as "A" Grade by National Assessment and Accreditation Council.

ii) 07 UG Programmes of the Institute are accredited by National Board of Accreditation.

iii) The Institute has also attained 76th Rank in Engineering category and 85th Rank in University Category in NIRF-2024.

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

Ghani Khan Choudhury Institute of Engineering and Technology (GKCIET), Malda was established with the objective to create a multi-layered inter disciplinary and inter-sectorial efficient, professional, technical manpower and to act as an international podium for the development and transfer of technical competence in academics. The institute was set up mainly to offer the flexible, modular, credit based multi-point entry programmes in engineering and technology and to promote self-employment in all programmes by introducing an element of entrepreneurship, providing guidance and counselling services to help students to take up self-employment ventures. Presently the Institute offers the following programs:

(i) 4-year B. Tech AICTE-approved programs in Electrical Engineering, Food Technology, Mechanical Engineering, Civil and Environmental Engineering, Computer Science and Engineering (Artificial Intelligence & Machine Learning) under the affiliation of MAKAUT, W.B. All the courses are affiliated under MAKAUT, W.B

(ii) 3-year Diploma AICTE approved programs in Civil Engineering, Computer Science and Technology, Electrical Engineering, Food Processing Technology and Mechanical Engineering from the session of 2018-19 under the WBSCT&VE&SD, Kolkata.

In addition to these formal programs, GKCIET offers short-term skill courses as follows.

i. Short Term Course (STC) under West Bengal State Council of Technical & Vocational Education and Skill Development (WBSCT&VE&SD)

ii. Kaushal Augmentation and Restructuring Mission of AICTE (KARMA) (Affiliated by Food Industry Capacity & Skill Initiative (FICSI))

iii. Pradhan Mantri Kaushal Vikas Yojana, PMKVY 4.0

1. Academic Achievements in Skill Development Programs at GKCIET, Malda (AY 2024-25)

- The Non-Formal Section at GKCIET, Malda provides training and skill development programs at the grassroots level, aiming to impart skill at various levels.
- GKCIET Malda, received "Skill Development Leadership Award" at the Eastern India Education Leadership Awards 2024, on 1st October 2024 at TAJ BENGAL KOLKATA.
- Currently short-term skill development courses are mainly offered under three schemes:
  - a) PMKVY 4.0, assessment by respective sector skill council
  - b) STC under WBSCTVESD, assessment done by West Bengal State Council of Technical and Vocational Education and Skill Development
  - c) Short Term Course (STC), AICTE-KARMA, assessment done by FICSI

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

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

Chapter-07

Technology Enabled Learning

Technology Enabled Learning

There are three schemes being handled by the TEL Division, namely:

1. NMEICT (National Mission on Education through Information and Communication Technology) Aims to provide high-quality, interactive digital learning resources accessible anytime, anywhere through ICT platforms.
2. GIAN (Global Initiative for Academic Networks) Facilitates international academic collaboration by hosting global experts for short-term teaching and research programs in India.
3. ABC (Academic Bank of Credit) Enables students' academic mobility by maintaining a digital repository of credits for flexible degree completion.

1. National Mission On Education Through Information And Communication Technology (ICT).

The Department of Higher Education, Ministry of Education is administering the National Mission on Education through Information and Communication Technology (NMEICT), a Central Sector Scheme to leverage the potential of ICT, in providing high quality personalized and interactive learning modules over the internet/ satellite for all the learners in anytime anywhere mode. The content developed is distributed through internet / TV, etc. all over the country.

Digital Initiatives under NMEICT scheme:

1. **E-Content Development:** Creating high-quality, interactive digital content for various subjects and levels. Following schemes come under this:
   i) **SWAYAM:** Offers free online courses across disciplines, enabling inclusive access to quality education.
   ii) **SWAYAM Plus:** Focuses on employability by providing industry-aligned skill courses in collaboration with leading organizations.
   iii) **SATHEE:** A self-assessment platform for competitive exam preparation with multilingual resources and mentorship.
   iv) **SWAYAM Prabha:** Operates 40 DTH channels broadcasting educational content 24x7, catering to diverse learning needs.
2. **E-Governance:** Use of ERP (SAMARTH) information and communication technology (ICT) to improve the efficiency, transparency, and accountability of government services and operations. It involves the digital transformation of Higher Education Institutions, processes, and interactions with citizens, businesses, and other stakeholders.
3. **Innovation:** It involves the application of digital technologies to drive innovation, improve efficiency, and create new opportunities. Following schemes come under this:
   i) **Virtual Labs:** Provides remote access to simulation-based lab experiments, fostering hands-on learning in science and engineering.
   ii) **e-Yantra:** Promotes robotics education through competitions, innovation challenges, and lab setups in colleges.
   iii) **FOSSEE (Free Open-Source Software for Education):** Encourages the adoption of open-source software in academia to reduce dependency on commercial tools.
4. **Research and Development:** Encouraging R&D in educational technology to improve teaching-learning outcomes. Following schemes come under this:
   i) **Shodh Shuddhi:** Offers plagiarism detection tools to ensure academic integrity in research outputs.

ii) **IRINS (Indian Research Information Network System):** Facilitates research profiling and collaboration among academic institutions.

iii) **e-Shodh Sindhu:** Provides affordable access to e-resources like journals and databases for academic institutions. This has now been subsumed under One nation One Subscription (ONOS).

iv) National Digital Library of India (NDLI): A virtual repository offering educational resources across disciplines for learners of all levels.

1. E-Content Development:

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

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

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

The courses hosted on SWAYAM are in 4 quadrants - (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multimedia and state of the art pedagogy / technology. In order to ensure that best quality content is produced and delivered, 10 National Coordinators have been appointed. They are, UGC for Post Graduate Non-Engineering Education, CEC for Under-Graduate Non-Engineering Education, NPTEL for Engineering, NCERT & NIOS for School Education, IGNOU for Certificate & Diploma, IIM Bangalore for Management Studies, NITTTR for teachers training program and AICTE for Self-paced courses, ARPIT Courses & by Foreign Universities. Recently INI has been added as National Coordinator and they will offer courses from selected INIs that cover wider domains and disciplines.

DATA: Till date, a total of 14758 courses have been offered through SWAYAM and about 1515 courses are on offer in the January 2025 Semester. About 1.4 cr+ unique users / registrations have been made on SWAYAM platform and about 5 cr+ enrolments have been made in various courses offered on SWAYAM. About 345 Institutions / Universities have recognized the SWAYAM Courses for credit transfer and many others are in the process of doing the same. About 7000+ Local Chapters have been created in Universities / Institutions for creating awareness on SWAYAM through Workshops and Seminars.

Policy: The framework for transfer of credits (upto a maximum of 40%) has been put in place by AICTE and UGC by bringing out the necessary regulations. With this the students studying in conventional Institutes / Colleges can transfer the credits earned through the SWAYAM Courses into their academic records.

Framework for Universities to conduct Examinations for SWAYAM Courses is issued by UGC on 27th August 2024 which allows Universities to conduct exams locally for their students enrolled in SWAYAM courses.

Statistics on Jan and July 2024 Semester

2024 (Jan and July semester)								
NC Name	Courses Run on SWAYAM	Total Units	Student Enrolment	Total Assignment	Total Assignment Submission	Exam Registration	Appeared for Exam	Certified
AICTE	40	583	69322	642	39759	3275	2312	827
CEC	329	4181	663341	8143	1126852	59161	47972	21017
IGNOU	440	6345	559500	3279	576655	40566	35672	14732
IIMB	129	1370	538759	1759	339121	35028	28470	11601
INI	46	556	85254	516	156912	10665	8994	7337
NCERT	56	2109	53916	1738	33223	0	0	0
NIOS	94	2388	41275	4384	889	0	0	0
NITTTR	80	682	135227	1154	108697	16475	14247	2252
NPTEL	1452	25755	5727309	18231	22142318	1729969	1517141	1080210
UGC	11	242	23902	294	37849	1042	882	130
Total	**2677**	**44211**	**7897805**	**40140**	**24562275**	**1896181**	**1655690**	**1138106**

1.2 SWAYAM PLUS:

AIMS & OBJECTIVES: In a strategic move to enhance student employability, the SWAYAM Board resolved to develop and deliver joint courses through the SWAYAM portal, under the newly established SWAYAM Industry Vertical. This initiative is dedicated to the skilling, reskilling, and upskilling of students, aligning with the guiding principles of the National Education Policy (NEP) 2020 and the pursuit of Sustainable Development Goals. To this end, SWAYAM Plus was launched in February 2024 by Honourable Minister of Education, Shri Dharmendra Pradhan and has forged partnerships with leading industry stakeholders to harness their expertise and address skill requirements in emerging sectors such as Manufacturing, Energy, Computer Science & Engineering/IT/ITES, Management Studies, Teacher Education, Healthcare, Hospitality & Tourism, Social Science, Indian Knowledge Systems, Media and Communication, among others.

Progress so far

As of January 01, 2025, IIT Madras has formalized Memorandums of Understanding (MoUs) with 58 esteemed industry partners, including Microsoft, L&T, TCS, Intel, Tech Mahindra, State Bank of India, KPMG India, Medvarsity, NSE Academy, Cambridge, Internshala among others marking a significant step forward in creating a workforce ready for the future. SWAYAM Plus boasts over 1,50,000 registered learners, and over 350 employability focused courses across 14 diverse sectors. 90 NCrF aligned courses have been designed to provide learners with an opportunity to get credits at the higher educational institution they are enrolled in. A notable milestone includes approval of 14 SWAYAM Plus courses by UGC for adoption across HEIs pan India. SWAYAM Plus actively leverages technology to integrate academic credit transfer seamlessly by linking the Academic Bank of Credits (ABC) accounts of learners with their SWAYAM Plus profiles.

Focusing on learning through hands-on experiences and interaction with experts

The learning journey on SWAYAM Plus is enhanced through the organization of free monthly masterclasses, with more than 10,000 students directly benefitting from this. These sessions, led by industry experts across various sectors, are designed to enrich the learning experience of our users. To complement online offerings, more than 250 students have benefited from hands-on training at IIT Madras through four specialized offline programs across Embedded systems, digital manufacturing, and 3D printing.

Partnering with states

To extend the reach and impact, SWAYAM Plus is actively exploring partnerships with various state governments, aimed at skill development among higher education learners. A notable achievement in this domain is our recent MoU with the Andhra Pradesh government, with 12 public universities signalling their interest in adopting SWAYAM Plus courses. It is important to also note that at least 3 more states are in the pipeline.

Looking ahead

In the short term, SWAYAM Plus is in the process of developing flagship courses in collaboration with industry leaders and premier academic institutions across the country with 70% industry content and 30% academic content. This initiative marks a first in the industry, and aims to blend academic rigor with practical insights, preparing students to meet the challenges of the modern workforce. The key focus however, will be to enhance learner adoption of SWAYAM Plus across HEIs, driving specific skill-based courses, towards completion of courses on SWAYAM Plus.

In the long run, through the course of 2025, as a key flagship initiative for academic year 2025, CSR sponsored scholarships programs will be launched for students towards ensuring accessibility to high quality courses on SWAYAM Plus for the benefit of all aspiring learners across India. A refreshed internship platform will also be launched with capabilities to source internship opportunities at scale for learners across India. The feasibility and need for industry mentorship for learners will be studied and the same will be piloted to understand the need and feasibility of full-scale implementation.

Highlights and Key Takeaways from the SWAYAM Plus data as on 15th Jan, 2025:

A. Enrollment by Gender:

- Overall, 39% of the learners are females and 61% are males
- In Kerala and Tamil Nadu, the number of female learners are higher than the number of male learners

B. Enrollment by Educational level:

- ~ 60% of the overall learners are College students, with ~80% of them at UG level and ~20% at PG level
- Working professionals constitute ~22% of the overall learners
- 47% of learners in Assam are UG students, while the overall share of UG learners in the country is only 32%
- 55% of learners from Andaman and Nicobar Islands are school students, although school students make up only ~10% of the overall learner base in the country

C. Learner preferences by Course type:

- Free courses on the platform get ~10X more engagement than paid courses
- Among Non-metro learners, the interest shown for free courses is ~19X more than that shown for paid courses
- ~6% of total learner interests have been for credit aligned courses

D. Enrolment by Geography:

- Around 78% of the registered learners are from Non metro regions and 22% learners are from Metro regions
- Digital and Emerging Technology emerged

as the preferred domain for Metro learners (~70% more than second most preferred domain)

- Media, Communication & Soft Skills emerged as the preferred domain for Non-Metro learners, followed by Digital and Emerging Technology

E. Patterns observed in state-wise enrolments:

- Maharashtra, Uttar Pradesh and Karnataka together contribute to 1/3rd of all SWAYAM Plus learners
- 5 states have more than 10,000 learners registered on SWAYAM Plus
- More than 50% of the UG learners in SWAYAM Plus come from top 6 states

1.3 SATHEE (Self-Assessment, Test, and Help for Entrance Exams)

OBJECTIVE: SATHEE (Self-Assessment Test and Help for Entrance Exams), an innovative online education platform, is a joint initiative by the Ministry of Education and IIT Kanpur. This initiative is designed to empower millions of students preparing for competitive exams across India. It represents a major step in the implementation of the National Education Policy 2020.

SATHEE Offerings

SATHEE provides a comprehensive range of resources for aspirants, including:

- **Video Lectures:** Delivered by renowned faculties from IITs.
- **Assessment Platform 'Prutor':** Featuring over 80,000 problems divided into topic-wise sections and complete mock tests.
- **AI-based Chatbot:** For instant query resolution.
- **Mentorship:** From IIT and AIIMS students.

The platform hosted multiple 45-day JEE crash course in 5 languages including English, aimed at providing intensive preparation and revision before JEE Main Exam. Additionally, SATHEE organised a one-week JEE-focused Physics problem-solving session with Padma Shri awardee and 'Concepts of Physics' author, Prof HC Verma.

Accessibility and Inclusivity

SATHEE is web and DTH-based learning platform, created to provide free and quality education to students across India who are preparing for various competitive examinations such as JEE, NEET, ICAR, SSC, IBPS and CUET. The platform offers video lectures, interactive chatbot, doubt-clearing sessions, and mentorship support in multiple languages, including English, Hindi, and other Indian languages.

Impact and Vision

The project is expected to significantly impact the field of education by enabling millions of students to access high-quality educational content and guidance for their career aspirations. It also contributes to the vision of the Hon'ble Prime Minister of India to make India a global leader in education and skill development.

SATHEE Progress Report for the year 2024

Important Statistics

- **Enrolment Data:** JEE – 747,451, NEET – 233,293, SSC – 31,415, IBPS – 10,977, CUET – 3,037, ICAR – 1,256
- **Video Content:** JEE – 2,744, NEET – 2,842, SSC – 652, IBPS – 588, CUET – 762, ICAR – 633

Key Initiatives

1. **Summer Vacation Course:** Conducted for classes 9-12, covering Mathematics and Science, benefiting thousands of students. The course featured live lectures, interactive problem-solving sessions, and daily practice problems, ensuring a strong academic foundation.
2. **Collaboration with Punjab Government Schools:** Integrated weekly tests and crash courses for JEE and NEET during school hours, enhancing students' preparedness for competitive and board exams. The onboarding process was well received, with active participation from students and educators.

3. **Higher Education Meeting Representation:** Showcased SATHEE at the National Workshop on Higher Education with Secretaries of State/ Uts at the Imperial Hotel, attracting significant interest from education policymakers, institutional leaders, and stakeholders.
4. **Launch of New Modules:** Introduced SATHEE SSC, SATHEE ICAR, SATHEE CUET, and SATHEE Banking, catering to various competitive exams. These modules include comprehensive study materials, mock tests, live doubt-clearing sessions, and expert mentorship.
5. **Enrolment Milestone:** Surpassed 1 million student enrolments, reflecting the platform's growing trust and effectiveness in helping students prepare for their academic and career goals.
6. **Live Doubt Clearing and Forum:** Introduced a live doubt-clearing platform and interactive forum for real-time guidance and peer-to-peer discussions, ensuring personalized guidance on complex topics.
7. **Promotion and Outreach:** Conducted visits across several cities to promote SATHEE and explore the potential for establishing SATHEE Kendras. Engaged with local educational institutions, community leaders, and stakeholders to identify how SATHEE Kendras could bridge gaps in accessibility to quality education.
8. **Draft MoU for SATHEE Kendras:** Shared with education departments and institutions to secure formal partnerships for local chapters, aiming to create a robust network of centres dedicated to improving educational outcomes.
9. **Establishment of the First SATHEE Kendra:** Set up at the Government Girls' Inter College (GGIC) in Dehradun to support students lacking access to quality educational resources, specifically benefiting those without internet connectivity or opportunities for in-person doubt clarification.

1.4 SWAYAM PRABHA- DTH Educational Channels:

INTRODUCTION: The SWAYAM PRABHA is a group of 40 DTH channels devoted to telecast high-quality educational programmes on 24X7 basis using the GSAT-15 satellite. Every day, new content for at least (4) hours is broadcasted and repeated 5 more times, thereby allowing the students to choose the time of their convenience. The channels are uplinked from BISAG-N, Gandhinagar. The contents are provided by IITs, UGC, CEC, IGNOU. The INFLIBNET Centre maintains the web portal. https://swayamprabha.gov.in.

National Coordinators and Subject Coverage:

The SWAYAM Prabha channels, managed by National Coordinators, offer diverse educational content across disciplines. The Consortium for Educational Communication (CEC) runs 11 channels focusing on Non-Technology UG/PG programs, while IGNOU manages 6 channels for diplomas, degree and certificate courses. IIT Bombay administers 4 channels for basic sciences (physics and biology) and engineering & technology, and IIT Delhi manages 2 channels for engineering & technology. IIT PAL supports JEE preparation for Class XI and XII students. IIT Gandhinagar operates 1 channel on civil engineering, IIT Kanpur oversees 5 channels on design, humanities, and engineering, and IIT Kharagpur runs 2 channels on computer science and architecture. IIT Madras manages 6 channels covering health sciences, skills, and engineering, IIT Tirupati oversees 2 channels for chemistry and mathematics, and the University of Hyderabad runs 1 channel dedicated to performing arts. This comprehensive effort ensures diverse educational content for learners across disciplines and academic levels.

The SP Channels cover the following spheres / aspects:

1. **Higher Education:** Curriculum-based course contents at post-graduate and undergraduate levels covering diverse disciplines such as arts, science, commerce, performing arts,

social sciences and humanities, engineering, technology, law, medicine, agriculture, etc. All courses would be certification-ready in their detailed offering through SWAYAM, the platform being developed for offering MOOC courses.

2. **Assist students (class 11th & 12th)** in preparing for competitive exams.
3. **Live lectures:** Content is beamed live from different studios of respective NCs. These may pertain to both credit- and non-credit based courses. The long-term vision is to enable learner-SME Q&A sessions in this mode.
4. **Bridge courses:** Content focused on bringing learners at different preliminary levels on par with.
5. **Skill and vocational courses:** Courses meant for learners / aspirants in the skill industry and vocational sector. These are prepared in coordination with several partners such as Digital Skills Academy and other industries.
6. **Innovation and entrepreneurship lectures:** Offered by Ministry of Innovation and other accomplished leaders in the respective fields, the content is aimed at educating learners / aspirants of start-ups and entrepreneurship.
7. **Tutorials (Ask a Question):** These recorded lectures supplement an existing course in DTH SP by walking through solved problems and answering questions from learners.
8. **Symposium and inspirational series:** Aimed at researchers and students aspiring for post-graduate degrees, recorded content from specially selected top-quality conferences in diverse fields including Indian Knowledge Systems are broadcasted.

Accessibility:

SWAYAM-PRABHA provides an online registration system for students to access its educational channels. Registered users receive SMS alerts about upcoming topics, enabling better schedule planning. By December 2024, the platform had attracted 23,69,065 visitors. A search feature helps users find specific content, while archived videos ensure accessibility for those who missed live sessions or face technological limitations. Content is organized into current, upcoming, and archived categories for ease of navigation. More details, please visit: https://swayamprabha.gov.in/login.

SWAYAM Prabha on OTT Education:

Conceived by the Chief Coordinator, a proposal for OTT-based SP education has been submitted to the Ministry of Education (MoE) was presented during the 24th Meeting of the SWAYAM Board on March 25, 2024 under the name SPOTT (SPOT Teacher). Subsequently, a proof of concept (POC), prepared by Reliance Jio Educational Technology Team was presented during the 25th Meeting of the SWAYAM Board on October 9, 2024 at Shastri Bhawan, New Delhi. This new vertical on the OTT platform is aimed at enhancing reach and, importantly, providing a personalized learner experience. The proposed OTT-based platform is also expected to offer several measurable outcomes that can be used constructively to enrich and improve the quality of SP.

This new vertical on the OTT platform is aimed at enhancing the reachability and importantly, providing a personalised learner experience.

The proposed OTT-based platform is also expected to provide several measurables that can be used constructively towards enriching and improving the quality of SWAYAM PRABHA.

The major benefits of launching an OTT-based platform are:

1. **Stronger alignment with the goals of education** en masse (and therefore indirectly increasing the GER)
2. **Personalized profile** for learners (students and teachers included)
3. **Live Classes**

a. Flexibility – Scheduling of classrooms for recorded / Live sessions and finishing deadlines

b. Live Streaming of Guest Lectures / Webinars.

4. **Interactivity** - Instructors can engage with their students and answer queries at any time
5. Searchable videos (based on keywords, prompts) using the AI-engine
6. Measurable Statistics
7. Feedback & Rating – from students and teachers on contents and Teaching
8. Dashboard of viewership as well as Leaderboard of bright students / teachers
9. **Self-Assessment Quizzes** – to engage the learner from time to time on short milestones
10. **Multiple Language** – Subtitles / Dubbing of video contents possible as per user

Reports: 2024

I) Content Creation and Semester Synchronisation:

A total of 341 courses, comprising about 4500 hours, along with 3,200 hours of live sessions, are planned for the fiscal year 2024-2025. Each course proposal includes a meta-document to ensure synchronization with the semester curriculum. In 2024, a total of 3,868 hours of content was created, reflecting significant progress in educational content development.

II) Live Sessions and Regional Language:

IGNOU, New Delhi, conducts regular live sessions on SWAYAM Prabha channels 11-14, 16, and Vyas Channel 40. In 2024, a total of 2,761 hours of live sessions were conducted, with each session lasting 1 hour. All live sessions, except those with quality issues, are edited and converted into regular recordings. Currently, live sessions are being conducted in 14 Indian regional languages, including Manipuri (since November 27, 2023), with 1-hour sessions in each language.

Additionally, SP Channel 40, Vyas managed by CEC, New Delhi, telecasts 4 hours of UGC programs every day, totaling 1440 hours annually. These contents are edited and rescheduled within the same channel.

III) Medical Courses on SP:

SWAYAM Prabha has also created 400+ videos of approximate 220 hours of content on 6 major disciplines in Biological Life Sciences subject. These courses cater Anatomy, Biochemistry, Microbiology, Pathology, Pharmacology and Physiology. Nearly 34 institutions from different states have contributed for content creation. These course content is being telecasted in Health sciences channels managed by IIT Madras. For more details, please visit: https://dth.ac.in/medical/national.php

IV) Jio Mobile App:

In addition to DD Free Dish, SP content is also available on the Jio Mobile App, offering free access to all 40 channels and their subject-wise content. Channels 1-22 are under the name SP, while channels 23-40 are branded as DIGISHALA. BISAG is coordinating with MeitY for all the channels under one name of SWAYAM Prabha.

V) YouTube Views/Subscriptions:

The content being live-streamed on YouTube channels managed by the INFLIBNET Centre in Gandhinagar has seen significant growth. In September 2023, the number of SWAYAM Prabha channels increased from 22 to 40, which expanded the reach and accessibility of the educational content.

The YouTube views and subscriptions for these 40 channels in 2024 demonstrated a positive trend throughout the year. Between January and March, the channels garnered 820,683 views and 6,586 new subscriptions. In the following quarter (April to June), views increased to 845,292, although subscriptions decreased slightly to 5,173. From July to September, there was a notable surge in views to 981,088, with subscriptions rising

to 8,324. The final period, October-December, experienced the highest engagement, with 1,028,193 views and 10,009 subscriptions. By the end of the year 2024, the total views reached 2,675,286, with 30,092 subscriptions, reflecting consistent growth in both views and subscriptions across the year.

Interactivity and Promotional Activities:

I) Interactivity

SWAYAM PRABHA has newly introduced interactivity services as a significant step towards vitalising the inherently non-interactive DTH medium of communication.

WhatsApp / QR code-based feedback and query service: The WhatsApp-based service is aimed at a broad class of learners who have already identified a channel and actively engaged in self-learning from the DTH SP content. Through this service, users can send messages via WhatsApp to +91-7604974865 for (i) providing feedback / rating for the content (ii) raising queries (addressed to the SME) pertaining to the viewed content and (iii) retrieving information about other channels and their schedule. It is envisioned to provide multiple WhatsApp numbers for groups of channels as the usage of this service grows.

Alternatively, a QR code embedded in the broadcasted video can also be used by the user. We have received over 3,000+ queries and feedback submissions from users, all of which have been addressed through our web application

II) SP Promotional Activities:

As part of the promotional activities, SP engages in digital marketing through email, campaigning throughout India and reaching out to the colleges so as to reach out to the learners studying in various disciplines. The program strategy is to send bulk emails whenever a new course is planned to be broadcasted under the SP channels. In addition, information is broadcasted through social media network including Meta, LinkedIn and Instagram.

2. E-Governance:

2.1 ERP (SAMARTH):

"SAMARTH" is a Digital Public Infrastructure (DPI) initiative by the Ministry of Education, Government of India, in collaboration with Delhi University (DU). The primary objective of implementing SAMARTH in Higher Education Institutions (HEIs) is to provide an efficient and cost-effective Enterprise Resource Planning (ERP) system for self-governance and automation of routine processes.

Scheme wise Targets and Achievements for the period 01.01.2024 to 31.12.2024

S. No.	Scheme/Initiative wise Targets	Annual Target (Jan 2024 - Dec 2024)	Achievements (Jan 2024 - Dec 2024)
1	Number of HEIs onboarded	6000	12,803
2	Number of Students Participated in Admission Process	1.4 Crore	1.65 Crore
3	Number of Online Admissions	60 Lakh	58.07 Lakh
4	Number of Students Records	1.4 Crore	1.695 Crore
5	Number of Digital Payment Transactions	1.5 Crore	1.696 Crore
6	Digital Payments (Amount)	5800 Crore	5955.36 Crore
7	Number of HEI Employee Records	1.40 Lakh	1.59 Lakh

Projections for the period January 2025 - March 2025

S. No.	Scheme/Initiative wise Targets	Projections (Jan 2025 – March 2025)
1	Number of HEIs onboarded	12810
2	Number of Students Participated in Admission Process	1.68 Crore
3	Number of Online Admissions	60 Lakh
4	Number of Students Records	1.8 Crore
5	Number of Digital Payment Transactions	1.75 Crore
6	Digital Payments (Amount)	6200 Crore
7	Number of HEI Employee Records	1.6 Lakh

The projections from January to March 2025 reflect the seasonal nature of academic activities and the strategic consolidation of achievements from 2024. With most admissions and onboarding processes completed during the mid-year peak, the first quarter primarily focuses on maintaining operations, refining systems, and addressing feedback from newly onboarded HEIs.

Major Highlights

- 26 MoUs were signed with Universities in Uttar Pradesh for onboarding on SAMARTH along with their 10000+ affiliated colleges/HEIs, under the observation of the office of Hon'ble Governor of Uttar Pradesh
- Assam, Uttarakhand, and Jammu & Kashmir conducted admissions for the second time for over 1,000 institutions through specially designed unified admission portals for their states. Additionally, Goa and Tripura adopted the admission process for the first time this year and have initiated academics.
- 224 Universities and university level HEIs now use SAMARTH Academic modules to manage student related activities and 65% of these have started running NEP based programs. 50% of total active students on SAMARTH are enrolled in NEP-based programs.
- To foster research and education in Uttarakhand, the Samarth Research Project Management Portal was deployed under the "मुख्यमंत्री उच्च शिक्षा शोध प्रोत्साहन योजना" and a customized platform for the CM Higher Education Scholarship was relaunched in 2024 and Research Encouragement Schemes was relaunched in August 2024, providing enhanced support for students and teachers.
- The Department of Higher Education, Government of Uttarakhand received the Elets Education Innovation Award for 'Digital Transformation in Education' for implementing SAMARTH for employee, governance and student related activities.
- The Higher Education Department (HED) of Maharashtra launched a state-wide Affiliation Management System on September 10, 2024, in the presence of the Hon'ble Principal Secretary and the Hon'ble Vice-Chancellor of Mumbai University.
- Hon. State Higher Education Minister and State Minister, Higher Education launched the three-day SAMARTH Finance Module Workshop held in Lucknow in August 2024. The workshop was attended by representatives from 26 state universities, focusing on finance management modules Implementation.

New Initiatives for MoE

- A specialized recruitment portal was developed for the Ministry of Education for the recruitment of Vice Chancellors in Central Universities.
- **CU Administration for CU Division (MoE):** Under the supervision of AS(MoE), SAMARTH developed 5 modules for better monitoring and governance of Central Universities

- **Subordinate Legislation:** Request from CU(s) for amendment in Statutes and Ordinance and their Processing in Ministry.
- **Statutory Positions:** For record keeping, status tracking of the recruitment process, and report generation for various statutory positions under MoE (Chancellor, Vice Chancellor, and Visitor Nominee in various committees)
- **Annual Report And Annual Accounts:** Tracking and Management of Annual Report and Annual Accounts of Central Universities.
- Post Creation: For taking requests from Central Universities for new Post Creation and its processing in ministry.

- A dedicated portal RESET (Retired Sportsperson Empowerment Training), under the Ministry of Youth Affairs and Sports, was launched on 29th August 2024. The RESET program supports retired athletes' career development through tailored education, internships, and skill enhancement, preparing them for smooth transitions into suitable careers.

Other Notable Initiatives

- A unified portal "CU-CHAYAN" was launched based on UGC guidelines to simplify the application and recruitment processes for candidates alike. This portal serves as a single stop for candidates applying for teaching positions in central universities of India.
- Common Recruitment Portal for NITs (CRENIT) was developed to help with recruitment in NITs.
- Admissions and Recruitment are being conducted through the Samarth Portal for DACE (Ambedkar Centre for Excellence) established by the Ministry of Social Justice and Empowerment.
- 5 Scholarships have been launched on the Sakshat Scholarship Portal for the External Scholarship Division, Ministry of Education.

3. Innovation:

3.1 Virtual Labs:

AIMS & OBJECTIVES: Virtual Labs have been designed to provide remote access to simulation-based labs in various disciplines of Science and Engineering. These Virtual Labs cater to students at the undergraduate level, post graduate level as well as to research scholar. Yet another objective is to arouse the curiosity of the students and permit them to learn at their own pace. This student-centric approach facilitates the absorption of basic and advanced concepts through simulation-based experimentation. Internet-based experimentation further permits use of additional web-resources, video-lectures, animated demonstrations, and self-evaluation. Virtual Labs can be used to complement physical labs. Virtual labs are any place, any pace, any-time, any-type labs. It is a paradigm shift in student-centric, online education. Virtual Labs 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.

DATA: More than 135 Virtual Labs are currently ready for use and available at one common website www.vlab.co.in. There are 1260+ experiments available on the central website of Virtual Labs. We have also developed around 569 new experiments which makes the consolidated number of ready to use experiments to more than 1800.

- Currently, Virtual Labs are being used by 1650+ Universities / Institutions across the country identified as Nodal Centers (NCs). All those NCs have submitted an Expression of Interest (EOI) Form formally signed by the Head of that Institution to any of the Consortium Institutes of Virtual Labs Project to become a designated nodal center. More than 18700 online / offline Workshops have been held at those

authorized nodal centers. More than 1.35 Crore authenticated Usage of Virtual Labs have been recorded so far from more than 4.5 Lakh Users across the globe during COVID time and beyond.

Achievements

- 1030+ Institutes across the country were enrolled as the Nodal Centre for the year 2024.
- 3800+ workshops have been conducted across the nation to spread awareness and educate the user about the Virtual Labs. More than 32 Lakhs Usage were reported across the country.

Achievements	
No. of New Experiments	293
No. of Nodal Centre Enrollment	1037
No. of Workshops	3863
No. of Usage	32,56,133

Development of New Labs and Experiments

- The Virtual Labs Project is aggressively developing new experiments to fill the gap areas. A total of 275 New Experiments are under the development phase, 569 experiments are in the testing phase, and 146 Experiments are already hosted in the central website: www.vlab.co.in
- The labs are also being developed in emerging areas such as Internet of Things, Artificial Intelligence, Drone Technology, Data Base Management System, Virtual Reality, and Network Security.

3.2 e-Yantra:

Introduction

e-Yantra, a robotics outreach program funded by the Ministry of Education and hosted at IIT Bombay, empowers young engineers to tackle real-world challenges using technology.

By integrating project-based learning into higher education, e-Yantra cultivates an innovation culture, training students and faculty in diverse technical skills such as: Embedded Systems, Robotics, Machine Learning, Functional Programming, and Control Systems. This initiative has positively impacted over 240,000+ students, leading to improved job placements, advanced academic pursuits and the creation of innovative startups.

e-Yantra Robotics Competition (eYRC 2024-25):

This year's competition focuses on creating the next generation of multidisciplinary engineers with a practical outlook to help solve real problems in society. This is a unique annual competition for students in Engineering/ Science/ Polytechnic colleges.

Number of students registered: 11,633 (3146 Teams) from 708 colleges

Number of students trained: 10,299 (2686 Teams)

Number of Themes: 4

Themes	Trained for Technology Stack
Logistic coBot (LB)	**Trains participants in solving an industry strength problem using a commercially available (you UR5) Robotic Arm along with a life-size mobile robot.** Robot Operating System 2 (ROS 2), Gazebo, MoveIt 2, Computer Vision, Git, RViz 2, Nav 2
Balancing Builder Bot (BB)	**Trains participants in advanced control systems by designing and building a self-balancing two-wheeled balancing bot to solve a problem.** Control Systems, Embedded System, 3D designing, Python, Coppeliasim, Arduino, Fusion360/ Solidworks

EcoMender Bot (EB)	**Trains participants in the fundamentals of 'chip design' to build a mobile robot to solve a problem using an FPGA ('Field Programmable Gate Array').** FPGA, Verilog, C, CPU Architecture, Serial Communication, Component Interfacing
Warehouse Drone (WD)	Trains participants in building a drone and then a drone control system to make it hover and then solve a problem. Control Systems, Quadcopter Dynamics, Quadcopter Assembly, Computer Vision, Path Planning.

e-Yantra Innovation Challenge (eYIC 2024-25)

e-Yantra Innovation Challenge (eYIC) is a mentorship program for Innovation & Entrepreneurship skills. e-Yantra trains in the building of prototype solutions to real problems through online training and mentorship using open-source software and hardware kits. The program immerses students in problem solving, and encourages the building of "student innovators for local disruption" through hands-on learning and competition events.

In eYIC 2023-24, 65 proposals were selected for the regional finals. These reviews were held in Coimbatore and Pune in the month of March. Out of these, 10 teams were chosen for the e-Yantra Finals held at IIT Bombay in the month of April.

e-Yantra Innovation Challenge (eYIC 2024-25)

eYIC helps students articulate a problem and build their dream start-up. This year's theme is the United Nations Sustainability Development Goals (UN SDGs). The competition is open for a full-time student in any degree program at undergraduate, postgraduate, and Ph.D. level or a part of a Diploma program after 10th Standard.

DATA:

Number of registrations:	**2539**
Enrolled for training:	**1156 (304 teams)**
Proposals Received:	**81**

As part of the e-Yantra Innovation Challenge (eYIC) 2024-25, we hosted a one-day, in-person Ideation Workshop at five regional centers across India namely Jammu and Kashmir, New Delhi. This workshop was designed to lead participants through the ideation process, guiding them to identify problems and ideate solutions for projects that contribute to the United Nations Sustainable Development Goals (UN SDGs).

A total of 561 students received training through this workshop. The teams selected a problem statement aligned with the UN SDGs and developed a solution. A total of 81 proposals were selected to advance to the upcoming Impulse Sprints, where teams will be assessed on their implementation progress before being shortlisted for the Regional Finals. The Regional Finals are scheduled to take place in Coimbatore and Pune in March 2024, followed by the National Finals at IIT Bombay in April 2024.

e-Yantra Lab Setup Initiative (eLSI) e-Yantra helps colleges establish Robotics labs/clubs as part of their academic curriculum. By 2024 520+ labs have been set up across India. Training is provided through online/offline workshops for basics of Embedded Systems and programming, using only Open-Source software and tools. (www.e-yantra.org)

Two-Day Embedded Systems and Robotics Workshop

Number of participating colleges - 188

Number of participants trained - 739

Number of labs inaugurated - 14 (between Jan-Dec 2024)

e-Yantra Summer Internship Program:

e-Yantra Summer Internship Program (eYSIP 2024) was the 12th edition held from 27th May to 19th July, 2024 at IIT Bombay. 76 Interns from 38 colleges worked on 32 projects under the guidance of expert e-Yantra mentors, for a period of 8 weeks. Out of the 76 interns, 12 of them worked on 8

projects outside the e-Yantra lab in collaboration with startups and other department such as Rymo Technologies, Goat Robotics, TiH IIT Bombay and SysCon departments of IIT Bombay. Talks and a workshop were held for the development of their soft skills such as critical thinking, teamwork and communication skills.

Final Exhibition

This year the final exhibition was held at IIT Bombay on 10th July 2024 for which interns demonstrated their projects to IIT faculty and guests. The exhibition was held in the KReSIT building, CSE department at IIT Bombay. Since e-Yantra is helping set up labs in Naval and army technical establishments, a number of Naval officers visited. (Webiste: link)

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

INTRODUCTION: The focus of the FOSSEE (https://fossee.in) project is to promote free and open-source software, and to reduce the dependence on commercial software, mainly in academic Institutes. This work is carried out by identifying good open-source software alternatives to established commercial software and promoting them. The FOSSEE team trains tens of thousands of students and faculty on various software, to the extent they themselves can create useful code and content. The FOSSEE team curates this contribution and releases to the public as useful content. This addresses the problem of lack of documentation for open-source software. Popular activities of FOSSEE are Textbook Companions, Lab Migration, Case Studies, Hackathon, Mapathon, Workshops, and Conferences. FOSSEE promotes Scilab, Python, DWSIM, OpenFOAM, OpenModelica, R, QGIS, eSim, Osdag, FreeCad, and Arduino, to mention a few. The contributions through these activities are released in open source and published on the FOSSEE website. The FOSSEE team also conducts workshops on various software. In the year 2024-25, the number of institutes the FOSSEE project has reached out to in the first 3 quarters and the target for the fourth quarters are given below.

Achievements:

FY 2024-25	Ist Quarter	IInd Quarter	IIIrd Quarter	IVth Quarter
	325	325	325	325

Some of the important events conducted/ ongoing from January 2024 are given below.

The National Advisory on Open-Source GIS

The aim of forming a dedicated national-level Open-Source GIS Advisory is to ensure systematic and timely implementation of various Open-Source initiatives covering all the States and Union Territories of India. It shall consist of policymakers from various Government organizations like ISRO, NRSC, Survey of India, Forest Survey of India, Skill Development.

Two state-level advisories to extend the project benefits and outreach are already formed with:

1. Tamil Nadu Skill Development Corporation (A fully owned company of the Government of Tamil Nadu)
2. ICFOSS (International Center for Free and Open Source Software; an autonomous body under the Department of Electronics and IT, Government of Kerala)

The GIS initiative of the FOSSEE project has around 1000+ dedicated institutions participating in various activities. Some of the niche areas where FOSSEE GIS into are Medicine (Medical GIS: One Health), Maritime Studies (Underwater geospatial navigation), Agriculture, Citizen Science (GIS in Birding: an open source based product development activity to track the species and migration of birds in India, in Indian languages; GIS is History), etc.

Flagship activities: Some of the other Flagship activities of the FOSSEE GIS team are (i). the National Open Source Geos:patial Internship; (ii). the National Geospatial Research Fellowship (Research-based mentorship for Masters and PhD students); (iii). the National Medical GIS Research

Fellowship, etc. By June 2025, the FOSSEE GIS team aims to have a presence in all the districts of India, each district will have an institution identified as "Open Source Geospatial Knowledge Center". Currently, the team covers nearly 350+ districts.

IIT Bombay FOSSEE Geospatial Mapathon 2024

The fourth edition of the GIS mapathon is currently going on and more than 12000 students have registered. The problem statements given for the mapathon are such that it aligns with some of the ongoing projects of national importance, like Gati-Shakti, etc so that the submitted solutions can be put to wider use. The students are currently working on the problem statements and soon we shall be announcing the winners. The top 1000 students will be given internships under various institutes in collaboration with the FOSSEE - GIS team. The Geospatial Mapathon activity is considered to be the world's biggest open source based geospatial mapping challenge.

Industry-Academia Interaction on CFD - OpenFOAM

The FOSSEE Project organized the first Industry-Academia Interaction to foster Research & Development as well as Learning/teaching of Computation Fluid Dynamics (CFD) using OpenFOAM, on 29 November 2024 at IIT Bombay. Seven members of the advisory board of CFD-OpenFOAM were also present. More joined us online. They comprised of faculty members from India and abroad and people working in the industry. This was an endeavor to synergize the ongoing developments in the field of CFD in academics and the corporate sector. The faculty and industry partners suggested various measures that can be implemented, so that the FOSSEE activities can help the corporate sector to augment their R&D effort which in turn can result in well-trained potential employees. We are now in the process of forming similar advisory boards for all other FOSSEE supported open-source software.

The GIS-IoT hackathon

The GIS-IoT hackathon concluded by the announcement of the winners, on 11 November 2024, on the National Education Day. As it was a niche event which needed a specific skill set, we had a total of 116 teams who registered. Out of these participating teams, one Champion and 6 winners were selected. This event aimed to bring together visionaries, tech enthusiasts, and problem solvers across the nation to harness the power of open hardware, the Internet of Things (IoT), and geospatial technology. The partners for this event were the Rural Data Research and Analysis (RuDRA) Lab, IIT Bombay, IITTNiF (NM-ICPS, DST, Government of India) & ICFOSS (Government of Kerala).

ANIMATE 2024

ANIMATE 2024 was an online Synfig Studio 2D Animation Hackathon organized by the FOSSEE Project, IIT Bombay. The other event partners were Whistling Woods International (WWI) a premier Film, Communication & Creative Arts Institute, Srishti Manipal Institute of Art, Design and Technology, an institute of global excellence providing high quality education in the fields of art, and the Spoken Tutorial Project. To highlight and celebrate India's innovative spirit; the theme for Animate 2024 was "Celebrating India's Innovation". The participants had to showcase a problem, the action taken, and the innovative solution suggested, through an animation of less than 3 minute duration.

Open Source GIS Day & National Geospatial Awards 2024

Open Source GIS Day is an annual event initiated by the FOSSEE (GIS) project, which celebrates the contributions of open source geospatial communities. The 2024 Open Source GIS Day was celebrated on 15 September 2024 at IIT Bombay. The event included: Expert talks, Panel discussions, and the presentation of the National Geospatial Awards 2024. The National Geospatial Awards recognized individuals and organizations who have contributed to the advancement of geospatial technology in India. National Remote Sensing Centre (ISRO), ISRO SATNAV Programme, North Eastern Space Application Centre (NESAC-ISRO), Survey of India, Ministry of Panchayati Raj, Government of India are some of the organizations

who received the awards. Dr. Prakash Chauhan, Director, National Remote Sensing Centre (ISRO), Mr. Hitesh Kumar Makwana IAS, Surveyor General of India; and Hemanth Kumar Reddy, Sci/Engr 'G', U R Rao Satellite Centre, Deval Mehta, Sci/ Engr 'G', Space Applications Centre, both from ISRO SATNAV Programme came in person to IIT Bombay to receive the award. We also had faculty members from various institutes like National Institute of Technical Teachers Training and Research Chennai, Tamil Nadu, Banaras Hindu University, Uttar Pradesh, Osmania University, Hyderabad, Telangana, Sher-e- Kashmir University of Agricultural Sciences and Technology of Kashmir, Srinagar, Indian Institute of Technology Roorkee, Uttarakhand, etc.

Fellowships and Internships

Every summer, FOSSEE conducts the FOSSEE Summer Fellowship and in January the FOSSEE Semester-long internship for students across India. Students from all over the country register and clear the screening tasks, and get selected as interns/ fellows. They work with the FOSSEE team and contribute to any one of the FOSSEE supported open-source software. The work done by the interns are published on the FOSSEE website which gives the interns recognition. They use this weblink to better their career opportunities. As these activities have become popular among the students we have also started the Winter internship. Currently the selected interns under Winter Internship are working with our team on various projects. We have also started the registrations for the FOSSEE Semester Long Internship. The internship details can be found on this link: https://fossee.in/fossee-internships.

Enhancing Physics Labs with Arduino

The workshop titled "Enhancing Physics Labs with Arduino" was conducted at Shri Mata Vaishno Devi University, Katra. The aim of the workshop was to explore the application of Arduino in Physics laboratories, specifically focusing on conducting various experiments for BSc and MSc students. The Online workshop took place on 18th and 19th January 2024 where the participants joined from Shri Mata Vaishno Devi University, Katra. The workshop was attended by BSc and MSc students from the Physics and Engineering Department. The workshop covered topics such as basic Arduino programming, connecting sensors and actuators, data acquisition, and graph plotting. Participants were guided through various experiments where they used Arduino to collect precise observations and generate graphs required for analysis.

One day workshop on Osdag

The Osdag Spoken Tutorial pilot workshop was conducted at Computational Lab of Civil Engineering Department at Indian Institute of Technology Bombay on 12th of February 2024. 26 Students from Veermata Jijabai Technological Institute (VJTI) participated in this workshop. Overall we received overwhelming feedback from students. The students were able to understand and replicate same steps on the Osdag software as shown in the tutorials.

Workshop: Tackling CFD and Heat Transfer Problems using OpenFOAM

A workshop Tackling Computational Fluid Dynamics and Heat Transfer problems using OpenFOAM was conducted by the FOSSEE Project from 19-24 February 2024. The objective of the workshop was to train students/college teachers/ design professionals to solve computational fluid dynamics (CFD) problems while understanding the intricacies involved in such simulations through a robust at the same time easy to use CFD tool box, OpenFOAM. The participants were given how to solve CFD problems using OpenFOAM. There were 187 participants. Faculty partners from other Institution across India and abroad delivered lectures and hands on sessions.

Empowering Engineering Students: A Comprehensive Overview of Arduino Technology

The Arduino workshop held at L R Tiwari College of Engineering on 18 march 2024, saw a significant turnout with 105 students and 4 faculty members in attendance. Throughout the workshop, participants were introduced to Arduino, its coding concepts, and were provided with practical examples

illustrating the process of developing projects from conceptualization to completion. Utilising the Arduino on Cloud platform, attendees engaged in simulations of Arduino projects, eliminating the need for physical Arduino hardware. The workshop served as a comprehensive introduction to Arduino technology and its applications, fostering hands-on learning experiences for all participants.

Arduino Days Celebration

This year the Arduino Day Celebration was held from 21 to 23 March 2024 all over the world. The FOSSEE team also organised Arduino day celebrations which was a resounding success, showcasing the enthusiasm and eagerness of students and teachers to delve into the world of Arduino, coding, and project-based learning. The statistics of the participants are as follows:

- Number of Schools. Colleges: 58
- Number of Students: 2018
- Number of students attended: 695
- Number of Teachers attended: 125

Many students, both new to Arduino and experienced enthusiasts, participated in the event with great enthusiasm. They expressed a keen interest in learning about new projects that can be undertaken using Arduino. Through hands-on activities and interactive sessions, students were able to grasp fundamental coding concepts and develop critical thinking skills. The event pictures can be found in Annexure.

As a part of the Arduino day celebrations, on 22 March 2024 we also launched the print copy of the books: Books on interfacing the Arduino Uno with open-source software like Scilab, Xcos, Python, Julia, and OpenModelica, written by the FOSSEE Team. These books are free for downloading at the link: Link: https://floss-arduino.fossee.in/downloads.

Apart from these events, the FOSSEE Project also celebrated National Space Day, Teachers Day, Engineer's Day, Arduino Days, etc. where we had faculty members and students from various Institutes/ colleges across India, researchers, industry professionals, etc. participate both online and in person. We also conducted activities like workshops, demonstrations, etc. for faculty and students of colleges/ institutes PAN India. The information about these activities can be found here: https://fossee.in/events.

4. Research and Development:

4.1 Shodh Shuddhi:

In order to promote and enhance academic integrity among researchers and academicians, the Ministry of Education (MoE), Govt of India through its initiative called *ShodhShuddhi* provides access to Plagiarism Detection Software (PDS) to all Universities including Central, State, Deemed and Private Universities as well as Centrally Funded Technical Institutions (CFTIs)/ Institutions of National Importance in India through central funding to curb plagiarism w.e.f. September 01, 2019. The program was launched during the CABE meeting in Delhi by the then Hon'ble Minister of Education and is being executed by the INFLIBNET Centre, Gandhinagar. Initially, the project started with 10 Lakhs documents and about 3 Lakhs users, targeting 960+ Institutions. The PDS, selected through Open Tender, was 'Urkund', which changed to 'Ouriginal' later after merging with other similar software.

3.1 Major Achievements

In the contract with Urkund/Original, a total number of 1,49,699 users were created, and 35,39,671 documents were scanned for plagiarism checks. A total of 200,620 users were created from 2019 to December 2023 under the MoE scheme Shodh Shuddhi. In 2023, an additional 64,250 users were added, and 10,78,653 documents were scanned in 2023 (107% Target Achieved).

In the period (September 2019 - May 2021), a total of 12,37,143 documents were submitted, including an extended period (12+9) due to COVID-19, while in the second year (June 2021 - May 2022), 9,22,698 documents were

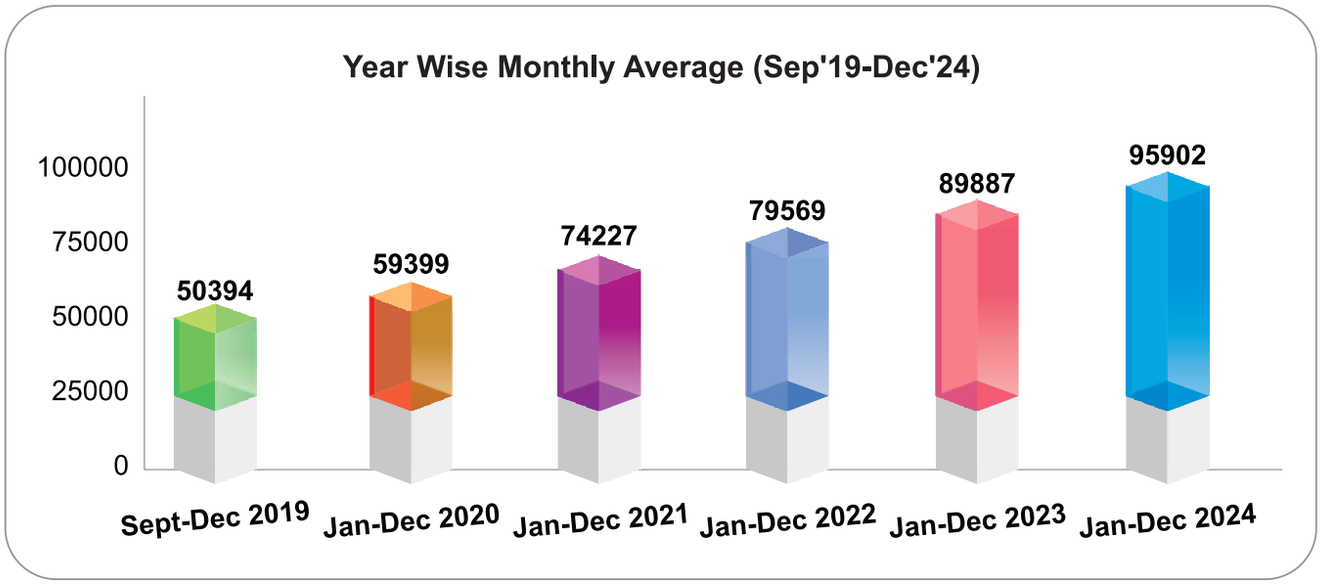


Figure-5: Monthly Average of Submissions for Plagiarism Check

submitted. In the third year (June 2022 - May 2023), including the extended period of four months (June 2023 - September 2023), 13,79,914 documents were submitted.

The PDS, i.e., Drill Bit Extreme Software from Drill Bit Soft Tech India Pvt Ltd, started on 1st October 2023, is being provided to 1149 HEIs. As on 31.12.2024, a total of 49,89,415 documents submitted from 1149 HEIs for similarity/plagiarism check since inception in various PDS software procured by the Centre under the Project Shodh Shuddhi. More than 1.78 lakhs registered members (University restrict the Users of PDS as per their policy) use this project from about active 857+ HEIs to check the document for similarity, which includes the faculty members from IITs, NITs, Central Universities, State Universities and Private Universities.

The Project Shodh shuddhi envisaged use of 10 Lakhs documents in each year with 20% extra and now 49.89 Lakhs documents are submitted till end of 31 Dec. 2024. A total of 12,26,598 documents were submitted & scanned for checking plagiarism in FY 2023-2024 and total 11,50,828 documents submitted in the year 2024 i.e. (Jan. 2024 to 31 Dec. 2024)

In the year 2024 (January - December), a total of 11,50,828 documents are submitted with an average is approximately 95.90 per month, which is more than 15.08% of the envisioned target set during the commencement of the project. In May 2024, the highest number of documents, i.e., 2,07,625 since inception, was submitted for similarity checking by the academic institutions. Due to heavy usage without restriction of User category, many documents are submitted by Universities which include project reports, articles in conference proceedings, PG dissertations etc. INFLIBNET Centre imposed strict restrictions in June 2024 to scan only PhD theses or articles related to only PhD. The usage has drastically decreased which will be less than 10 Lakhs (target) in next year ie 2025.

INFLIBNET Centre's Shodh Shuddhi-PDS Project under MoE is exclusively for checking plagiarism in PhD theses/Synopses and articles related to the same thesis. The users are restricted by Universities as per the policy of the institute and the responsibility of scanning the document for plagiarism check is assigned to the responsible officer(s) in many universities.

Month/Year	Period	Documents Checked for Plagiarism
September 2019-May 2021	Urkund for 1st year + extended period due to Covid-19	12,37,143
June 2021-May 2022	Urkund/Ouriginal for 2nd year (plus balance carry forwarded)	9,22,698
June 2022-May 2023	Ouriginal for 3rd year (June 2022- May 2023)	9,54,138
June 2023-September 2023	Ouriginal for 4 Months Extended Period (June-September 2023)	3,69,501
Till Sept 2023	Usage since inception till September 2023 (4 years)	35,39,671
New PDS after GTE		
From 1 October 2023 to December 2023	New PDS (DrillBit Extreme) from 1 October 2023	2,98,832
Jan 2024-Dec 2024	New PDS (DrillBit Extreme) Jan-24 to Dec 2024 (106%)	11,50,828

Table 1: Yearly Usage of PDS (Urkund/Ouriginal/DrillBit) since Inception

4.2 Indian Research Information Network System (IRINS):

Indian Research Information Network System (IRINS) is a Web-based research information management and network system developed by the Information and Library Network Centre (INFLIBNET) and funded by MoE. The portal facilitates the academic, R&D organizations, faculty members, and scientists to collect, curate and showcase their scholarly communication activities and provides an opportunity to create the scholarly network. It also supports the organisation to integrate the existing academic system, such as HR system, grant management system, institutional repository, etc. It has been integrated with academic identities such as ORCID ID, Scopus ID, Research ID, Google Scholar ID for retrieving scholarly publications and citations. The IRINS provides more significant exposure to faculty members for sharing their research contributions to the international community, brings more collaborators for multidisciplinary research, improves research metadata quality, and reduces repetitive data entry for various assessment systems. IRINS enables the administrator to build research reports and performance assessments and strategically analyse the research progress for better decision-making on funding, faculty assessment and resource allocation. Also, it supports faculty members in doing collaborative research in their respective areas of expertise and increases national and international funding opportunities. IRINS supports policymakers by providing an expert database for project review and other national-level collaborative projects. During the period under report, 339 new instances were created, 43,706 new profiles were added, and 5.97 lakhs of publication metadata was retrieved from various sources. As of 31st December 2024, 1421 instances have been created and connected to 2.16 lakh expert profiles, and more than 29.87 lakhs of publication metadata have been accumulated from multiple sources.

Data Analytics Dashboard:

The data analytics dashboard is a visual display of faculty profiles and scholarly information collected through IRINS instances with some performance indicators such as publications,

citations, social media metrics, etc. The visual dashboard provides various tables, graphs, and charts to analyse the research performance and compare the participating institutes. The analytic data dashboard supports the funding agency, and policymakers understand the research performance of an organisation, and departments by comparing them with one another. The dashboard provides the total number of faculty connected with their areas of expertise, publications, and citations from various sources. The IRINS data is extensively used by organisations such as the Union Publication Service Commission, Bureau of Indian Standard and University Grants Commission, etc.

4.3 e-Shodh Sindhu of INFLIBNET Centre:

e-Shodh Sindu is a Consortia for Higher Education E-resources to provide access to qualitative electronic resources including full-text, bibliographic and factual databases to academic institutions at a lower rate of subscription. The major aims and objectives of the e-Shodh Sindhu are as follows: -

- **Setting-up e-ShodhSindu:** Consortia for Higher Education E-Resources by augmenting and strengthening activities and services offered by three 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 Ministry of Education-funded institutions that are not covered under existing consortia;
- Take-up additional activities and services that require collaborative platform and are not being performed by existing Consortia; and
- Moving towards developing a National Electronic Library with electronic journals and electronic books as its major building blocks.

The INFLIBNET Centre has been assigned the responsibility for execution and operation of e-Shodh Sindhu. The e-Shodh Sindhu, would continue to serve more than 217 universities and 3800+ colleges covered under 12(B) and 2(F) Sections of the UGC Act and 98 Centrally funded Technical Institutions (CFTIs) including IITs, IISc, NITs, IIMs, IISERs, IIITs, etc. For the year 2024, the consortium subscribed to 20 resources (includes 10000+ journals and four databases) through central funding for eligible Universities/ CFTIs that registered their requirements through e-Shodh Sindhu portal, remaining resources could be subscribed by individual institutions on rates negotiated by the Consortium using their own funds. The Negotiation Committee of e-Shodh Sindhu negotiated rates of subscription for 99 e-resources collections from 40 publishers/ vendors and to get the lowest rates of subscription. The College component of the consortium, called N-LIST, continued to provide access to 6500+ journals, 1,99,500+e-books and 6 lakh+ e-books (through NDLI) to more than 3800+ colleges under the N-LIST programme.

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) Revamped InfiStats – COUNTER compliant usages for subscribed e-Resources with aided features and functionality.

c) JgatePlus for Document Delivery Service (DDS), Meta Harvesting and Discovery Services (DS).

4.4 National Digital Library of India

The Ministry of Education, under its National Mission on Education through Information and Communication Technology (NMEICT), initiated the National Digital Library of India (NDLI) (https://ndl.iitkgp.ac.in or https://www.ndl.gov.in) project with the vision of "One Library – All of India" to develop a 24×7 service of virtual repository of learning resources with a single-window search/browse facility for democratizing access to educational contents in the country.

The project was formally launched on 19th June 2018 at Vigyan Bhawan, New Delhi. IIT Kharagpur has developed NDLI, a national knowledge asset aimed to be built as the key driving force for the country's education, research, innovation, and technology economy. The project integrates existing digitized and digital content across educational and cultural institutions/bodies to provide single-window access to different groups of learners (KG to PG), researchers, and life-long learners across the entire population, transcending barriers of geography and language. NDLI fetches metadata of the digital contents and stores and indexes these metadata in the NDLI servers so that users can search and access all the digital contents in the full text by a single window. The timeline of the NDLI initiative is as follows:

- Phase I: April 2015 to 30 September 2017
- Phase II: 1 October 2017 to 31 March 2021
- Phase III: 1 April 2021 to 31 March 2026

The NDLI has played a key role in continuing learning in the country during the COVID-19 pandemic through its "Study-At-Home," "Examination Preparatory," and "NDLI Club" services.

In a world increasingly oriented towards digital solutions, NDLI's mission is vital. Hosting a staggering collection of over 115 million pieces of digital content (up to November 2024), it stands at the forefront of India's journey towards educational inclusivity.

The NDLI provides significant support for the implementation of several mandates of NEP-2020. The NDLI has conducted several high-engaging national webinars for students and teachers through experts to facilitate learning. The NDLI is available as a website (https://ndl.iitkgp.ac.in or https://www.ndl.gov.in) as well as a Mobile App (Android and iOS) and is integrated with UMANG (Unified Mobile Application for New-age Governance) by the Ministry of Electronics and Information Technology. To make every bit of information regarding the project available to citizens of India, NDLI built a dedicated website, namely the project website (https://project.ndl.gov.in).

The NDLI platform strives to ensure sustainable education and knowledge-sharing networks. For the institutions that do not have adequate manpower/infrastructure to host their digital responses, NDLI provides cloud services, namely Institutional Digital Repository (IDR) Service. NDLI planned to introduce a new service that allows institutes to create customized digital libraries using NDLI's existing resources. A successful pilot run of this service has already been tested in the last couple of months.

The NDLI hosts content for school students, undergraduates, postgraduates, research scholars, and lifelong learners. It contains a vast collection of contents in all Indian and over 400 foreign languages. These contents are available in various forms, such as e-books, audiobooks, lecture materials, video lectures, courses, theses, reports, articles, journal papers, question papers, solution banks, data sets, and simulation tools. The library covers all subjects, including Science, History & Geography, Humanities and Social Sciences, Literature, Fine and Decorative Arts, Engineering and Technology, Management, Law, and Medicine.

NDLI has updated the website with a completely different look and features in April 2024 (namely

NDLI 3.0). The changes are not only in the User Interface but also consist of backend changes using newly deployed hardware and architecture.

Currently, the NDLI supports 12 Indian languages (including English) for search, and more will be added soon. NDLI is also working on the User Interface for Indian languages. With the release of NDLI 3.0, NDLI divided the entire database into eight distinct categories based on users' needs. The categories with a few updated details (until November 2024) are as follows:

School Education:

- **Target users:** The school students and teachers.
- **Contents:** There are approximately one million digital content from 124 organizations/ institutes in NDLI. A few of those are state boards, CBSE, Kendriya Vidyalaya, free educational websites, question papers and solutions of previous year's JEE/NEET examinations, and digital content of the Govt. projects for School Education & Literacy (e.g., DIKSHA, SWAYAM-NCERT, CBSE Board, IIT-PAL, NIOS, etc.)
- **Resource types:** Some important resource types are textbooks, video lectures, audio lectures, question papers, solutions, animations, simulations, charts/graphs/ maps, etc.
- **Daily Access (average):** 10.2% of total document access (in last 30 days)

Higher Education:

- Target users: diploma, undergraduate, and postgraduate students and educators (except researchers).
- **Contents:** There are approximately one million pieces of digital content from 34 organizations/institutes in NDLI. A few of those are question papers from colleges and universities, free educational websites, and digital content of the Govt. projects for Higher Education (e.g., SWAYAM, Swayam Prabha, Virtual Labs, Spoken Tutorial, ePG Pathshala, NPTEL, CEC, e-Kumbh etc).
- **Resource types:** textbooks, video lectures, audio lectures, question papers, solutions, animations, simulations, etc.
- **Daily Access (average):** 27.9% of total document access (in last 30 days)

Career Development:

- **Target users:** job seekers and students preparing for competitive examinations, along with professionals and educators seeking career-focused resources and upskilling opportunities
- **Contents:** There are approximately 60K+ question papers, solutions, and the latest examination syllabus from 50+ organizations/ institutes in NDLI.
- **Daily Access (average):** 23.1% of total document access (in last 30 days)

Research:

- **Target users:** researchers (e.g., UG/PG level students and academicians associated with Ph.D/Post-Doctoral research)
- **Contents:** In NDLI, there are more than 61 million contents from 150+ organizations/ institutes under this category
- **Resource types:** journal/conference articles, thesis, dissertations, synopsis, dataset, preprint, technical report
- **Daily Access (average):** 12.4% of total document access (in last 30 days)

Patents & Standards:

- **Target users:** Entrepreneurs and researchers who are planning for a patent application or work with industry-standard applications/ tools
- **Contents:** There are approximately 0.4 million patents and engineering standards in NDLI.
- **Daily Access (average):** 0.4% of total document access (in last 30 days)

Judicial Resources:

- **Target users:** judiciary aspirants, legal

professionals, law students, researchers, and citizens seeking easy access to judgments, laws, and legal procedures for knowledge and awareness

- **Contents:** There are approximately 0.7 million digital contents under this category in NDLI.
- **Resource types:** high court and supreme court judgments, Indian laws, and the Constitution of India
- **Daily Access (average):** 3.4% of total document access (in last 30 days)

Cultural Archives:

- **Target users:** This vertical offers resources on history, traditions, and cultural practices, serving students, researchers, educators, and the public interested in learning and preserving cultural heritage.
- **Contents:** In NDLI, there are more than 11 million contents from 50+ organizations/ institutes under this category
- **Resource types:** books, manuscripts, maps, visual artworks, biographies, historical records, etc.
- **Daily Access (average):** 5.2% of total document access (in last 30 days)

Newspaper Archives:

- **Target users:** Newspapers and historical event enthusiasts or researchers working on historical events
- **Contents:** 39 million foreign and Indian historical newspapers and current editions from 14 organizations/institutes fall under this category in NDLI.
- **Daily Access (average):** 17.4% of total document access (in last 30 days)

The NDLI not only hosts free content but is also associated with the following activities for fulfilling the users' needs:

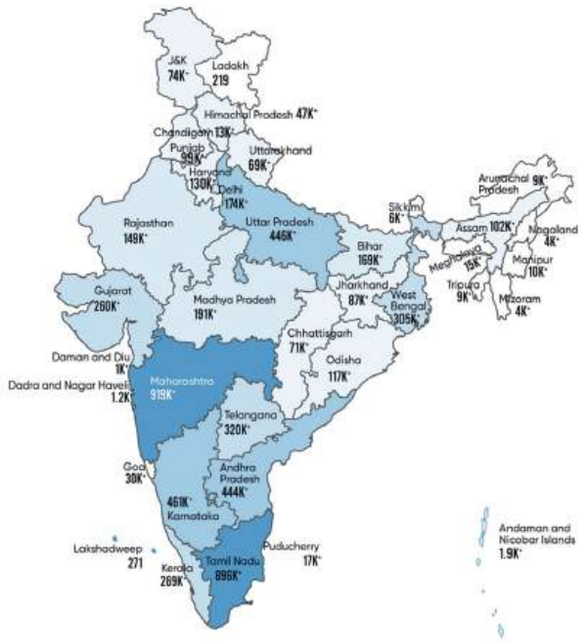
1. **National Level Licensing:** NDLI devices custom policies with the publishers for freely providing their copyrighted content via the NDLI platform. In other words, content under this category is not freely available on the Internet (or requires an account on the specific website). Still, it can be accessible freely from the NDLI platform using NDLI's credentials. Some such collaborating publishers/ institutions are:
   - Satyajit Ray Archive
   - World eBook Library (http://worldebooklibrary.org)
   - South Asia Archive (https://southasiacommons.net) by Taylor and Francis
   - 312 pprox. (https://calibr.ai)
2. **Content Creation:** As a digital library, NDLI generally does not create content, but in a few cases, generates content where the content is not freely available (or has authenticity/ copyright issues). For example, solutions for entrance examinations (e.g., JEE, NEET, CSIR NET) and recruitment examinations (e.g., UPSC, IBPS, RRB, SSC). Recently, NDLI has been trying to create examination preparatory tricks and best practices, and is expected to be launched soon.
3. **NDLI Club:** In the realm of digital libraries, it's not just about amassing content; it's about engagement, outreach, and, most importantly, adaptation to the changing needs of learners. This is where the NDLI Club (https://club.ndl.iitkgp.ac.in) initiative comes into play. Launched in 2021, it's a strategic response to the National Education Policy (NEP-2020). The NEP-2020's recommendation for topic-centered, activity-based, application-oriented interactive learning perfectly aligns with the NDLI Club's objectives. These clubs are more than just extracurricular gatherings; they are incubators for students' specific interests, providing a wealth of supplementary resources, mentorship, and support. Through this platform, institutions can effortlessly create their user-group-centric activity-based events, leveraging the vast resources of the

NDLI repository. This approach simplifies the logistics of managing clubs and overcomes geographical barriers, allowing for a seamless exchange of ideas and resources. The NDLI is pioneering collaborative activity-based learning among school, college, and university students by setting up the nationwide NDLI Clubs in educational institutions.

Till November 2024, more than 6,100 institutions have set up NDLI Clubs with approximately two million students and teachers as Club members, and these Clubs have conducted more than 23K+ educational events using resources from NDLI.

4. **IDR Hosting Service:** For institutes with challenges and limitations in IT resources, NDLI extends hosting and infrastructure support by providing dedicated hosting URLs, repository application (Dspace), configuration support, and storage space for free. One of the recent (October 2024) onboarding institutes to this service is "Government College of Arts, Science, and Commerce, Goa" (https://khandolacollege.ndl.gov.in).

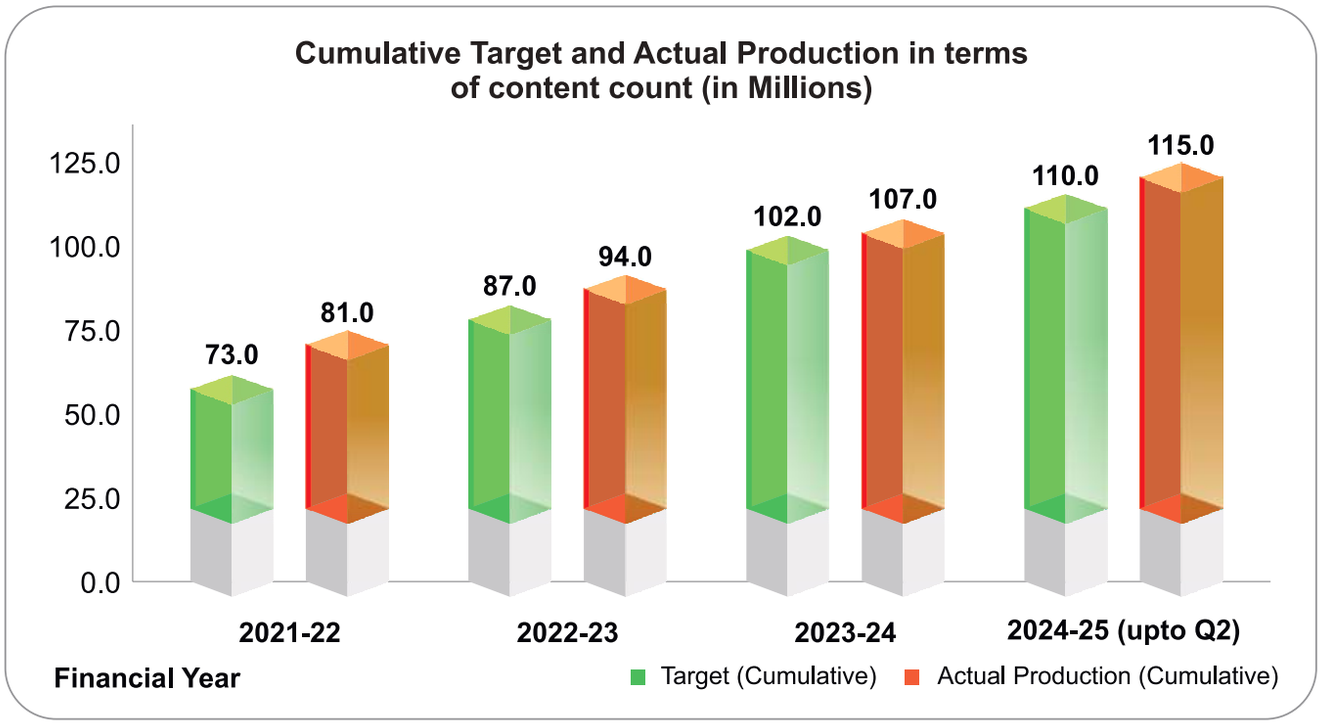
NDLI organizes training sessions and workshops for library professionals. So far, NDLI has trained



about 2,750+ librarians/library associates covering about 1,100+ institutions to set up IDRs (Institutional Digital Repository).

The user base and usage of the platform are described as follows:

- **Registered users:** 8.8 million (since inception of the project till Q2 of FY 2024-25)



- **Average daily hits:** 0.5 million (in FY 2024-2025 Q1 and Q2)
- **Number of NDLI Clubs:** 5,998 (from the inception to Q2 of FY 2024-25)
- **Number of NDLI Club Users:** 1.7 million (from the inception to Q2 of FY 2024-25)

The user density in several states/UTs is depicted in the following diagram:

In the NMEICT phase III, the yearly target and achievement are depicted in the following figures:

A few achievements (in 2024) of NDLI are as follows:

1. Release of NDLI 3.0 in April 2024
2. Received the "Gems of Digital India Award 2024" in July 2024 for NDLI 3.0
3. Availability of NDLI services in the UMANG App in October 2024
4. Conducting Workshops and User Awareness Programs:
   a. "User Awareness on NDLI and NDLI Club with a Special Focus to Sustainable Development in Education" in association with Cooch Behar Panchanan Barma University, Cooch Behar, West Bengal, in February 2024
   b. "User Awareness Event on National Digital Library of India (NDLI) and NDLI Club" in Tagore Government College of Education, Middle Point, Andaman and Nicobar Islands, in February 2024
   c. "Bridging the Digital Divide: An Introduction to National Digital Library of India (NDLI) and NDLI Club. (An Initiative under the Special Drive for North-East India by NDLI)" in St. Edmund's College, Shillong, Meghalaya, in March 2024
   d. "National Workshop on Institutional Digital Repository (IDR)" in Central University of Punjab, Bathinda, Punjab, in August 2024
   e. "24x7 Empowering Education: State-Level Awareness Programme on NDLI and NDLI Club. (An Initiative under the Special Drive for North-East India by NDLI)" in Sikkim Manipal Institute of Technology, Majitar, Sikkim, in October 2024
   f. "User Awareness on NDLI and NDLI Club with a Special Focus to Sustainable Development in Education – A Training cum awareness program for NDLI Club Administrators" in Indian Institute of Technology Guwahati, Guwahati, Assam, in November 2024

   "User Awareness Event on National Digital Library of India (NDLI) and NDLI Club" in Dr. B. C. Roy College of Pharmacy and Allied Health Sciences, Durgapur, West Bengal, in November 2024

2. Global Initiative for Academic Network (GIAN):

Brief Introduction

To enable international academic collaboration through shared teaching and research interaction providing Indian and international teachers and students a convergence platform for long-term cooperation for enhancing quality of higher education

- Joint teaching program with reputed International Faculty.
- 1 week and two weeks short duration courses
- USD 8000 for short duration and USD 12000 for longer duration
- Attendees from India and abroad.
- Creation of repository for future viewing through national digital library.
- Potential for creation of MOOCs.

Statistics

S.no	Particulars	01.04.2024-31.12.2024	01.01.2025-31.03.2025 (Estimate)
1	No. of proposals received	779	500
2	No. of courses approved	263	67
3	Total No. of courses delivered (Completed)	41*	123
4	No. of foreign faculties that have visited the country to deliver courses under GIAN scheme	37	116
5	No. of foreign faculties that have conducted courses online	4	7
6	Total no. of participated institutes	22	27
7	No. of foreign faculties that have associated for a one-week course.	30	95
8	No. of foreign faculties that have associated for a two-week course.	11	28
9	Total No. of foreign faculties' country.	20	14
10	No of students benefitted directly	1846	5500

*The first course started in November 2024. 41 courses were conducted in less than 2 months.

Country wise foreign experts associated for GIAN course

S.no	Country	01.04.2024 - 31.12.2024	01.01.2025 - 31.03.2025 (Estimate)
1	United States	12	36
2	United Kingdom	5	10
3	Singapore	3	2
4	Germany	2	11
5	Australia	2	7
6	Canada	2	6
7	United Arab Emirates	2	-
8	France	1	7
9	Finland	1	5
10	Sweden	1	3
11	Austria	1	1
12	Belgium	1	1
13	Israel	1	1
14	Switzerland	1	1
15	China	1	-
16	Ireland	1	-
17	Morocco	1	-
18	Romania	1	-
19	South Korea	1	-

S.no	Country	01.04.2024 - 31.12.2024	01.01.2025 - 31.03.2025 (Estimate)
20	Sri Lanka	1	-
21	Italy	-	8
22	Japan	-	4
23	Russia	-	4
24	Denmark	-	2
25	Netherlands	-	2
26	Norway	-	2
27	Poland	-	2
28	Taiwan	-	2
29	Costa Rica	-	1
30	Malaysia	-	1
31	Oman	-	1
32	Saudi Arabia	-	1
33	Slovenia	-	1
34	Turkey	-	1
	Grand Total	**41**	**123**

3. Academic Bank of Credits (ABC)

Introduction:

The Prime Minister launched the Academic Bank of Credits (ABC) on July 29, 2021. It aligns with the national-level initiative, conceived as a facility to enhance academic mobility. ABC facilitates students' ability to study nationwide with an appropriate "credit transfer" mechanism, allowing them to achieve Degrees, Diplomas, PG Diplomas, etc.

The Automated Permanent Academic Account Registry (APAAR ID) is a unique identifier within this system. It serves as a central pillar for tracking students' academic and skill achievements throughout their educational journey. The APAAR ID was announced as part of the 'One Nation, One Student ID' initiative by Hon'ble Minister of Education.

Statistics:

Total APAAR ID created	Verified APAAR ID	Institution Registered	Educational Records Mapped
31.52 Cr	15.05 Cr	2318	3.05 Cr

Features:

- Enables multiple entry and exit points in the academic lifecycle of students.
- Only verified academic institutions can upload credit records.
- Operates fully online.
- Allows students to select the best courses or combinations of courses to suit their aptitude and desire for knowledge.
- Enables students to personalize their degrees by making specific modifications or specializations, rather than adhering to rigid courses from a single university or autonomous college.

- Courses taken by students through online modes, such as National Schemes like SWAYAM, NPTEL, V-Lab, or any specified university, are also mapped under ABC for credit accumulation.

Institutional Engagement:

As of January 2025, ABC has established a robust network of 2,318 registered institutions, including Central Universities, State Universities, Deemed Universities, Private Universities, Institutions of National Importance, Autonomous Colleges, School Boards, Technical Boards, and various other educational bodies. This collaborative effort has resulted in 15.05 Crore validated APAAR IDs.

Category	Total Awarding Institutions (Approx.)	Institutions Enrolled on ABC	Students/Learner's APAAR IDs created
Central University	57	53	45,46,406
Deemed University	132	124	11,55,507
Private University	490	471	23,44,825
State University	489	448	2,71,18,678
Autonomous College	1,083	736	20,42,482
Institutions of National Importance (IIT, IIM, NIT, IIIT, etc.)	158	135	2,97,299
Skill Institute	64	50	1,32,98,963
Other Institutions (Standalone, Councils, Technical & Examination Boards, etc.)	532	301	33,39,782
School Education (UDISE+)			9,64,11,521
Grand Total	3,005	2,318	15,05,55,463

Chapter-08

Distance Learning

Distance Learning

Indira Gandhi National Open University (IGNOU)

IGNOU was founded in 1985 through an act of Parliament with the aim of making quality higher education accessible to all sections of society. The university is committed to making education accessible and affordable for everyone, including disadvantaged communities both locally and internationally. The University has implemented a dynamic and innovative approach that motivates students to seamlessly transition between their academic pursuits and professional endeavours. The academic programmes are designed to cater to the diverse needs of the country and help unleash the full potential of the nation's human resources and demographic dividend. In 2021, the University was awarded with A++ accreditation grade by NAAC. This recognition is a testament to the University's commitment to excellence and its dedication to providing a top-tier education. The recognition of the university in the society is well reflected by growth of enrolment. The University has cumulative enrolment of over 3.5 million students. The university enrolled 1,370,149 students in the 2023-24 admission cycles. About 3 lakhs students successfully completed requirements of awarding of degree/diploma/certificate each year, thus the university strengthen trained and skilled workforce of India and contribute in economic growth of the nation.

The University's 21 Schools of Study plan, design, and develop academic programmes and conduct research. The university with the support of these schools is able to offer about 330 academic programme through Open and Distance learning/ Online /face-to-face modes as per the requirements of the target group, curriculum and discipline; out of which three academic programmes are offered in face to face mode; and 45 academic programmes are offered in Online mode. IGNOU has launched numerous academic programmes to promote Indian languages, arts, and culture.

Academic, research and administrative functions of the university are managed with a professionally team consist of 784 administrative employees; 329 technical employees, 195 academics and 293 teachers. The university has established NEP Cell for achieving aims and objectives of the New Education Policy (NEP 2020) timely and effectively.

Academic programmes are delivered through an extensive network of Regional Centres (RCs) and Learner Support Centres (LSCs) across the nation. This network consists of 9 RCs in the North East region and 48 RCs in the rest of the country. Apart from these RCs, 12 RRCs (Recognised Regional Centre) have been established, which includes Seven with Army, four with Navy and one with Assam Rifles, thus taking the total number of RCs to 69. Academic supports have been offered through 2,006 LSCs. The university empanelled over 58 thousand counsellors to extend academic and counselling supports. Recently the university launched Skill-based Bachelor's Degree Programmes in Collaboration with Air Force, Army and Navy. Agniveers are enrolled under this initiative. Under the SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) initiative of the Ministry of Education, the University is the National Coordinator for the design and delivery of MOOCs courses at Certificate and Diploma Level. IGNOU has been entrusted with the responsibility of National Coordinator for Swayam Prabha Project for the six DTH educational channels (Ch 11 to 16) i.e., Channel 11: Social Sciences and Humanities; Channel 12: Basic and Applied Science (IGNOU); Channel 13: Professional Education (IGNOU); Channel 14: State Open Universities and Gyandarshan; Channel 15: Capacity Building and teacher Education; and Channel 16: Skill and Vocational Education.

The GyanDarshan (GD) channel is a significant milestone in India's Educational Television industry. It is collaboration between the Ministry of Education, the Ministry of Information and Broadcasting, and Prasar Bharati. IGNOU is the central agency

responsible for the production and transmission of educational programmes on GD. Gyan Vani (GV), an educational radio station, broadcasts via FM radio stations in various cities. GV Stations is providing the Interactive Radio Counselling (IRC) facility to enable students (across the country and abroad) to interact with faculty, academic counsellors, and student support staff. Each station's broadcast programmes includes both pre-recorded and live content. Currently programmes of Gyan Vani are being broadcast for 13 hours a day.

The University has a significant international presence, as evidenced by its growing number of international students, expanding academic collaboration, and capacity-building initiatives. The university has its presence in 57 nations through memorandums of agreements or other initiatives, or schemes. The University provides its academic programmes across the border through a network of 25 Overseas Study Centres (OSCs) in 15 countries; in the rest of countries the university offers learning mediated through ICT. Under the Ministry of External Affairs (MEA), e-Vidya Bharti and e-Arogya Bharti (e-VBAB) Network Project provides Tele-education and Tele-medicine services via internet-based web portals for cross border education. The university is offering 51 online academic programmes in 19 African countries i.e., Benin, Guinea, Zambia, Ghana, Malawi, Mali, Mauritius, Mozambique, Cote d'Ivoire, Sudan, Eritrea, Seychelles, Comoros, Somalia, Nigeria, Uganda, Democratic Republic of Congo, Sierra Leone and Gambia through e-Vidya Bharti and e-Arogya Bharti Network project in collaboration with TCIL under Ministry of External Affair, Govt of India. The cumulative enrolment of international students through Overseas Study Centres was 90,915 till January 2024 admission cycle.

Chapter-09

Language Institutions

Language Institutions

COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY

The Commission for Scientific and Technical Terminology was established with the objective to evolve technical terminology in all Indian Languages, on 1st October 1961 by the Presidential Order dated April 27, 1960, through a resolution of the Government of India (Ministry of Education) dated 21 December 1960, as per the recommendations of the Committee constituted under the provisions of the Clause (4) of the Article 344 of the Constitution of India. The functions of the Commission as per the resolution of 1960 are:

(a) Review of the work done so far in the field of scientific and technical terminology in the light of the principles laid down in paragraph 3 of the Presidential Order of 1960.

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

(c) Coordination of the work done by different agencies in the States in the field of scientific and technical terminology, with the consent or at the instance of the State governments concerned, and approval of glossaries for use in Hindi and other Indian languages as may be submitted to it by the concerned agencies

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

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

Duties and Functions of the Commission:

(a) To evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopaedia.

(b) To see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc.

(c) To ensure proper usage/ necessary updation/ correction/ improvement on the work done (through Workshops/ Training programmes/ Orientation programmes/ Seminars) by obtaining useful feedback.

(d) To encourage technical writings in Hindi and other Indian languages by sponsoring Seminars/ Conferences/ Symposia on scientific and technical subjects.

(e) To coordinate with all states to ensure uniformity of terminology in Hindi and other Indian languages. (Through State Governments/ Granth Academies/ University Cells/ Glossary Clubs or other agencies).

(f) To publish/encourage publication of books in Hindi and Indian languages for popularization and usage of standard terminology

SHRI LAL BAHADUR SHASTRI NATIONAL SANSKRIT UNIVERSITY (CENTRAL UNIVERSITY)

Introduction

The Ministry of Education, Government of India has established Shri Lal Bahadur Shastri National Sanskrit University as Central University w.e.f. 30th April, 2020. The University was formerly known as Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, a deemed to be university. The objectives of the university are to preserve Shastraic tradition of knowledge, higher learning, interpretation of Shastras, intensive training of teachers in modern as well as Shastraic lore, and to establish relevance of Shastras in the modern context.

The University has six schools of studies: School of Ved-Vedang, School of Darshanshastra, School

of Sahitya and Sanskriti, School of Adhunik Vidhya, School of Shikshashastra and newly created School of Puranvidya (to be functional from Academic Year 2025-26). These schools have departments which offer various Shastraic courses from Shastri (B.A.) to Vidyavaridhi (Ph.D). To attain success in the field of Shastraic education, the University endeavours to provide the ample learning environment to students pursuing undergraduate, postgraduate, research, and part-time courses. The academic programmes are regularly reviewed by the concerned school of studies.

Vision

- To preserve and promote the rich tradition of Shastric knowledge, interpreting ancient wisdom in the context of modern challenges, ensuring its continued relevance and significance.

Mission

- To provide comprehensive education in traditional Sanskrit studies, with specialized focus on advanced disciplines.
- To foster advance research in Sanskrit education and the Indian Knowledge System.
- To conduct in-depth studies of classical and contemporary Sanskrit literature.
- To enrich understanding of Sanskrit heritage through rigorous research.
- To offer in-depth interpretations of Shastras, integrating traditional and contemporary perspectives.
- To provide deep understanding in Sanskrit knowledge and advanced training in Shastric components like Jyotish, Vastushastra, and Yoga.
- To preserve and critically analyze ancient manuscripts.
- To train and develop competent Sanskrit teachers for schools.
- To prepare teacher educators and faculty for higher education institutions.
- To achieve excellence in Sanskrit education and research, establishing a distinct and esteemed reputation.

MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN

The MSRVVP is an autonomous body of the Ministry of Education and functioning under the Department of Higher Education. Maharshi Sandipani Rashtriya Vedavidya Pratishthan (MSRVVP) was established by Govt. of India on 20th January 1987 under Societies' Registration Act 1860 (No. S-17451 of 1987) in New Delhi as an All India Society. MSRVVP was established an apex organization by the Central Government for the Veda propagation activities across India. The aim of the Pratishthan is to preserve, conserve, develop and propagate the oral tradition of Vedas.

Role (Objectives) of MSRVVP

- To preserve, conserve and develop the oral tradition of Vedic studies- 'श्रुति परम्परा' for which the Pratishthan will undertake various activities such as, support traditional Vedic institutions and scholars, provide fellowships/ scholarships, undertake production of Audio/ Video tapes etc.
- To foster the tradition of intonation and recitation through the human agency;
- To encourage and ensure involvement of dedicated students in higher research in the field;
- To provide for research facilities to students with the background of Vedic knowledge and to equip them with sufficient scientific and analytical outlook, so that modern scientific thought contained in the Vedas, particularly in the disciplines of mathematics, astronomy, meteorology, chemistry, hydraulics, etc. could be linked with modern science and technology and a rapport established between them and modern scholars;
- To establish, takeover, manage or supervise Vedic Pathashalas/Research Centres all over the country, maintain or run them for any of the objects of the society;

- To revive and administer such of the endowments and trusts as are defunct, or not properly run;
- To give special attention to Veda Shakhas which are at the verge of extinct and for which human repositories can be identified, and to prepare a detailed list of Pandits related to these Shakhas;
- To ascertain the present status of oral traditions relating to the Vedas, particularly intonation and recitation peculiar to various regions, Institutions and Mathas in the country;
- To collect information about the state of textual material, printed manuscripts, texts, commentaries and interpretations, etc. of the various oral traditions of the Vedic Shakhas;
- To collect information about the present state of recordings, both audio and visual, available in the country;
- To undertake research, in the interest of advancement of scientific knowledge, in Vedic texts and Vedic literature from the earliest time of Vedic period upto the present-day including areas of science, agriculture, technology, philosophy, yoga, education, poetics, grammar, linguistics and Vedic tradition and to provide for library, research equipment, research facilities, supporting staff and other technical manpower; and
- To undertake all such activities as may be necessary, incidental or conducive to the attainment of all or any of the objectives of the Pratishthan in accordance with the Memorandum of Society.

Various Schemes and activities of the Pratishthan

(1) Scheme of Preservation of Oral Tradition of Vedic Recitation

(2) VEDIC CONFERENCES (Vedic Sammelans)

(3) SEMINARS

(4) Publication

(5) Fellowships

(6) Vedic Classes for All

(7) Veda Gyan Saptah Samaroh

(8) Financial Assistance to Nityagnihotris

(9) Financial Assistance to Aged Veda Pathis

(10) Tape Recording of Vedic Recitations

(11) Vedas Education at Home

(12) Maharshi Sandipani Rashtriya Vedavidya Puraskar

(13) Vedic Refresher Course

Maharshi Sandipani Rashtriya Veda Sanskrit Shikhsa Board: Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board (MSRVSSB) has been established under Rule 14(iv)(f) of the Memorandum of Association (MoA) of Maharshi Sandipani Rashtriya Veda Vidya Pratishthan (MSRVVP). The Board has been recognized by the Ministry of Education (Department of Higher Education & Department of School Education & Language) vide its letter F.No. 3-14/2018-skt I dated 8-8-2022

- The Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board (MSRVSSB) has been granted equivalence with regular State School Boards by the designated authority i.e., Association of Indian Universities (AIU), for conducting 10th & 12th Std. Board examinations for the purpose of admission in higher education institutions and employment in Central/State Government organizations/ bodies.
- All India Council for Technical Education (AICTE) has also recognized equivalence to Vedabhushan and Vedavibhushan courses upto 10th and 12th standard respectively like other Central/State Government Boards.
- The Association of Indian Universities and the Ministry of Education have recognized Veda Vibhushan as equivalent to Uttara Madhyama/12th std. of the mainstream education system by the AIU and Ministry.
- NCERT had vetted the course Curriculum of MSRVSSB and CBSE had vetted the draft bye-

laws of the Board. The UGC and AICTE have recognised the Board and its certificates of Veda Bhushan as 10th and Veda Vibhushan as 12 for higher studies.

- The examination of Vedabhushan (equivalent to 10th std) and Vedavibhushan (equivalent to 12th std.) courses run by MSRVVP were being conducted by MSRVSSB.

New initiatives taken by the institute:

- **Publication of Veda Kalptaru:**
- In assurance of Hon'ble Education Minister and Chairman of MSRVVP in the Parliament question, MSRVVP has published a Veda Kalptaru book from National Book Trust and same has been distributed to the Hon'ble Members of the Parliament.
- **Alignment of 11 Veda Skill Courses through NCVET.**
- NCVET has recognized 11 Veda Skill Courses of level 2.5 run by MSRVVP, Ujjain.
- Pratishthan runs one Rashtriya Adarsh Veda Vidyalaya (RAVV) in the campus of MSRVVP, Ujjain since Novermber,2018 and five more RAVVs in the five regions of the country (1) Puri, Odisha (2) Dwarka, Gujarat (3) Guwahati, Assam (4) Sringeri or nearby places, Karnataka (5) Badrinath or nearby places, Uttarakhand have been sanctioned.
- Out of the new five RAVVs, three have been made operational in Puri, Dwarka and Guwahati. Near about 325 students are studying in the Rashtriya Adarsh Veda Vidyalayas (RAVVs), which are running from 2018.
- Maximum 10 students with financial assistance are allowed under one Veda teacher.
- Nearly 11,000 students are expected to appear in Vedabhushan (10th) and Vedavibhushan (12th) in the current academic session of 2024-25.

Salient Contributions of MSRVVP

- The Pratishthan has revived Oral Tradition of Vedic recitation from Kashmir to Kanyakumari and Gujarat to Manipur
- Revived the Rigveda Shankhayana and Atharva Veda Paippalada branches from the verge of extinction.
- Human repositories have been created for these Shakhas and developed Oral Tradition of Vedic recitation
- All have been provided opportunity to study Vedas and feel the glory of Vedic tradition
- Honorarium and Stipend has been provided as per the Scheme for the Oral Tradition of Vedic Studies through Pathashalas and GSP Units
- Through Sangoshthi, Sammelans, Veda Saptaha-s, at many places the Vedic tradition has been demonstrated and interest has been generated among all people.
- The North East Region States have been given special care in reviving Oral Tradition of Vedic studies.
- Valuable publications have been brought and tradition of texts with recitation have been preserved from extinct
- Many boys and girls, hailing from remote areas, EWS backgrounds etc have been given opportunity, through stipend to study Vedas and come up for preservation of Vedas, which is visible at various places.

CENTRAL INSTITUTE OF CLASSICAL TAMIL, CHENNAI (CICT)

1) The translation of Ancient Grammar book of Tolkappiyam in 4 Indian languages and 5 foreign languages has been completed that are ready for release are given below:

   Indian Languages: a) Malayalam b) Urdu c) Tulu and d) Odia

   Foreign Languages: a) German b) Arabic c) Spanish d) Hungarian and e) Burmese

The Project on translation of Tolkappiam in Singhla was assigned and expected to be completed soon.

2) The translation of one of the five Tamil epics Manimekalai in 2 Indian languages and 2 Foreign languages have been completed and ready for release. The details are given as under:

Indian Languages: a) Malayalam b) Hindi

Foreign Languages: a) Khmer b) Korean

The translation of Manimekalai in Assamese, Awadhi, Bengali, Dogri, Kashmiri, Konkani, Santali, Saurashtra, Tulu, and Vietnamese is under progress.

3) The research projects such as Ramayana Paintings of Tamil Nadu, Jaina Paintings of Tamil Nadu - Hindi Translation, Jaina Paintings of Tamil Nadu - English Translation, Rama in Tamil Classical literatures, Ramar Temples in Tamil Nadu, Archaeology and Tamil Classics have been completed.

4) The Ancient Tamil Translation of 34 Books- Ettuthokai, Pattuppattu, Patinenkilkkanakku nulkal, Cilapathikaram, Manimekalai, Muttholayirum, Iraiyanar Kalavial, Tamil Ilakkiya Varalaru etc., all these texts have been translated in Hindi version and ready to publish.

5) Kambaramayanam, a notable literature for its rich language, poetic style, and vivid descriptions of the characters and events of Ramayanam, is being translated in six languages Hindi, Sanskrit, Telugu, Kannada, Malayalam and English.

6) Kasi Tamil Sangamam- Phase II- In the Kasi Tamil Sangamam 2.0 held from 17th to 30th December-2023 at Varanasi, the 34 Tamil classical texts in Braille and Tirukkural translations in 15 languages were released.

7) **PM e-vidya Channels:** In a landmark move to revolutionize education in India, the Ministry of Education, Government of India, has launched the PM e-VIDYA initiative, aimed at unifying all efforts related to digital, online, and on-air education. This comprehensive program will provide multi-mode access to education, benefitting nearly 25 crore school-going children across the country. On 29th July 2024, a dedicated TV channel for promotion of Tamil Language, Culture and Tradition termed PM e-vidya CICT Tamil TV Channel was launched by MoE, Govt. of India, for which CICT is the implementing agency.

8) Taking into consideration the present technological advancement, CICT has developed mobile apps for 41 Classical Tamil texts wherein any one can access and 41 Classical Tamil Texts.

Audio Resources:

Chemmozhi Tamil Audio Books: Offers AI-generated audio books for 41 classical Tamil literary works, spanning over 200 hours of content. The app is particularly beneficial for students, scholars, and visually impaired individuals, featuring clear, immersive AI-generated voices.

Studying Tamil grammar apps:

Tolkappiyam: Three Apps for the studying of the oldest Tamil grammar, Tolkappiyam, including its various parts like syntax, semantics, and prosody.

Recitation Apps:

Recitation of Entire Tolkappiyam, Recitation of Entire Pattuppattu and Entire Tirukkural

Recitation:

Dedicated apps for the Tolkappiyam, Ten Idylls (Pattuppattu) and the entire Tirukkural, making these classics available in audio format.

Paripatal Recitation:

Focuses on the classical anthology of poems from the Sangam era.

CICT Publications App:

Provides access to a collection of publications related to Tamil language and literature, enabling easy access to e-books and research materials. Impact of CICT

Apps Preservation of Heritage:

These apps digitally archive and disseminate Classical Tamil texts, ensuring their preservation and accessibility for future generations.

Educational Advancement:

The interactive and audio formats help non-native speakers, children, and researchers engage with Tamil language and literature more effectively.

Inclusivity:

The apps cater to visually impaired users and others who benefit from audio content, making Tamil literature accessible to a broader audience.

Future Developments Expansion to iOS:

In the near future, these apps will be made available on the iOS platform, further extending their reach to iPhone and iPad users.

NATIONAL COUNCIL FOR PROMOTION OF SINDHI LANGUAGE

The National Council for Promotion of Sindhi Language (NCPSL)was established as an

autonomous Registered organization under the Ministry of Education under Societies Registration Act of 1860 (Section 21) on 26.05.1994 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.

To fulfil the objective, NCPSL run the following schemes:

FINANCIAL ASSISTANCE TO VOLUNTARY ORGANISATIONS

NCPSL provide financial assistance to voluntary and other organizations registered on Govt. NITI Aayog NGO portal & schools/colleges /universities etc. for holding seminar/workshop/conference /trainings/ symposia etc. NCPSL also conduct programme directly or in collaboration with VO/ Educational institutions within the prescribed procedure.

During the year 2024-25, 58 proposals of VOs/ educational institutions fulfilling the norms are under consideration for financial assistance in addition to in house 175 international/national/ state/district/ local programmes.

BULK PURCHASE SCHEME

(A) To encourage writing of valuable books, magazines and production of e-content, the council purchases books and magazines directly from writers, publishers. These are distributed free of cost amongst 150 libraries/ schools/ colleges/ universities and other academic institutions. (b) NCPSL also participates in book fair of NBT and other organization for promotion of habit of book reading. Till date NCPSL provided grant for Sindhi, Punjabi, Gujarati, Hindi, English.

During the year 2024-25, 141 books/magazines of authors/writers fulfilling the norms are under consideration for financial assistance. Besides this, 10 book fairs organized by NBT and other agencies participated.

FINANCIAL ASSISTANCE FOR PUBLICATION OF BOOKS/MANUSCRIPTS

In order to encourage writers to publish manuscripts, NCPSL provides financial assistance to the authors/writer for printing Sindhi manuscripts. Also, the in-house project of preparing terminology, glossaries, translation editing works, publication of books/magazines, are undertaken by holding panel meetings, development of courses. Till date NCPSL has provided grant for Sindhi, Hindi, English.

During the year 2024-25, 42 manuscripts, 4 magazines of authors/writers fulfilling the norms are under consideration for financial assistance. This Council also proposing to undertake the work of publication of 10 course book, 30 new title/ reprint, 4 magazines, Sahitiya Sindhu, Popatra, Research journal and Mehak which are distributed free of cost.

SINDHI LANGUAGE LEARNING COURSE

A) The Council runs 100 hours course to award Certificate, Diploma and Advanced Diploma of Sindhi learning by setting up the study centres with the Voluntary organizations/educational institutions.

(B) Teacher training programe are conducted with the help of VOs. During the year 2024-25, 14441 students enrolled for whom 550 teachers were engaged to take 942 classes with 144 Supervisors in overall 25 centres.

C) NCPSL also establishes centre for Sindhi studies/cell in various universities/ institutions. At present, there are 7 centres/cell for Sindhi studies in 7 universities/institutions, expenditure of which are met from the interest earned out of the corpus fund of ₹ 1.00 crore provided by NCPSL. Now, NCPSL proposes to establish 7 new more centres in other 7 Govt. universities under new funding pattern of providing fixed grant ₹ 9.00 lakh per centre per year.

D) During the year 2024-25, NCPSL fixed a target in MoU 2024-25 for providing financial assistance for engaging faculty to teach

Sindhi to 25 schools & 25 colleges/university @ ₹ 30,000/- to school and ₹ 50,000/- to college for each faculty as per UGC norms to implement New Education Policy 2020.

NATIONAL COUNCIL FOR PROMOTION OF URDU LANGUAGE

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

Establishment of Computer Applications and Multilingual DTP Centres:

During the year 2024, NCPUL continued 600 centres with the registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) being implemented through NIELIT under Ministry of Communication and Information Technology in which 27516 students including 12816 girls got admission so as to give technical education to Urdu speaking boys and girls for making them an employable technological workforce. About 1533 faculties got employment to teach 27516 students through implementing agency NIELIT.

Calligraphy and Graphic Design Centres:

So as to preserve and promote traditional Calligraphy, 70 Calligraphy and Graphic Design Centres continued wherein 210 (faculties + attendant) got employment to teach about 3500 students including 2030 girls registered in this course.

Urdu Press Promotion:

NCPUL provides financial assistance to small and medium Urdu Newspapers for availing Urdu services of the news provider agency. About 883 newspapers 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 14 new titles, 01 reprint, 29 course books, 12 issues of monthly magazine Urdu Duniya, 12 Khawateen Duniya, 12 Bachchon Ki Duniya and 04 issues of quarterly journal Fikr-o-Tehqeeq published.

Book Promotion:

Promoting Urdu Books through sale and exhibition is done by holding annual National Urdu Book Fairs. Two book fairs were organised from 06-14 January-2024 at Mumbai, Maharashtra and 17-25 August, 2024 at Srinagar, Jammu & Kashmir. Participated in 14 Book Fairs in various states till date. NCPUL participated in Frankfurt Book Fair, Frankfurt Germany from 16-10-2024 to 20-10-2024.

Academic Projects/Collaboration:

National Council for Promotion of Urdu Language (NCPUL) continued 44 academic projects of production books consisting of dictionaries, encyclopedia, terminology, monographs, Expert meetings, Lectures, development of website & E-pub. 10 workshops were held on subject panels.

Various National / International Seminars / Conferences / Workshops / Cultural events, were also organised to promote Urdu language from time to time.

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 News 18 T.V. (Urdu) for production & telecast weekly episodes of half an hour.

Distance Education (Urdu):

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 904 study centres are running and 600 CABA-MDTP centres wherein Urdu Diploma is compulsory for learners pursuing computer Course. About 2168 part time Urdu teachers got employment through these study centres to teach 88581 students which consists 44423 girls students.

Promotion of Arabic and Persian

In addition to the above, NCPUL has been assigned the additional responsibility to promote classical languages Arabic and Persian to preserve the cultural heritage of India. Two-year Diploma in Functional Arabic and One Year Certificate Course run through accredited centres and direct learners. 943 study centres of Arabic wherein 2460 Part time teachers got employment to teach 62651 learners including 31453 girls admitted on both the courses. 113 centres for One Year Certificate course in Persian are also running in which 188 Part time teachers got employment to teach 7147 students registered including 3340 girls students.

CENTRAL HINDI DIRECTORATE (CHD)

The Central Hindi Directorate was established on 1st March, 1960 as a subordinate office of Ministry of Education. The four regional offices of the Directorate are located in Chennai, Hyderabad, Guwahati and Kolkata. This apex body of the Central Government, ever since its coming into being, has been persistently engaged in the execution of a multiplicity of important schemes / programmes for imparting an all- India character to Hindi, connecting divergent people through this language and striving consistently to get a place of prestige for it at the global level.

Central Hindi 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.
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.
8. Basic Hindi Awareness Course for foreign Students.

Achievements of Different Schemes / Programmes of Central Hindi Directorate During 01.01.2024 to 31.12.2024

Name of the scheme	Achievements
1. Teaching Hindi through correspondence courses	• Admitted a total no. of 4248 students in different courses. • Prepared and Published study material and - supplementary materials for all the courses. • Study material were despatched to Students in prescribed time limit. • 3669 Students appeared in Exam. • Expert committee meetings conducted for Preparation of Documentaries, intensive revision/modification of study materials pertaining to all the courses as per schedule. • On-Line Hindi Shikshan Classes were organized for Foreign Students. • Under the scheme of Hindi Through Cassettes following Documentries produced:

Name of the scheme	Achievements
	a) Hindi Sahitya Mein Rashtriye Chetna (Part 1 & 2) b) Vishwa Hindi Sammelan: Sanklapna Aur Uplabdhiyan c) Pratham Vishwa Hindi Sammelan d) Hindi ke kaaljayee Nibandhkar: Acharya Ram Chandra Shukla (Documentry) were translated in three regional languages - Tamil, Malyalam and Bangla. In addition to this following educational material is in progress: a) Hindi Kahani ka Vikas (Documentry) Part 1 & 2 b) Translation of the Documentry - Hindi Sahitya mein Rashtriye chetna Part 1 & 2 in three regional languages. • On the occasion of Hindi Diwas, 2024 popular publication of Directorate's "Devnagari Lipi tatha Hindi vartani ka Mankikaran ki Sanshodhit Niyamawali" was released in Rajbhasha Sammelan organized with the joint venture of Home Ministry in Bharat mandapam. • Under scheme of Personal Contact Programme, PCP was organized at Odisha Central University, Koraput in April, 2024.
2. Extension Programmes	1. (Eight) National Seminars have been organized till December 2024. Indore, Mumbai, Delhi, Gunjoti (Maharashtra), Patiala, Gorakhpur, Kolkata, Srinagar (Kashmir). 2. (Eleven) Non-Hindi speaking Neo-Hindi writers camp have been organized. Vallabhvidyanagar(Gujarat), Hyderabad, Jammu, Modinagar(U.P.), Mangalore(karanataka), Shivakashi (Tamil Nadu), Sonitpur(Assam), Leh(Laddakh), Hyderabad, Pondycherry , Ajara (Maharashtra) 3. Under the Scheme of Shodh Chatra Yatra Anudan - at Jawaharlal Nehru University, (Delhi), Delhi University, (Delhi) & CHD. CHD facilitated 10 Students. 4. Under the Scheme of Chhatra-Adhyyan Yatra - Organized at Shaskiye Mahavidyalaya, Birra, Janjgir-Champa, Chhattisgadh and Pandit Sundarlal Sharma (Open) University, Bilaspur, Chhattisgadh (18-23 March, 2024), CHD facilitated 29 students.
3. (i) Grants to voluntary organization for the promotion of Hindi	This year Regional Offices of CHD inspected the VHO's activities related to propagation and development of Hindi. Application from the VHO's were received, scrutinized by the Regional Offices and recommended for Grant - in - Aid Committee approval.
(ii) Scheme of Financial assistance for Publication in Hindi	This year CHD received different Manuscripts and experts evaluated the manuscripts and recommended for Grant - in - Aid Committee approval.

Name of the scheme	Achievements
4. Preparation of dictionaries a) Preparation of Hindi-Shabd Sindhu Kosh (Digital)	Work on Preparation / publication of two Dictionaries and one Conversational Guide will be achieved. • Preparation of Hindi - Chinese English dictionary. • Preparation of manuscript of Videshi Bahu Bhasha Kosh • The target of publishing of Hindi Bulgarian kosh and Composing of Polish-Hindi Kosh will be achieved. • Four Dictionaries, Hindi-Dogri Kosh, Hindi-Maithli Kosh, Urdu-Hindi Kosh and Kashmiri-Hindi kosh will be published. • Editon of first proof of Hindi Vyutpatti Kosh is under process. • Reprinting of Bhartiya Bhasha Kosh (22 Languages) • The third proof of Hindi- Chinese Conversational Guide is awaited. • Manuscript of Hindi Chinese Kosh under process. • Giving concrete shape to the vision of the Prime Minister, 'Hindi Shabd Sindhu Digital Kosh' is being prepared under the leadership of Central Hindi Directorate, Ministry of Education with the co-operation of Commission for Scientific and Technical Terminology, Ministry of Education and Department of Official Language, Ministry of Home Affairs. Compilation of 5,00,000 words from 22 official languages of India including Scientific and Technical Terminologies of different fields is to be achieved. Such as media, agriculture, medical , legal etc. **Achievement** • Hindi-French Dictionary approximately 20,000 entries is published. • Hindi-Arabic Dictionary with approximately 20,000 entries is published. • Manuscript of Hindi- Chinese- English dictionary is in progress. • Pushto - Hindi dictionary has been published. • Hindi Bulgarian dictionary has been published. • Manuscript of Polish-Hindi Kosh is ready, Type setting work is in progress. • Hindi-vyutpatti kosh is under process. • Hindi Dogri kosh Published • Hindi Maithili Kosh Published. • Urdu-Hindi Kosh is Published • Kashmiri-Hindi Kosh sent to press.

Name of the scheme	Achievements
	• Bhartiya bhasha Kosh published and released at Bharat Mandapam. • Hindi Shabd Sindhu Kosh. Till 14th September 2023 achieved the target of compilation of 3,51,000 words in this Digital Dictionary. • Till 14th September 2024 achieved the target of compilation of 4,66,000 words. • Till November 2024 achieved the target of compilation of 4,80,000 words.
5. Bhasha Varshiki & Sahityamala	• Publication of May, June-July,August 2024 (Sanyuktank), Varshiki 2023 , Sahityamala Granth (Paryaavaran Vimarsh) , September - October 2024 issue , November-December 2024 issue is in progress. • Preparation of January-February 2025 Issue (Manuscript Ready) • To prepare and publish Six issues(ank) of 'Bhasha' magazine every year regularly. **Achievement** • January - February 2024 issue, March-April 2024 issue (Special Issue on NER) E-version available. • Varshiki 2022 published in 2024. • Six issues(ank) of 'Bhasha' magazine (including one special issue named (Ram Darash Mishra Visheshank) is published. • Two National Symposia were organized in non-Hindi speaking areas (Bangalore, Shillong). • One National Symposia was organized in non-Hindi speaking area at Cochin - based on the topic - Skill Development through Language and Literature. • Membership of 'Bhasha' magazine is available through www.bharatkosh.gov.in in Publication Department (Govt. of India) alongwith CHD's Sales Unit. • To provide special importance to NER Region, March-April, 2024 (Special Issue on NER) issue was published and a National Symposia was organized in Shillong. • Writers of Non-Hindi Speaking areas were given special importance and space in all the issues of Bhasha Magazine.
6. Basic Hindi Awareness course for foreign Students	With the collaboration of Central Hindi Directorate(CHD) Indira Gandhi National Open University(IGNOU) and Indian Council for Cultural Relations (ICCR) Basic Hindi awareness course launched and conducted online classes for three sessions. In this scheme approximately 1000 students from 60 countries were benefitted. CHD generated the fund of approximately ₹ 13.00 Lakhs.

CENTRAL SANSKRIT UNIVERSITY, DELHI

(Formerly Rashtriya Sanskrit Sansthan, Deemed to be University)

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

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

The Central Sanskrit University is presently managing its 12 campuses situated at Allahabad (U.P.), Puri (Orissa), Jammu (J&K), Thrissur (Kerala), Jaipur (Rajasthan), Lucknow (U.P.), Sringeri (Karnataka), Balahar (H.P.), Bhopal (M.P.), Nashik (MH), Agartala (Tripura) and Devprayag (Uttarakhand) and its Headquarters Office at New Delhi. The campuses are pursuing research work leading to the degree of Vidyavaridhi (Ph.D.) and also imparting education in various Sanskrit subjects at Acharya and Shastri level. The Shiksha Shastri (B.Ed.) is also available in 10 campuses and Shiksha Acharya (M.Ed.) is available in 3 campuses at Jaipur, Bhopal and Puri.

1st Convocation 2024: –

The First Convocation Ceremony of Central Sanskrit University was held on 7th March 2024, at New Delhi. Smt. Droupadi Murmu, the Hon'ble President of India was the Chief Guest of the first Convocation of Central Sanskrit University.

The President of India, Smt. Droupadi Murmu, graced and addressed the first convocation of Central Sanskrit University in New Delhi. In her address, the President emphasized that the feeling of pride towards Indian culture is the foundation of our national consciousness. She stated that realizing the richness of our culture instills a sense of pride, and the heritage of this culture is preserved through the Sanskrit language. Therefore, spreading cultural awareness through the Sanskrit language is considered a service to the nation.

The President stated that the Sanskrit language has united the diversity of our vast land into a thread. Enriched by Sanskrit's vocabulary, many Indian languages are flourishing in different regions and states. Sanskrit is not only the language of the divine but also that of the people.

The President further highlighted that countless outstanding writings on spirituality and morality are available in Sanskrit. The wisdom imparted by ancient Acharyas remains relevant even today and will continue to be valuable. She urged students to resolve to speak the truth, behave ethically, remain diligent in self-study, never shy away from their duties, and focus on auspicious endeavours. By doing so, they will do justice to their talents and succeed in fulfilling their responsibilities.

Shri Dharmendra Pradhan, the Hon'ble Minister of Education and Skill Development

& Entrepreneurship, Government of India, and Chancellor of Central Sanskrit University, presided over the convocation ceremony.

While addressing the gathering, the Union Minister expressed his gratitude to President Smt. Droupadi Murmu for guiding the students and the academic community of the university with her presence and insightful speech. He also expressed his confidence that the students of the university would play a pivotal role in transforming the 21st century into the Indian century, by contributing to both wealth creation and societal welfare.

At the First Convocation Ceremony of Central Sanskrit University, held on 7th March 2024, a total of 127 Gold Medals were awarded to 86 students in recognition of their exceptional academic achievements. These students were honoured for their outstanding performance across various programs and disciplines.

The details of eligible students receiving degrees in the said convocation are as follows-

Programme	Male	Female	Total
Shastri (B.A.)	3128	1765	4893
Shastri Pratishtha (B.A., Hons.)	323	455	778
Acharya (M.A.)	2231	2601	4832
Shiksha-Shastri (B.Ed.)	1302	1624	2926
Shiksha-Acharya (M.Ed.)	46	32	78
Vidya-Varidhi (Ph.D.)	452	174	626
Total	**7482**	**6651**	**14133**

He expressed his gratitude to Prime Minister Shri Narendra Modi for his efforts to promote Sanskrit language and education, and for providing a clear roadmap. He added that Sanskrit is not just a language of tradition but also one of development and identity. Mentioning that Sanskrit is the origin of many languages, he emphasized the government's commitment to supporting both Sanskrit language and education. Shri Pradhan also stated that through the National Education Policy (NEP), the government is connecting Sanskrit, Vedas, and the Indian knowledge tradition with the modern education system of the 21st century.

Main activities

I. All India Sanskrit Roopak Mahotsava – All India Sanskrit Roopak Mahotsava 2023-24 were held at Central Sanskrit University, Jaipur Campus, Jaipur, Rajasthan from 06.03.2024 to 09.03.2024. Various campus students participated in different Sanskrit dramas. About 500 students from all the campuses of Central Sanskrit University took part in Roopak Mahotsava.

II. **61st All India Elocution Contest:** – 61st All India Elocution Contest Competitions were held at Ayodhya (U.P.) from 18-21 March 2024, 320 students selected through State Level Competitions participated in different competitions such as Elocution contests on 12 different Shastric subjects, Shalaka Pariksha on 10 traditional Sanskrit texts related to various Shastras, 4 recitation competitions on Amarakosha, Dhaturoopa, Kavyapath Ashtadhyayi, Samasyapurti, Sloka. 40 eminent scholars of related subjects from various states were invited as judges of the contests.

III. **International Conference, Singapore:** - Central Sanskrit university organised an international conference in collaboration with Sri Aurobindo Yoga and Knowledge Foundation, Raipur at Singapore Management University, Singapore on 29th-30th May 2024. A very insightful conference was organised with topic Economy, Ecology and Equity in the Light of Dharmic principles, Culture Conservation and Sustainable Development, having very insightful discussions and presentations. The participation in this conference was an

open opportunity for all faculty members of the CSU. The eighteen papers were presented by the faculty members in this conference on various sub-themes. The conference was organised in specific technical sessions with inauguration and valedictory sessions. In the inauguration session, Hon'ble Vice Chancellor, CSU shared his wisdom, experiences and directions about how Sanskrit and integral development is connected, and what can we learn to contribute our best to the university thought the keen observation of higher education institute and cultural identities of Singapore. As per the experiences of the participants, the conference was successfully organised.

IV. **Sanskrit Conference, Australia:** - The eleven-day Australia visits of the academic delegation of Central Sanskrit University, Delhi was completed from 06 September 2024 to 16 September 2024 in collaboration with BAPS Swami Narayan Shodh Sansthan. This representative academic team was led by Prof. Srinivasa Varakhedi, VC, CSU and the other members were as Prof. Sukanta Kumar Senapati, VC, Shri Somnath Sanskrit University, Veraval, Gujarat, Dr. Ganesh T. Pandit and Dr. Pavan Vyas. The academic team visited various educational, and cultural programs organized in Brisbane, Canberra and Sydney to promote Indian knowledge traditions, cultural values and Sanskrit language. The courses run by the Mukta Swadhyaya Peeth were discussed among the Indian cultural communities. The discussions held on various intellectual forums during this entire academic journey have spread awareness about the Sanskrit language and created a positive vibration in Australia for Sanskrit Education.

V. **Nepal Bharata Sanskrit Sammelan:** – On 27–29 March 2024, a three-day Nepal-Bharat International Sanskrit Conference was held at Park Village Resort, Budhanilkanth, Kathmandu, Nepal in the active presence of Sanskrit scholars of Nepal. The Nepal-Bharat Sanskrit Conference was organized by Niti Anusandhan Pratishthan Nepal (NENAP), India Foundation, Delhi and Central Sanskrit University, Delhi. The three-day conference was attended by prominent officials, teachers, researchers and Sanskrit-loving intellectuals of the three partner institutions. The event saw participation of eminent politicians, artists and social workers of Nepal. The

conference was very successful in terms of making Sanskrit a bridge between Nepal and Bharat. A resolution was also accepted for the development of Sanskrit between the two countries.

VI. **Inauguration of Shri Raghunath Kirti Campus & Ekalavya Campus: –** The virtual inauguration of new infrastructure at Central Sanskrit University (CSU), Delhi, was graced by Hon'ble Vice Chancellor Prof. Shrinivasa Varakhedi, who expressed his joy over the development of the university's physical resources. The event, held for the upgradation of the Ekalavya Campus in Agartala and the Devprayag Campus, was a significant moment for CSU. The virtual inauguration by Hon'ble Prime Minister Narendra Modi, who addressed the nation, marked the completion of key facilities, including academic and administrative blocks, library, boys' and girls' hostels, guest house, and staff quarters.

VII. **Chandrakhani Pass Trek, Himanchal Pradesh:** - The students of Central Sanskrit University (CSU), Delhi, successfully completed the Himalayan Chandrakhani Pass Trek, reaching an altitude of 12,500 feet and hoisting the Sanskrit flag at the summit. This remarkable achievement was celebrated by Vice Chancellor Prof. Srinivasa Varkhedi, who praised the students for their bravery and highlighted the symbolic significance of the trek. He emphasized that, just as the Himalayas protect India, Sanskrit safeguards the country's culture. He encouraged students to spread awareness about the environment, balancing nature, and the importance of Sanskrit, both on campus and in their communities.

VIII. **Promotion of Leadership & Decision-making Roles for women at workplace: -** At Central Sanskrit University (CSU), the promotion of leadership and decision-making roles for women in the workplace is a key priority. The institution acknowledges the importance of empowering women to assume leadership positions, creating an inclusive environment that supports their professional development. CSU is actively conducting various awareness programs and workshops to advance this goal. Through training, mentorship, and equal opportunities, the university aims to equip women with the tools and support needed to excel in leadership roles. This initiative aligns with CSU's broader vision of fostering a diverse and equitable academic and administrative environment.

Financial Assistance Provided Under Various Central Schemes –

I. Financial Assistance for Sanskrit Teaching.

a) Financial Assistance for Sanskrit teachers to the Traditional Sanskrit Pathshalas/Sanskrit Mahavidyalayas.

Under this scheme, selected organizations are being sanctioned financial assistance in the form of remuneration to Sanskrit teachers ₹ 20,000/- per month for 12 months in a year, for Part-time Teachers/Computer Teacher ₹ 10,000/- per month for 12 months in a year.

b) Financial Assistance for Teachers for Modern Subject in Traditional Sanskrit Pathasalas/ Mahavidyalayas.

Under this scheme the financial assistance is being provided to Modern Subject Teachers who are working in Traditional Sanskrit Pathshalas/ Mahavidyalaya's with remuneration of ₹ 20,000/- per month and for Part-time Teacher ₹ 10,000/- per month for 12 months in a year.

c) Financial Assistance for Sanskrit teachers for Secondary/Higher Secondary Schools belonging to State Government Schools.

Under the scheme financial assistance is being provided to one Sanskrit teacher ₹ 20,000/- per month for 12 months engaged in Govt. High/Higher Secondary Schools where the State Government is not able to provide Sanskrit Teaching facilities to do so.

d) Financial Assistance for Sanskrit teachers under Guru Sishya Parampra Institutions (registered Chatuspathi/ Gurukulas/ Pathshalas/Tolls/ Guru Sishya Parampra traditional Institutions).

Under this scheme financial assistance is being provided to Sanskrit Teachers who are working in Guru Sishya Parampra Institutions (registered Chatuspathi/ Gurukulas/ Pathshalas/Tolls/ Guru Sishya Parampra traditional Institutions) with remuneration of ₹ 5,000/- per month for 12 months in a year.

e) Financial Assistance for Residential maintenance of traditional/oriental Sanskrit students for providing lunch and dinner facilities to the residential students.

Under this scheme, selected organizations having residential facilities are being sanctioned financial assistance in the form of Residential maintenance Scholarship for providing lunch and dinner facilities to the residential traditional/oriental Sanskrit students @ ₹ 600/- per month for 10 months in an academic year.

During the year 2024-25 financial assistance has been released to 343 Institutions amounting of ₹ 1585.41 lakh under the Scheme for Financial Assistance for Sanskrit Teaching.

II. Financial Assistance for Samman Rashi to Eminent Sanskrit Pandits in indigent circumstances.

Under the scheme the financial assistance is provided in the form of Samman Rashi to the Eminent Sanskrit Scholars above the age of 65 years. Who have dedicated their lives to Sanskrit but have no settled source of income. The selected scholars will be given ₹ 60,000/- per annum, without deduction of income from other sources. During the financial year 2023-24 total 155 numbers of pandits are being benefitted through this scheme.

III. Financial Assistance for Programmes/ Activities for Promotion of Sanskrit.

Under this scheme, Central Sanskrit University, Delhi meets cent-percent approved expenditure on different programmes for the development and propagation of Sanskrit undertaken by NGO's/Sanskrit Universities/ Universities Institutions. During the year 2024-25 ₹ 49.41 Lakh have been released for this scheme.

IV. Financial Assistance for Utilization of services of Eminent or Retired Sanskrit Scholars (Shastra Chudamani).

Under this Scheme, the services of Eminent Shastric Scholars or Retired Sanskrit Scholars are being utilized in Traditional Sanskrit Mahavidyalayas/Universities and voluntary organizations. The main objective of the scheme is to preserve the in-depth studies of different Shastras at the various centers where Sanskrit education is imparted to the Sanskrit students with traditional system. As per the Scheme, the traditional scholars are appointed in different organizations. Currently 50 scholars are being paid ₹ 20,000/- per month for a period of two years. The appointment can be extended for another one year on the recommendation of the Grants in Aid Committee.

V. Financial Assistance to registered Academic Organisations to conduct "Vocational Training Courses" to the students of Traditional Sanskrit Pathshalas/Institutions.

Under this scheme, selected organizations are issued financial assistance @ ₹ 1,00,000/- each programme to organize the workshop and to conduct Fashion Design, Management, Temple Culture, Natural Language Process, Hotel Management, Paaka Shastra (food making), Cultivation, Apps, Tourism, Hospitality, MOOC Development, Manuscriptology, Cataloguing and Proof Reading, Epigraphy and Ratna Pariksha Courses etc. During the year 2024-25 ₹ 17.00 Lakh have been released under this scheme.

VI. Sanskrit Scholarship-

In order to encourage the students in Sanskrit/ Pali/Prakrit, the scholarship is provided by the Central Sanskrit University, Delhi under the Schemes for Sanskrit Promotion to students regularly studying Sanskrit/Pali/Prakrit as a main or optional subject in any recognized Sanskrit Pathashala/Sanskrit Mahavidyalaya/ Sanskrit Vishwavidyalaya in Traditional Stream or School/College/ University in Modern Stream pursuing Purva-Madhyama (1st year)/9th standard, Purva-Madhyama (2nd year)/10th standard, Uttar-Madhyama/ Prakshastri (1st year)/11th standard, Uttar-Madhyama/ Prak-shastri (2nd year)/12th standard, Shastri /B.A (1st/2nd/3rd year), Acharya/M.A(1st/ 2nd year), Vidyawaridhi/ Ph.D. or equivalent. The rates of Scholarship are as under: -

Class	Scholarship Rate
9th & 10th or equivalent courses	₹ 5000/- per year each class
11th & 12th or equivalent courses	₹ 6000/- per year each class
Graduation or equivalent	₹ 8000/- per year each class
Post Graduation or equivalent	₹ 10,000/- per year each class
Ph.D. or equivalent	₹ 35,000/- per year
	(For three years only)

The number of Scholarships to be awarded in each year under the scheme depends upon the availability of funds. Reservations are provided as per the Government of India policy from time to time.

The university has released ₹ 400 Lakhs during the financial year 2024-25, Accordingly, 17895 students of Traditional and Modern stream have been selected for award of Scholarships under the scheme of Sanskrit Promotion.

VII. 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, one each for Pali and Prakrit for scholars of eminence over 60 years of age and 5 awards of Maharshi Badarayan 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. In addition, 32 more awards in four classical languages (08 each) namely Classical Oriya, Classical Kannada, Classical Telugu and Classical Malayalam have been introduced from the year 2016 onwards. For each 04 classical languages as above, 03 Certificates of Honour are awarded to eminent scholars including two International Awards, one each for person of Indian and non-Indian origin and Maharishi Badarayan Vyas Samman to other 05 young scholars. The awards are given away by the President of India in an Investiture Ceremony. The Certificate of Honour Award carries one-time monetary grant of ₹ 5 lakh to the Scholars of eminence. The Maharshi Badarayan Vyas Samman carries one-time monetary grant of ₹ 1 lakh each. These awards were given upto the year 2019.

VIII. 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, Central Sanskrit University has launched Ashtaadashi Scheme (18 projects) for much-required boost for the growth engine of Sanskrit. Under this scheme 80 Institutions/ Organizations/Universities/ NGOs/ Colleges are getting benefits with a cost of ₹ 2.92 Crore during the year 2024-25.

IX. The Central Sanskrit University provides financial assistance to 22 Adarsh Sanskrit Mahavidyalayas and 4 Adarsh Shodh

Sansthans which are located at different parts of the country. During the year, an amount of ₹ 4650 lakhs have been allocated for ASM/ASS and 4007 students of these 26 institutions were benefited.

X. For organizing All India Elocution Contest during the year 90.00 lakh has been allocated for this scheme.

XI. 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 Central Sanskrit University, Delhi. During this Financial Year a total amount of ₹ 70.00/- lakh has been allocated for this project.

XII. Pali & Prakrit Development Project -

Pali & Prakrit Development Project was started in the year 2009 on the initiative taken by Ministry of Human Resource Development, Govt. of India. This Project has been included as regular scheme of Central Sanskrit University, Delhi. Activities of this project are under taken at University's Headquarters, New Delhi and its campuses at Jaipur & Lucknow. Self study material and works on Pali & Prakrit literature have been brought out. A provision of ₹ 02 crore has been made for development of Pali & Prakrit during this year.

XIII. National e-Data Bank of Sanskrit Literature -

In view of the rising trend of information technology, Central Sanskrit University 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 University 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.

XIV. Special provision for North Eastern Region (NER) -

The University 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. 20 Non-Formal Sanskrit Education centers have been sanctioned in NE Region. Scholarship amounting to ₹ 51.84 lakh has been allocated to students in NE Region.

XV. Central Sanskrit University, Delhi is also running

(1) Distance Education (DE) - Institute -

Distance Education is recognised by UGC in which more than 1995 hundred students have got their admission from 19 countries and its current session has been started from July 2024.

It is very important to mention here that various programs have been started such as Diploma, Advance Diploma, Certificate, Advance Certificate and Proficiency level, as well as UG and PG Programs of several fields of traditional and modern streams for the global promotion and propagation of Sanskrit language and it's Shastri knowledge economy.

(2) Centre for Sanskrit Learning (CSL) - Program

Apart from this fact, the mission of CSL program is to cultivate the standard and simple Sanskrit language.

More than 4500 (Four five) hundred students

have got admission in Centre for Sanskrit Learning (CSL) that is opened for several central and state level as well as international Universities, IITs and higher education Institutes.

CENTRAL INSTITUTE OF INDIAN LANGUAGES, MYSORE (CIIL)

The Central Institute of Indian Languages (CIIL) was established in 1969 as a subordinate office of the Ministry of Education. The Institute assists the Government of India in matters related to language policy and its implementation. The Institute works for the promotion of all Indian languages by way of scientific description and resource development for sustenance, modernization and pedagogical purposes. The Institute, its regional language centres, classical language centres, schemes and projects worked for their mandated goals. CIIL organized several conferences on Bharatiya Languages and India as a Linguistic Area on its premises as well as through institutional collaborations. The Institute organized the launch of the Bharatiya Bhasha Parivar portal (accessible at https://parivar.ciil.org/) for the benefit of students, teachers, researchers, speech communities and language enthusiasts. CIIL also collaborated with various universities and institutes to organize programmes related to the promotion of Indian languages.

National Testing Service-India (NTS-I) is a scheme housed in CIIL that works to fulfil the evaluation requirements of the country in terms of methods, materials and human resources in the field of language teaching, testing and evaluation. NTS-I conducted 68 workshops to develop language proficiency tests in 20 scheduled languages. NTS-I prepared question items in language and literature for the purpose of development of achievement tests. NTS-I also contributed to the preparation of Language and Cultural Handbooks for Navodaya Vidyalaya Samiti (NVS). Furthermore, NTS-I conducted 23 training programmes on Basics of "Testing & Evaluation and Construction of Proficiency Tests" in different Indian languages and trained around 900 teachers across the country.

The Linguistic Data Consortium for Indian Languages (LDC-IL) as a scheme was established to develop language resources in Indian languages, essential for building Natural Language Processing (NLP) applications. The consortium has released over 56 datasets in both speech and text, covering scheduled and non-scheduled languages. In the 2024-25 period, LDC-IL is focused on enhancing its existing corpus to improve model training and deliver more accurate results. A parallel corpus is being developed in 121 languages, supporting the government's vision outlined in NEP-2020. LDC-IL, in collaboration with CNCL and NCERT, is organizing a workshop on Strengthening Samajik Chetna Kendra. As part of this initiative, 14 audio stories and 9 animated videos focused on social awareness are being translated into 71 languages.

The National Translation Mission (NTM) is housed in CIIL as a scheme of the Government of India to promote and establish translation as an industry in the country. NTM organized 39 workshops, 8 skill-development programmes, 6 intensive trainings, and one international seminar. NTM organized the International Translation Day on 30 September 2024 with daylong events. The Mission provided language and translation consultancies to various Ministries, and Government agencies. The Sanskrit and Maithili translations of the Constitution of India by the Mission were launched by the Hon'ble President of India on the occasion of Constitution Day. The Mission also translated Navchetna Modules for training teachers against drug abuse in schools, Bluebook on National Mission for Mentoring and National Professional Standards for Teachers.

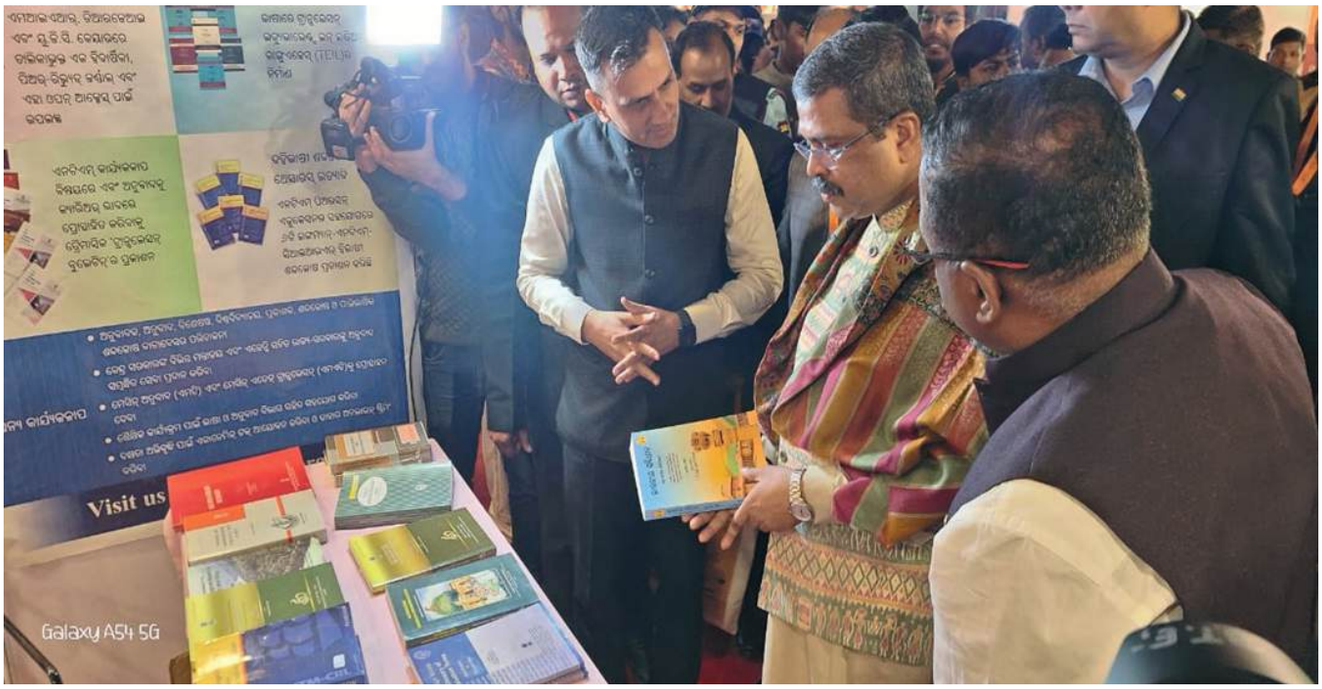
Bharatavani is a ministerial project with the objective of delivering knowledge in and about all the languages in India in multimedia (text, audio, video, images) formats through an online portal. As mandated, Bharatavani hosted 1355 academic resources and organized workshops for evaluation of content in Bengali, Sanskrit, Bodo, and Manipuri.

Scheme for Protection and Preservation of Endangered Languages (SPPEL) is a project that works for lesser-known and low-resourced languages of the country through the production of linguistic description, cultural documentation and pedagogical resources. SPPEL brought out

38 primers on various low-resourced languages/ mother tongues and published dictionaries and grammatical sketches. SPPEL also conducted several fieldworks, workshops and programmes focussing on these languages and organized the Janjatiya Gaurav Diwas 2024. The Bharatiya Bhasha Parivar (https://parivar.ciil.org/) portal was launched on May 28, 2024. It is currently hosting the grammatical features & vocabulary including words & phrases of 22 Scheduled Indian languages marks a significant milestone in linguistic exploration. The purpose of this portal is to foster work on Bharat as a Linguistic Area, by bringing researchers from all theoretical and practical approaches together, to discuss their most recent work in this field, creating a forum for the exchange of ideas, methods and results among interested scholars, ranging from traditional historical linguistics and dialectology to computer-based statistical models.

The Regional Language Centres located across India run a 10-month Diploma in Language Education. The Southern Regional Language Centre (SRLC) located in Mysuru received a total of 20 trainees in Kannada, Malayalam, Tamil, and Telugu for the current session i.e. 2024-25. SRLC organized workshops on Preparation of Video Script for Recording SWAYAM MOOC of Kannada, Telugu, Malayalam and Tamil and prepared pedagogical materials for the National Integration Series in Kannada, Malayalam, Tamil, and Telugu. SRLC also organized an Orientation Programme for Language Lecturers for Telugu and published an Advanced Course Reader on Kerala Land and Culture. The Western Regional Language Centre (WRLC) located in Pune admitted 15 trainees in Gujarati, Konkani, Marathi and Sindhi. WRLC organized workshops for the preparation of primers in Bhili of Maharashtra, Madhya Pradesh and Rajasthan. Located in Patiala, the Northern Regional Language Centre (NRLC) admitted 22 trainees in Punjabi, Dogri, Kashmiri, and Urdu. NRLC organized workshops for the development of primers for Patani and Kinnauri. NRLC collaborated with other institutions for organizing national and international conferences where altogether 670 delegates participated. The Eastern Regional Language Centre (ERLC) organized 15 workshops on the preparation of pedagogical materials. ERLC participated in Odia Parba 2024 and organized a symposium on Janjatiya Literature and Culture.

The Centre for Classical Language coordinates the implementation of Centres of Excellence in the Study of Classical Language (Telugu, Kannada, Malayalam and Odia) organized workshops and seminars. The Centre of Excellence for Studies in Classical Telugu carried out 17 projects



and conducted 23 programmes. The Centre of Excellence for Studies in Classical Kannada carried out 11 projects and conducted 13 programmes. The Centre of Excellence for Studies in Classical Malayalam worked on rock edicts and inscriptions on Edakkal caves and carried out projects. The Centre of Excellence for Studies in Classical Odia operated twelve projects and organized seven programmes.

KENDRIYA HINDI SANSTHAN, AGRA

Kendriya Hindi Sansthan, Agra is an autonomous body under Ministry of Education, Government of India with pan India presence. It was established in 1960 and is governed by an autonomous organization, Kendriya Hindi Shikshan Mandal, Agra. 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 are located at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneswar & Ahmedabad. These centres participate in Teachers Training Programme, Research in Comparative & Contrastive Linguistics and Preparation of Instructional Material as per the need of Hindi learners of the feeler area. Besides, Sansthan has 03 affiliated colleges owned & governed by Govt. of Nagaland, Mizoram & North Guwahati

Sansthan conducts more than 16 courses of Hindi Teaching and Training. More than 101447 Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/ employees have been trained by the Institute till 2023-24. 7822 Foreign students at Headquarter & Delhi centre belonging to different countries have learnt Hindi from KHS under the program "Propagation of Hindi Abroad Scheme".

Scheme-wise performance of Sansthan during the session: 2024-25 from 01 January, 2024 to 31st December, 2024 is given hereunder: -

TRAINING PROGRAMES (Department of Teacher Education)

Sl. No.	Name of Programes	No. of Students	
		Ist year	IInd year
1.	**Hindi Shikshan Nishnat (Equivalent to M.Ed.)** The programme is conducted at Headquarter.	**15**	**08**

2.	**Hindi Shikshan Parangat (Equivalent to B.Ed.)** The programme is conducted at Headquarter.	59	47
3.	**Hindi Shikshan Praveen (Equivalent to D.El.Ed.)** The programme is conducted at Headquarter	57	40
4.	**Three-year Diploma Course for Nagaland**	10	

Courses run by the affiliated colleges:

Sr. No.	Name of College	Courses
1.	Mizoram Hindi Teachers Training Institute, Aizwal (Mizoram)	Hindi Shikshan Parangat, Praveen and Hindi Teachers Diploma Ist year and IInd year.
2.	Govt. Hindi Institute Dimapur (Nagaland)	Three year Hindi Shikshan Diploma (Ist year and IInd year)
3.	Govt. Hindi Teachers Training College, North Guwahati, Assam	Hindi Shikshan Parangat

(B) TEACHING PROGRAMES

1. Hindi Teaching Programme for Foreigners:

This programme is offered under the scheme "Propagation of Hindi Abroad". During the current year 129 foreign students have been admitted, of these 102 are at Agra Headquarter and 27 are at Delhi Centre.

2. Short Term Courses

Under this scheme, Short Term Programes-Orientation, Enrichment and Language awareness Programes are offered. From 01 January, 2024 to 31 December, 2024, 43 such Programes have been organized and 2187 teachers have been trained so far.

(C) Seminar:

39 National/International Seminars have been organized by Agra Headquarter, Mysore, Hyderabad, Delhi, Guwahati, Shillong, Bhubaneswar, Dimapur, Ahmedabad centre.

(D) Research and Language Development Department :

During the reporting session total 5 issues (issues no. 133-137) of Gaveshna, a quarterly research journal of the Institute, were published by the department. Besides, editing issue of Gaveshna (issue no. 138) for under progress.

(E) Activities of Department of Material Production for NE Regions

Total 21 workshops were organized during the reported period for preparation of Hindi Folk Literature and Learner's dictionaries of different languages of India.

(F) Library

1919 books were purchased from 01 January 2024 to 31 December, 2024 at Agra Head Quarter. Cost of these books is ₹ 12,93,138.00.

NATIONAL SANSKRIT UNIVERSITY, TIRUPATI (NSU)

National Sanskrit University is a Central University established through Central Sanskrit Universities Act, 2020 and came into force from 30-04-2020. The University is a premier institution in the field of higher learning in Sanskrit studies, traditional Sastras and Pedagogy for over 60 years. The University is located in the area of 55.08 acres of land leased by the Tirumala Tirupati Devasthanams (TTD). The University has 97 teaching staff and 96 non-teaching staff on its rolls.

The University offers 31 regular programmes from Certificate to Ph. D level through the 26 departments and 4 centre of studies. In addition, seven programmes are offered through distance and online mode. The University has admitted

1833 students during the Academic Year 2023-24 for the regular programmes.

Further, during the Academic year 2023-24, the University started the four-year Integrated Teacher Education Programme (B.A. B.Ed.) and granted admission to 55 students in the first batch. Following the initiative of NEP-2020, the University is taking steps to introduce Dual Degree programmes allowing the students to pursue two programmes of their choice at the same time.

Under graduate B.A. (Honors) and Post Graduate Acharya M.A. in Indian Knowledge Systems are being offered in the University, first of its kind wherein, Vedavedanaga, Indian Philosophy, Astronomy, Vedic Mathematics, Sanskrit based traditional Knowledge viz, Health, Architecture, Chemistry, Life Sciences, Agriculture, Ecology, Indian Cultural Fine arts are taught.

The University commissioned 'AGAMA LABORATORY' for organising practicals to the students of Agama Course.

The University Library is automated with KOHA Open-Source Integrated Library System. The library is using Colon Classification (CC) system to organize the knowledge collection. The library is having total collection of 1.20 lakh books and 166 (Indian and foreign) periodicals. The library has subscribed to 14 e-journals in various subjects.

The University is implementing the Scheme of Malaviya Mission Teacher Training Programme (MMTTP) sanctioned by the Ministry of Education pertaining to Sanskrit Teachers and Teaching. The Scheme has been running from 2017 till date and aims to establish a network among Sanskrit Educationists.

Sastra Parirakshana Kendra in the University is promoting and promulgating the ancient Gurukula System of Education.

As part of its outreach activity, the University has been running Balagokulam programme (Sanskrit learning for children) at various schools in and around Tirupati. Sanskrit Sikshana Sibirams (training camps) were conducted for the members of public in and around of Tirupati.

Ministry of Culture, Govt. of India sanctioned prestigious project entitled "Digitizing, Editing & Publishing of Manuscripts related to Saint Shri Ramanujacharya Ji in Commemoration of 1000th Birth Anniversary of Saint Ramanujacharya" to this University and the work is in progress.

The University has entered into Memorandum of Understanding for sharing of Digital Sanskrit Data Resources with

a) Samkrita Bharati, Aksharam, Bangalore

b) Sri Venkateswara Manuscripts Project, TTD, Tirupati

c) Siddhanta knowledge Foundation, Chennai

d) NCS Charitable trust, Vijayanagaram, A.P

e) IGNCA, New Delhi

f) BAPS Swaminarayan Research Institute, New Delhi

The University has implemented 25 out of 40 modules of Samarth e-Gov Suite, an initiative of Ministry of Education, GoI.

The University has taken steps for encouragement of Sanskrit Language in all the events like sports, cultural activities, literary activities. The University is conducting All India Sanskrit Students Talent Festival- AISSTF for the past 17 years with an aim to bring out the latest skills pertaining to Shastric lore and Indian Cultural among the Sanskrit Students of the Country.

Yoga Therapy Centre has been established at the National Sanskrit University for the treatment of psycho-somatic disorders and proper therapy is given not just to the students of the University but to the General public also. In addition, the University has started Jyotisha, Agama, Purana and Yoga Consultancy Centres.

Chapter-10

Research Councils

Research Councils

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

Introduction:

Indian Council of Social Science Research (ICSSR) was established in the year 1969 by the Government of India to promote research in social sciences in the country. It is the apex social science research body fully funded by the Government of India under the Ministry of Education. ICSSR nurtures the social science research ecosystem in India by funding research of the faculties/scholars working in universities, research institutes, institutes of national importance and colleges. The ICSSR has been striving to achieve its objectives through its various programmes and schemes such as funding Minor, Major & Collaborative Research Projects of faculties; providing Doctoral, Postdoctoral, Senior, and National Fellowships to scholars and faculties; awarding seminar and conference grants to disseminate social science research findings; sponsoring training and capacity building programmes for young researchers and faculties; providing international travel and data collection grants to scholars and faculties; encouraging international collaborations in research with country-level funding agencies abroad; funding publication of journals and books and strengthening professional social science associations/organizations through infrastructural grants; providing library, documentation, data and online literature services to social science researchers etc. It also works for the furtherance of collaborations among research and policy institutions in India and abroad through impactful international collaborations.

The Council aims to:

1. Promote social science research and review the progress of social science research;
2. Financially support social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;
3. Develop and support centres for documentation services and supply of data;
4. Arrange for technical training, and capacity building in research methodology and to provide guidance for research;
5. Adopt special measures for the development of research in neglected or new areas

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

1. Research Fellowships (Doctoral, Post-Doctoral and Senior)
2. Research Programmes (Interdisciplinary/ multidisciplinary/ Inter-institutional)
3. Research Projects (Major, Minor & under IMPRESS Scheme)
4. Special Call for Individual and Collaborative Research Projects
5. International Collaboration for activities like joint research projects, seminars/ workshops, publications etc.
6. National and International Seminars
7. Supporting Social Science Research Institutes
8. Regional Centres of ICSSR
9. Research Methodology and Capacity Building Programmes
10. Publication and Research Surveys
11. Library and Documentation (NASSDOC)
12. Support for Paper presentations in international seminars and conferences
13. Support for data collection abroad for a well-defined research idea and need

Achievements (2024)

Doctoral / Post-Doctoral / Senior Fellowships:

One of the primary objectives of the ICSSR is to institute and administer scholarships and

fellowships for research in social sciences. To fulfil this, the ICSSR has a Fellowship Programme which aims to provide opportunities for social scientists to engage themselves in full-time research on important themes of their choice or to write books about their research. The Programme aims to:

- To support doctoral students to pursue and complete their research work.
- To assist young scholars who have the potential and competence for research to work full-time on their approved research themes;
- To provide opportunities for senior social scientists to engage themselves in full-time research on important themes.

Post-Doctoral Fellowships are awarded to scholars, up to the age of 45years, who have shown significant competence in research work, have completed their Ph.D. at the time of their application and desire to work on approved research themes at institutions of excellence under the guidance of senior social scientists. In the year 2024, the ICSSR awarded 273 Post-Doctoral Fellowships.

Senior Fellowships are awarded to social scientists between the age group of 45-70 years, who have done Ph D and have quality research work, publications and papers in professional journals to their credit. Besides, civil servants, journalists and social workers for their academic interests are also considered. In the year 2024, the ICSSR awarded 33 Senior Fellowships.

Doctoral Fellowships:

The ICSSR supports and encourages Ph.D. scholars to pursue their doctoral research in social and human sciences. The award of a Doctoral fellowship takes into consideration innovative research proposals having the potential of path-breaking additions to the existing body of knowledge. ICSSR provides Doctoral Fellowships to Indian research scholars, who are registered for Ph.D. in UGC recognized Universities / Deemed-to-be-Universities, Institutes of National Importance as defined by MoE / UGC, ICSSR Research Institutes and colleges having approved Ph.D. programme. In the year 2024, the ICSSR has so far received 313 PhD theses submitted by its fellowship awardees between 01-01-2024 and 11-12-2024. In addition, a total of 122 publications in peer-reviewed journals and 48 publications as chapters in edited volumes have also been received between 01-01-2024 and 11-12-2024.

In the year 2024, the ICSSR awarded 483 Doctoral Fellowships.

Research Projects:

Through its flagship Major and Minor Research Projects, the ICSSR provides researchers with the opportunity to explore impactful studies that contribute to real-world change and challenges. ICSSR envisions establishing a robust research ecosystem where knowledge generation is seamlessly aligned with the needs of society and the aspirations of Bharat's diverse cultural and social fabric.

Under the Major and Minor Research Project Scheme (2024-25), a total of 10,492 applications have been received. The evaluation process is ongoing and is expected to be completed by 10th February, 2024. Under the ICSSR Call for Collaborative Empirical Research Projects on the Jal Jeevan Mission (2024-25), a total of 610 applications were received, out of which 52 were awarded. Under the ICSSR Call for Collaborative Empirical Research Projects on Solar Energy and Sustainability (2024-25), a total of 538 applications were received, with 43 being awarded.

Special Calls for Individual & Collaborative Research Projects:

Apart from the ongoing Special Call for Short-Term Empirical Research Projects 2023-24, ICSSR announced "Special Call for Collaborative Research Projects on Vision Viksit Bharat@2047". Based on evaluation in two stages, the expert committee recommended 214 projects in Category A and 15 projects in Category B. Overall, 229 projects were shortlisted for the award. The expert committee recommended a total grant in aid of ₹ 46,29,41,000 (Forty-Six crore Twenty-Nine Lakh and Forty-One Thousand).

A Special Call for Collaborative Research Proposals on Longitudinal Studies in Social and Human Sciences was also announced by the ICSSR. A total number of 2404 applications were received. The Experts Committee recommended overall 23 projects for Award, with a total grant-in-aid of ₹ 32,20,00,000/- for longitudinal study for a duration of up to 5 years.

National and International Seminars:

The ICSSR provides grants to organise Seminars and Conferences in India as a prominent strategy to advance research in various social science domains. National and International Seminars enable researchers and academicians with an opportunity to exchange ideas and research findings while encouraging evidence-based and solution-oriented research addressing research questions on policy-relevant issues and developing research deliverables which are translatable as baseline policies and policy recommendations.

Though the Council itself organises a few seminars, most of its assistance is responsive, with educational institutions receiving partial financial support to organize national and international seminars in all social science disciplines. In the year 2024, 161 International Seminars and 296 National Seminar proposals have been recommended. Additionally, two special proposals were invited for Rashtriya Ekta (National Unity) and Janjatiya Gaurav (Tribal Pride) Seminars to commemorate the 150th birth anniversary of Sardar Vallabhbhai Patel and Birsa Munda respectively.

International Collaborations: The International Collaboration Programme has been envisaged to promote academic links among social scientists in India and abroad. The ICSSR has bilateral and multilateral collaborations with premier government-level social science organisations abroad. The council is one of the implementing agencies of the 'Cultural Exchange Programme' and 'Educational Exchange Programme' of the government of India with other countries.

Financial assistance (partial/full) is provided to Indian social scientists/scholars for participation in international seminars/ conferences and data collection abroad. ICSSR promotes and provides financial support to organize national and international conferences/seminars in India. In the year 2024, 9 Collaborative Research Projects, 3 Collaborative Workshops and 225 financial assistance were provided for Travel Grants and Data Collection Abroad.

Training and Capacity Building: ICSSR funds and sponsors Research Methodology and Capacity Building Programmes in Universities and Research Institutes to strengthen the research capabilities of research scholars and early-career academics and promote a deeper understanding of the theoretical and methodological aspects of research.

The ICSSR provides grants to the Social Science faculties for organizing Research Methodology Courses (RMCs) and Capacity Building Programmes (CBPs) for Young Researchers and Faculty Members. In the year 2024, 60 Research methodology courses and 41 Capacity Building Programmes were awarded.

In 2024, the ICSSR also organised the National Argumentative Essay Writing Competition for Young Scholars to enhance the capacity-building measure for the development of the process of doing research among young scholars and future researchers. It also aimed to institutionalize research skills and enhance their ability to conduct high-quality research, while also promoting the utilization of social science research in the country. A total of 2795 entries were received under three categories a) UG Students, b) PG Students and c) PhD Scholars. Prizes in individual categories were announced and distributed in the august presence of the Hon'ble Education Minister Shri Dharmendra Pradhan.

Research Institutes and Regional Centres: The ICSSR provides maintenance and development grants to Research Institutes and fully funds its Regional Centres located in different parts of the country. RIC Division of ICSSR has been supporting Research Institutes which are outside the scope of the University Grants Commission and has been providing them grants for research activities,

establishments, infrastructure, maintenance etc. under the budget heads OH-31 (maintenance) & OH-36 (Salary), to enlarge the base of social science knowledge, improve the quality of research, and promoting an interdisciplinary perspective.

The Regional Centres are part of ICSSR's programme of decentralizing research administration to broaden the base of social science research and to involve institutions in different regions of India. The Regional Centres are to ensure inclusivity, regional relevance, and the highest standards of research across the region and facilitation of ICSSR programmes and schemes to cater to regional needs. The Council is at present supporting 24 Research institutes, 6 Regional Centres and 17 Institutes are recognized under the new category of ICSSR-recognized institutes. In the year 2024, 178 Seminar/ Conferences, 65 Projects, 28 Research Methodology/ orientation Refresher Courses, 13 Financial Support to Regional Journals & Study Grants and 36 Projects & workshops on Thrust Areas were awarded by the Regional Centres.

The Research Institutes supported by ICSSR awarded 202 Projects, 74 PhD Degrees, 424 seminars/Webinars/Conferences/Special Lectures and 10 Research Projects in Thrust Areas in 2024. Additionally, 475 Research Papers, 72 Books/ Monographs/ Reports were published and 1427 seminars/ webinars were attended.

Publication: The Council has already published, in addition to journals, a large number of books and monographs on issues of good significance. ICSSR also supports the publication of papers and books resulting from its research projects, programmes, fellowships, seminars, conferences, joint projects etc. It also publishes surveys of research in different social science disciplines such as Economics, Political Science, Sociology & Social Anthropology, Psychology and Geography. These surveys have been published by Oxford University Press.

During the calendar year 2024, the ICSSR provided annual ad-hoc grant-in-aid to 79 professional associations/organisations for publication of their journals, and 23 associations/organisations for their maintenance and development. During the period under report, the ICSSR also published 8 manuscripts (list placed below). The ICSSR also participated in 4 national and international book fairs.

As a landmark new initiative, the ICSSR has got itself registered in Raja Ram Mohan Roy Library and got a series of ISBNs, enabling itself to publish books independently as a publisher paving the way for providing quality research publications at very low prices. The following books have been published by ICSSR in collaboration with various co-publishers.

S. No.	Title of the Book	Name of the Author/Editor
1.	Indian Thinkers (Vol I-II)	B.B. Kumar
2.	Public Service Delivery	Jaya Goyal
3.	Lord Shiva in India & Abroad	B.B. Kumar
4.	Integral Humanism	Ashok Modak
5.	Narratives of Covid-19 from the Social Science Communities in India and the Philippines	Lourdes M. Portus
6.	Understanding India and Its Problems (VolI-II)	B.B. Kumar
7.	Distributed Renewable Energy Systems	Girijesh Pant
8.	Cultural Heritage - Implications for Development (with special reference to Bhil and Gond Tribes of MP)	SN Choudhary

Library and Information Support Services: The National Social Science Documentation Centre (NASSDOC) of ICSSR has significantly strengthened to provide library and information support services for researchers, faculty, policymakers and government research units. In 2024, around 1,130 new publications and 26 International and National e-resources have been added by NASSDOC of ICSSR, New Delhi for the benefit of scholars and a large number of ICSSR Research Institutes and other research agencies. Additionally, 22 customized bibliographies have been compiled to provide tailored and relevant literature for specialized research needs. To enhance the effective utilization of these subscribed resources, 14 workshops were conducted, focusing on user training for e-resources.

Grant: During the year 2024, the Ministry of Education allocated a grant of ₹ 24200. lakhs to ICSSR, New Delhi.

Another Call for ICSSR Longitudinal Studies in Social and Human Sciences will be awarded for a duration of up to 5 years with a budget of up to ₹ 3.00 crores. Devi Ahilya Special Call for Women-Led Development is a tribute to the 300th birth anniversary of Devi Ahilya Bai Holkar, the legendary queen of the Holkar dynasty, who is known for her exemplary visionary governance and dedication to social welfare. In honour of her legacy, this research call of ICSSR aims to encourage women academicians and researchers across Bharat to conduct exploratory research to document and bring to the fore 'Bharat Sheroes' who contributed to social, political, economic, technological and cultural development.

This Special Call aims to support women researchers in conducting empirical studies that explore, address and narrate critical issues in women-led development. The Call also aims to bring forth innovative solutions with practical applications that can advance the Sustainable Development Goals (SDGs), particularly SDG 5 on gender equality. Through this program, women researchers and academicians will have the resources to pursue transformative, high-impact research that can shape policies, inspire future generations to document the achievements of women and reinforce the role of women in driving social progress. The duration shall be one year or more depending upon the grounds of satisfactory progress. A maximum of Hundred (100) outstanding proposals shall be selected under this Call.

Under the Special Research Programme, Odisha Research Centre, a call for Research Project Proposals on Multi-Disciplinary Studies on Particularly Vulnerable Tribal Groups (PVTGs) of India will be given aiming to generate in-depth knowledge on their socio-cultural, economic, and environmental challenges faced by the PVTGs. The research findings are expected to inform policies and interventions aimed at improving the well-being of PVTGs. The project is targeted for completion by March 10, 2025.

New Initiatives (2024)

- National Argumentative Essay Writing Competition for Young Scholars to inspire critical thinking, methodological and composition skills among young scholars and students.
- Collaborative Empirical Research Projects on the Jal Jeevan Mission (2024-25) for policy analysis
- Collaborative Empirical Research Projects on Solar Energy and Sustainability (2024-25) for policy analysis
- India Research Tour, spearheaded by ICSSR in partnership with Springer Nature India – an initiative to strengthen India's research ecosystem, enhancing research integrity and fostering greater awareness, further solidifying ICSSR's pivotal role in advancing the nation's academic and research landscape.
- Talk on "Beyond Qualitative And Quantitative Methods: Reflections on the Future of Social Science Research Designs and Methods" by Prof. Manfred Max Bergman, Professor and Chair of Social Research and Methodology, Department of Social Sciences, University of Basel, Basel, Switzerland in ICCSR, New Delhi.

Indian Council of Historical Research (ICHR)

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

Brief details of Programmes showing targets and achievements for the period 01.01.2024 to 31.12.2024:

Sl .No.	Programme	Targets	Targets Achieved
1.	Research Projects	NA	26
2.	Senior Academic Fellowship	10	09
3.	Foreign Travel Grant	NA	01
4.	Publication Subsidy	NA	25
5.	Monograph	NA	04
6.	Journal	NA	01
7.	Junior Research Fellowship	80	80 + 10 (previous year vacant post)
8.	Post –Doctoral Fellowship	10	10
9.	Study-cum-Travel Grant	NA	29
10.	Seminar/Symposia/Conferences, etc. by professional organizations of historians.	NA	86 (Seminar) 05 (Special Seminar)

**Including Backlog*

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) The collection for source material for the history of the Yadavas-Documentation of Yadava inscriptions found in Western Region. (vi) Documentation of cultural heritage and setting up of museums corners in peripheral regions/ Villages of India. (vii) Environmental History of India. (viii) Documents on Economic History during British Rule in India, Northern and Western India in Late Nineteenth Century: Quality of Life. (ix) Survey, Collection, Documentation and Digitization of Archival Sources of North East India. (x) Comprehensive History of Bharat. (xi) Institutions and Organizations of History in Western India. (xii) Preparation of the Corpus of Kannada and Sanskrit Inscriptions of the Yadavas of Devagiri of the Deccan. (xiii) Compilation and editing of the Rashtrakuta Inscriptions from South India into a Volume. (xiv) Contribution of Gita Press, Gorakhpur to India's Cultural, educational, national and a spiritual journey. (xv) Comprehensive History of Himachal Pradesh.

Out of ₹ 21.52+4.39=25.91 crore total sanction grants, an amount of ₹ 25.91 Crore has been spent upto 31st December 2024.

Indian Council of Philosophical Research, ICPR, New Delhi

Schemes/Programmes	Target (2024 - 25)	Target achieved (2024-25) Up to Dec, 2024	Target to be achieved (2024-25) Up to March, 2025	Brief objectives of schemes/programmes
Fellowships- Their tenure is for a maximum period of two years. • National Fellowship-02 • Senior Fellowship-04 • General Fellowship-15 • Junior Research Fellowship-60 • In Academic Year 2023-24, total 81 scholars/Candidates (02-NF/04-SF/15-GF/60-JRF) have been awarded various Fellowship by the Council. National Fellowship-2 + 2=4 Senior Fellowship-4+4= 8 General Fellowship-15+15=30 Junior Research Fellowship-60+60=120 Total target in financial year 2024-25 =162	162	81	162	(a) Supporting Young Scholars to pursue Doctoral and Post-Doctoral Research as junior Research Fellow and General Fellows. (b) To support the capable Senior Scholars to pursue critical research as Senior and National Fellows, (c) To encourage and support higher study and Research in philosophy and related Indian knowledge world. Furthering study and research in Indian culture, tradition and knowledge in critical manner alongside the global knowledge hub. (d) To help in enhancing the intellectual output of the country in the young people. (e) To support in imparting skills and inputs for higher study and research, (f) Engaging and enabling the young talents in the creative research and higher education, which have results in contributing better and brighter human capital.
Grants for Seminar, Grants for Workshop, Grant for Conference/Annual Session, other expenses ICPR organized Seminar/Workshops/ Conferences: 10 ICPR Sponsored Seminar/Workshops/ Conferences: 80	90	49	90	Intensive Research Knowledge Creation and or Dissemination Academic Input for Career Advancement.

Schemes/Programmes	Target (2024 - 25)	Target achieved (2024-25) Up to Dec, 2024	Target to be achieved (2024-25) Up to March, 2025	Brief objectives of schemes/programmes
Refresher Courses/Fellows Meet	1	0	1	ICPR organizes a mandatory programme for Fellows of the Council with a target of achieving about 200 scholars and 150 quality research papers.
Lecture National /International and periodical Lectures, World Philosophical Day, Indian Philosophers Day, International day of Yoga programme. Indian Philosophers day (IPD) - 40 slot Periodic Lecture (PL) to Colleges - 60 slot World Philosophy Day (WPD) - 40 slot International day of Yoga (IYD) - 40 slot	180	80	180	1) Outreach Programme Cultural revival and orientation to the Life and Works of Acharya Shankara. 2) Outreach Programme, Educational institutions will be selected for organizing 150 minimum lecture programmes. 3) Outreach Programmes. Outreach Programme. Educational institutions will be selected for organizing 90 minimum lecture programmes.
				4) Outreach Programme to popularize Yoga and related Indian System of Spirituality and culture. 40 institutes will be provided the grant to observe the yoga day and conduct yoga programme on the day or prolonging the same.
Publication ICPR publication of Books: 04 Publication subsidy: 06 Published MSS: 01	15	11	15	Intensive Research Publication of Standard Quality Research Papers. Enabler of Faculty and Research Development Knowledge Creation. Knowledge Documentation. Knowledge Dissemination.

Schemes/Programmes	Target (2024 - 25)	Target achieved (2024-25) Up to Dec, 2024	Target to be achieved (2024-25) Up to March, 2025	Brief objectives of schemes/programmes
JICPR	04	03	04	Intensive Research. Publication of Standard Quality Research Papers. Enabler of Faculty and Research Development. Knowledge Creation. Knowledge Documentation. Knowledge Dissemination.
International Collaborations & Academic Linkages	06	02	06	Exposure to different cultures and perspectives: International cooperation in vocational education provides opportunities for students to experience different cultures, languages and perspective. This exposure can broaden their horizons and help them to become more empathetic and globally aware.
Grant for ICPR Spl. Prog.Grants for Projects/ Translation Projects, Book Release Function and other Spl. Programmes. ICPR Own Projects: 04 (in pipeline) Grants for Projects/ Translation Projects (old): 28 Grants for Projects/ Translation Projects(new): 40	44	24	44	Intensive Research. Knowledge Creation. Financial Support for Research. Academic Input for Career Advancement.
ICPR Study Circle ICPR Own Study Circle Programme at Academic Center Lucknow.: 1 Grants for other Universities/Colleges/ Institutions across the Country. (old): 07 Grants for other Universities/Colleges/ Institutions across the Country. (new): 15+1	16	08	16	Outreach Programme to connect people to the Field of Philosophy and instil philosophical inquiry.

Schemes/Programmes	Target (2024 - 25)	Target achieved (2024-25) Up to Dec, 2024	Target to be achieved (2024-25) Up to March, 2025	Brief objectives of schemes/programmes
SC - Fellowships, Seminar/Conferences, Lectures, Refresher Course / Workshop, Fellowships: 14 Seminar/Conferences: 10 Grant for other Academic Expenses, Travel Grant, ICPR Special Programme. Travel Grants (2023-24): 02 Travel Grants (2024-25): 08	30 12	24 08	30 12	To support in imparting skills and inputs for higher study and research, Engaging and enabling the young talents in the creative research and higher education, which have results in contributing better and brighter human capital. Financial Assistance to the needy to travel beyond and participate in international forums.
ST - Fellowships, Seminar/Conferences, Lectures, Refresher Course / Workshop, Grant for other Academic Expenses, Travel Grant, ICPR Special Programme. Fellowships: 06 Seminar/Conferences: 05	20	11	20	To support in imparting skills and inputs for higher study and research, Engaging and enabling the young talents in the creative research and higher education, which have results in contributing better and brighter human capital. Financial Assistance to the needy to travel beyond and participate in international forums.
Projects/ Translation Projects – forthcoming targets	10	05	10	Intensive Research, Knowledge Creation, Financial Support for Research, Academic Input for Career Advancement.
Hindi Pakhwada and related programme	09	03	09	Propagation of Hindi, Proficiency in Hindi, ICPR Conducts the competitions in Hindi in every 3 months and the ICPR staff are participating in it. Enhancing their Hindi proficiency.

Indian Institute of Advanced Study, (IIAS) Shimla

The Indian Institute of Advanced Study Society was established on 6th October 1964, under the Societies Registration Act XXI of 1860 (Punjab Amendment) Act 1957. Located at the Rashtrapati Nivas, Shimla, the Institute is devoted to higher levels of research, primarily in the areas of Humanities and Social Sciences. The academic community at the Institute consists mainly of Fellows in-residence, Visiting Professors, Visiting Scholars, and Associates etc. who pursue their individual research and interact with each other, both formally and informally.

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

(a) To establish, administer and manage the Indian Institute of Advanced Study which shall be a residential centre for free and creative enquiry into fundamental themes and problems of life and thoughts.

(b) The areas of investigation should promote inter-disciplinary research;

(c) The areas identified should have deep human significance.

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

A. Academic Programmes:

The following academic programmes were organized during the period (Jan-Dec, 2024):

1. Rabindranath Tagore Memorial Lecture:

The 9th Rabindranath Tagore Memorial Lecture of the Institute was organized by the Indian Institute of Advanced Study (IIAS), Shimla on 5th November 2024 (Tuesday) at the Library Hall of the Institute. Professor Oscar Pujol Riembau, Director and Founder, Instituto Cervantes, New Delhi, delivered the 9th Rabindranath Tagore Memorial Lecture on "India and Europe: Facing Mirrors, Merging Reflections" on 5th November 2024.

2. Seminars, Conferences, Symposia, Study Week and Round Tables

The following National/International Seminars/ Conferences/ Workshops were organised during the period under report:

(i) Two-Day (02 Day) National Seminar on "Rethinking History of Punjab: The Indian Civilizational Context" held at the IIAS, Shimla from 05 to 07 March 2024.

(ii) Two-Day (02 Day) National Seminar on "Vedic Wisdom for Cosmic Harmony" held at the IIAS, Shimla from 29 to 30 April 2024.

(iii) Three-Day (03 Day) International Conference to commemorate the 200th Birth Anniversary of Maharshi Dayananda Saraswati on the theme "Dayananda Sarswati and His Legacy" from 09 to 11 May 2024.

(iv) Two-Day (02 Day) National Seminar on "Bharatiya Vidya and Vikas: Unveiling Education and Development in India" from 17 to 18 May 2024.

(v) Two-Day (02 Day) International Conference on "Environmental Humanities and the Global South; Perspectives for Ecological justice" from 21 to 22 June 2024.

(vi) Three-Day (03 Day) National Seminar on "भारतीय लोक नाट्य: लोक की सांस्कृतिक विरासत का संवाहक" (Indian folk theatre: Bearer of the Cultural Heritage of the People) from 12 to 14 August 2024.

(vii) Two-Day (02 Day) National Seminar on "Governance and Administration in Indian Thought" from 07 to 08 November 2024.

3. **Weekly seminar by Fellows:** The Fellows regularly presented weekly seminars which are related to the themes of project being undertaken by fellows. During the period under report, Institute organized 29 weekly seminars.

4. **Associates in the UGC Inter-University Centre:** Associates also take part in Seminars and Conferences. During the period under report, 45 IUC Associates gave their presentations at the Institute.

5. **Special lectures by Visiting Professors and Visiting Scholars and Special Invitees:** The IIAS organized 3 lectures delivered by the Visiting Professor (Dr. Fabrizia Baldissera, an Italian Sanskrit scholar), one Special Lecture was delivered by Professor Harmohinder Singh Bedi, Chancellor, Central University of Himachal Pradesh.

6. **Foundation Day Celebration:** The Institute organized its 60th Foundation Day on 20th October 2024. Apart from other activities, a

cultural programme was performed by the Employees, Fellows and IUC Associates of the Institute.

7. The Institute also organised two Special Lectures on 'National Space Day' and 'Jan Jatiya Diwas' as per the directions of Ministry of Education, Government of India.

ACADEMIC PROGRAMMES PLANNED

Seminars/Conferences/Workshops/Study Week planned for the rest of the year.

1. Two-Day International Symposium on "The Impact of Neuroaesthetics (Beauty, Arts, Aesthetics & Architecture) on Human Health and Well-Being" has been scheduled to be held at IIAS, Shimla from 27 to 28 March 2025.
2. Two-Day (02 day) National Seminar on "Living the partition: portrayal of Partition in Films in India" has been scheduled to be held at IIAS on 11-12 March 2025.
8. **Publication:** During the period under report, the Institute published 13 books & 06 journals. This apart, 09 books and 06 journals are in pipeline.
9. **IIAS library:** The Institute library has rich and diverse collection of books in the field of Humanities and Social Science. Its holdings include over 160,000 books and 40,000 bound volumes of journals, besides large number of e-resources. Fellows, National Fellows, and IUC Associates from across India, utilize the library's resources for their academic and research work. The library is a member of the E-Shodh Sindhu consortium, granting access to a wide range of premier e-resources in Humanities and Social Sciences. Additionally, users can access the library's catalog online anytime, 24/7, from anywhere in the world, ensuring seamless connectivity and convenience for research.

   Services: The library offers a wide range of services to its authorized users, including the development of preprint services, access to e-resources, plagiarism detection, and the digitization of library resources. These services are designed to support and enhance the research and academic activities of its users.

   Digitization: The digitization is a step towards modernizing library services, promoting knowledge dissemination and provide seamless access to digital content. The library has made significant progress in its ongoing digitization initiative. It has over 15000 digitized records, including rare books, out of copy righted books and journals. During the year, the library has successfully digitized 1,400 additional books, significantly enhanced access to its digital collection. These digitized materials are being systematically uploaded to an open-source platform called DSpace, which provides users with powerful tools to search, browse, and view the content. It can be accessed from library's web site at http://14.139.58.199:8080/jspui/,
10. **Funding:** The Approved Budget estimates for Financial Year 2024-25 is ₹ 2500.00 lakh. Grant-in-Aid (GIA) received during the Financial Year 2024-25 up to 31.12.2024 is ₹ 1883.46 lakh.

Mahatma Gandhi National Council of Rural Education (MGNCRE), Hyderabad

Mahatma Gandhi National Council of Rural Education is promoting Rural Higher Education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro planning for transformation of rural areas as per the National Education Policy (NEP) 2020.

MGNCRE intends to develop Rural Institutes into Regional Development Institutes and Rural Universities and design a variety of courses at tertiary level around emerging rural occupations. The Council has been promoting vocational training programmes and initiatives for self-reliance and field-oriented courses of rural institutes.

The Higher Education Institutions have connected with local governments, development agencies, gram sabhas and industry in order to develop

synergic convergence of human resources which are relevant to rural India. In this task MGNCRE supports the study of rural economy through and for higher educational institutions in order to address the development needs and challenges through promotion of education in rural management and participatory mechanisms basing on local resources and rural concerns. This task embodies adopting interdisciplinary approach and work with faculty members through workshops for addressing challenges of the rural livelihoods and entrepreneurship. The tasks of MGNCRE also include identifying relevant vocational education requirements in the state which can be met by the local district level higher educational institutions, supporting in preparation of manuals, text books, audio- visual resource material, conducting outreach activities on vocational education, networking with the sector skill councils, entrepreneurship development agencies including social enterprise, industry as well as service sector and higher educational institutions for offering relevant Rural Vocational Courses and Programs.

Internship:

One Intern and Two Ph.D. fellowships were disbursed under the Mahatma Gandhi National Council of Rural Education during the year.

Research & Flagship Program:

MGNCRE released/awarded 32 Major and Minor Research Projects which will help in constructive policy making of Rural India.

ASSOCIATION OF INDIAN UNIVERSITIES (AIU), NEW DELHI

Association of Indian Universities (AIU) is an apex Inter-University Organization established to bring all higher educational institutions in India on a common platform to pursue and promote the interest of Indian Higher Education. The Association, established in 1925, is growing resiliently and resolutely adding new and allied dimensions like Equivalence of Degrees/ Qualifications of Foreign Universities, Research and Training, Sports, Cultural Activities, Promotion of Youth Affairs etc. into its ambit. The main objectives of AIU are (a) to serve as an Inter-University Organization; (b) to act as a bureau of information and to facilitate communication, coordination and mutual consultation amongst universities; (c) to act as a liaisoning platform among universities and the Government (Central as well as the State Governments) and to co-operate with other universities or bodies (national or international) in matters of common interest; (d) to act as the representative of universities of India; (e) to facilitate both Indian and foreign students by issuing academic equivalence to foreign qualifications to enable them to pursue higher education/employment.

Equivalence and Recognition of Qualifications:

Association of Indian Universities (AIU) has been according equivalence to the foreign academic qualifications since its inception in 1925. The MoE, GoI recognizing work of AIU in the equivalence of foreign qualifications decided that those foreign qualifications which are recognised/equated by Association of Indian Universities, 16, Kotla Marg, New Delhi are treated as recognised for the purpose of employment to posts and services under the Central Government vide Gazette Notification No. F.15-17/94-TS.IV(.) dated 13th March, 1995. The equivalence of foreign degrees is carried out by the Evaluation Division.

The following works are also carried out by the division: -

1. Equivalence to the Two-year Full Time Postgraduate Diploma in Management (PGDM) awarded by the stand-alone institutions falling outside the purview of universities equating their PGDM programme with Master of Business Administration Degree of Indian University for the purpose of admission to higher studies.
2. Equivalence to 04 years Fellowship Programme in Management (FPM) awarded by the stand-alone institutions falling outside the purview of universities equating their FPM programme with PhD degree of Indian University for the purpose of admission to higher studies.

3. The division has also been mandated by the Department of School Education and Literacy, Ministry of Education, GoI to accord equivalence to Secondary/Senior Secondary qualifications of Indian School Boards equivalent to Secondary and Senior Secondary qualifications of CBSE/Other Boards of India.
4. Equivalence to the Foreign School Boards with corresponding Examination/Qualification/ Courses conducted by Central/State School Boards of India for the purpose of admission in higher education institutions and employment in Central/State Government organizations/ bodies.

The following activities have been carried out by the division from 1st January, 2024 to 31st December, 2024: -

1. 5,950 equivalence certificates have been issued to the applicants.
2. Around 361 enquires received from the Nationalized Banks pertaining to disbursement of educational loans to the students intending to join foreign universities. Also, enquiries from the students who have pursued qualifications in foreign countries and their qualifications were recognised but equivalence certificate could not issue e.g., school qualifications below Grade 10.
3. Replied to around 8280 queries received from various agencies/ individuals/universities / institutions.
4. Replied to around 26415 emails received from individuals/universities/institutions.
5. Replied to around 12,900 telephonic enquiries.
6. Addressed queries of around 1025 Visitors seeking clarification with regards to equivalence of their Indian/foreign qualifications/accreditation status of foreign universities.
7. Letter to 25 standalone institutes for renewal/ extension of their PGDM programmes.
8. 13 Applications received from standalone institutes outside the purview of the Universities for equivalence of their 4 yrs. full time Fellowship Program in Management (FPM) with PhD degree of an Indian University. The applications of recommended institutes are under process for according equivalence to their FPM programmes.
9. Equivalence accorded to Secondary/Senior Secondary qualifications/certificates of Dayalbagh Education Institute (DEI), Agra with Secondary/Senior Secondary qualifications/ Certificates of CBSE/Other Boards of India.
10. Equivalence to High School Diploma awarded by School accredited/Recognised by ACS, WASC USA in/outside India.

International Division:

The International Division of the Association of Indian Universities (AIU), established in 1997 and upgraded in 2009, plays a pivotal role in advancing the global academic footprint of Indian higher education. It fosters initiatives such as student and faculty exchange, joint research, credit transfer, dual/joint degree programs, and the recognition of courses and qualifications between Indian and international universities. Acting as a nodal agency, the division updates and manages Memorandums of Understanding (MoUs), collaborates with global university associations, and represents AIU in international forums.

Keeping pace with Globalization and Internationalization of Higher Education, AIU has enhanced its international interface further by collaborating with various national and international agencies. Association of Indian Universities in the year 2024-25 signed MoU with the following organizations:

- ASEAN University Network (AUN) Secretariat, Bangkok.
- Government Of the United Kingdom of Great Britain and Northern Ireland
- Universities of Canada, Ontario, Canada
- T-Hub Foundation, Hyderabad, Telangana

- Association of Sudanese Universities (ASU), Sudan
- Universities Australia
- CRUE, Spain
- AVUC, Vietnam
- CII (India)
- Association Of Arab Universities
- Saylor Academy, USA
- Association of Private Higher Education Institutions of Thailand (APHEIT), Thailand

International division has taken following Initiatives which shall facilitate Collaboration between Indian and Foreign Universities for faculty and student mobility, internal partnerships etc.

a) Indian Network for Internationalisation of Higher Education (INIHE) is formed by AIU which primarily aims at facilitating the internationalisation of higher education in terms of networking, collaborations in teaching and research, mobility of students and faculty, exchange programmes, etc. INIHE endeavours to the connect and coordination among associations of universities of different countries, promote collaboration among foreign universities, and facilitate joint degrees and student exchange programmes.

b) The Association of Indian Universities (AIU) has led a delegation of 20-25 member universities to a networking seminar in Spain, co-organized with SEPIE, from July 7th to 11th, 2024.

c) AIU was invited to participate in the 3rd Global University Associations Forum (GUAF) held in Beijing, China on October 11-12, 2024. This international forum serves as a critical platform for open discussion and collaborative action on pressing issues within higher education. The theme for this year's event, "Higher Education Innovation in the Digital Era," underscored the importance of navigating the digital landscape to foster progress in universities worldwide.

d) The Association of Indian Universities (AIU) has signed an agreement with T-Hub Foundation, Hyderabad, to jointly collaborate and develop Entrepreneurship and Innovation Cells for AIU member universities in consonance with NEP 2020 recommendations.

e) The Association of Indian Universities (AIU) has signed an agreement with Saylor Academy, USA, to jointly collaborate and work towards providing new pathways for increasing access to higher education in consonance with NEP 2020 recommendations.

f) AIU and Commonwealth Educational Media Centre for Asia (CEMCA) has signed an agreement and are working to undertake another research project on assessing the effectiveness of online programmes offered by various Indian HEIs.

g) Namaste Vietnam - Bharat Vietnam Higher Education Summit was held by Consulate General of India, Vietnam in collaboration with AIU from 24-26 of August 2024 in Ho Chi Minh City, Vietnam. It provided an effective platform for promoting higher education of India at Vietnam and for establishing a University-to-University relationship between India and Vietnam. The event witnessed the participation of around 50 Indian and Vietnamese universities and 400+ Vietnamese students participated in the summit.

h) The Bharat Nepal Higher Education Summit 2024 was a pivotal event held in Kathmandu, Nepal, from February 15th to 17th, 2024. Organized by the Association of Indian Universities, this summit aimed to foster educational collaborations between India and Nepal.

Membership: As on date, a total of 1064 universities are members of AIU. These include Central Universities, State Public Universities, State Private Universities, Deemed to be Universities and Institutions of National Importance. In addition, 19 International universities are also Associate members of AIU.

Annual and Zonal Meets of the Vice Chancellors/Directors: AIU is organizing five Zonal Vice Chancellors' Conferences in the year 2024-25 and one National Conference of Vice Chancellors and Annual General Body Meet as per the following details:

S. No	Zone	Theme	Date	Host University
1.	North	Technological Integration in Higher Education	5-6 Nov, 2024	Graphic Era University (Deemed to be University), Dehradun, (Uttarakhand)
2.	West	Leadership and Governance in Higher Education	20-21 Dec, 2024	D. Y. Patil (Deemed to be University), Navi Mumbai Maharashtra
3.	South	Rethinking Assessment and Evaluation	10-11 Jan, 2025	Vellore Institute of Technology, Vellore, Tamil Nadu
4.	Central	Globalization and Internationalization	25-26 Feb, 2025	Kalinga Institute of Industrial Technology (Deemed to be University), Bhubaneshwar (Odisha)
5.	East	Equity, Diversity and Sustainability	18-19 March, 2025	JIS University, Agrapara, Kolkata
6.	99th National Conference of Vice Chancellors and Annual General Body Meet	Envisioning Future Higher Education: The Pivotal Role of India	Date is yet to be decided	Amity University Uttar Pradesh, NOIDA (UP)

Research:

Research Projects (2024-25)

Collaborative Research Study on "Artificial Intelligence and its Implications in Higher Education." With Chatrapati Shahuji Maharaj University, Kanpur.

Publications by the following AIU Committees

- Project on Association of Indian Universities: Genesis, History and contribution to the Development of Higher Education in India. (In Progress)
- A Survey of People of Indian Origin occupying various eminent Positions in International Higher Education and developing a network for mutual cooperation and benefit. (Completed).
- The Final Draft of National Policy on Blended Learning in collaboration with Commonwealth Educational Media Centre for Asia (CEMCA) (Published)

New Initiatives

- Establishment of Indian Network for Internationalization of Higher Education (INIHE). (Website is fully functional and web link: https://inihe.aiu.ac.in/ (The portal of INIHE is being upgraded). Identified 15 universities the founder Members of The Indian Network for Internationalization of Higher Education (INIHE) Consortium.
- AIU has established a Consultancy Cell with the purpose of creating a Panel of Consultants to engage with our member universities to help them in implementing many of the Government policies such as RUSA, National Institutional Ranking Frame work (NIRF), NAAC rating, Academic Bank of Credit (ABC), NMEICT, PMMMNMTT, National Digital Library

(NDL), National Academic Depository (NAD), Atal Ranking of Institutions on Innovation Achievements (ARIIA), including the recently launched NEP 2020, etc. All these schemes are launched with the principal objective of improving the quality, standard, promoting access to higher education and improve research capacity. The services of the expert consultants will be utilized for facilitating the implementation of various policies and schemes introduced by the Govt. Web link for further information https://university.aiu.ac.in/Admin_Consultancy/ApplicantList?PostID=1&FLAG=1&Status=Submitted)

- Association of Indian Universities has contemplated the idea of launching a New Academic Institutional Ranking System at International level which will be a comprehensive one including the parameters by bridging the gaps.

Anveshan: Student Research Conventions (2024-25)

Organizing Digital Anveshan: Student Research Convention for the financial year 2024 25 (Four Zonal and One International) with Project Set.

1. North Zone- Galgotias University, Gautam Budh Nagar, Noida, UP Dated November 26-27, 2024.
2. East Zone- Adamas University, Kolkata, West Bengal, Dated January 17-18, 2025.
3. South Zone- M S Ramaiah University of Applied Sciences, Bengaluru, Karnataka, Dated February 20-21, 2025.
4. West Zone- D.Y. Patil University, Navi Mumbai, Maharashtra, Dated January 17-18, 2025.
5. International- Chitkara University, Punjab, Dated March 10-11, 2025.

Sports:

AIU Sports Division organizes 223 Inter-University Tournaments at Zonal and National levels in 63 sports for men and women in 90 different universities on an annual basis and additionally also fields top athletes/teams for participation in Khelo India University Games and various international sports championships, including world university games/championships and Asian University Championships. Highest number of medals (35) in the world championship this year, which is more than ever won medals in the last 60 years.

4th Edition of Khelo India University Games (KIUG)

Khelo India movement is a dream project of Hon'ble Prime Minister of India, Shri Narender Modi ji and the 1st edition of KIUG was held in Odisha in 2020 and was inaugurated by the Hon'ble Prime Minister of India. Khelo India University Games (KIUG) is a national-level multi-sport event held in India, where athletes from universities across the country are selected from AIU Tournaments to compete in different sports disciplines.

The 4th Khelo India University Games (KIUG)-2023 was successfully held in coordination with AIU in 20 disciplines approved by the Govt. of India, Ministry of Youth & Affairs & SAI, at various cities of North East States in the month of 17-29 Feb 2024, wherein approximately 4500 students from 203 participated in this mega event. The KIUG 2023 was successfully held at Guwahati (Assam) and in various cities of North East States in partnership with the Association of Indian Universities (AIU) in 20 different sports, i.e., Archery, Athletics, Aquatics, Badminton, Basketball, Boxing, Fencing, Football, Hockey, Judo, Karate, Kabaddi, Table-Tennis, Tennis, Wrestling, Malkhamb, Shooting, Volleyball, Weight Lifting, Yogasana.

Asian University Archery Championship

The combined Indian University team participated for the first time in the Asian University Archery Championship at Taipei City and secured overall runner-up (2 gold, 1 silver, and 3 bronze medals).

World University Squash Championship 2024

The combined Indian University team participated in the World University Squash Championship 2024 in Johannesburg, South Africa, and secured Team Bronze and 1 Individual Bronze.

World University Chess Championship

The combined Indian University team participated in the World University Chess Championship in Uganda from June 25th–30th, 2024, and secured 1 individual gold and 1 individual silver medal in the women's category. Details attached.

1st Bilateral Series between Indian Universities and Australian Universities

AIU has been accorded the responsibility to organize 1st ever Bilateral Cricket Series between Indian Universities and Australian Universities Men teams. Accordingly, D Y Patil (Deemed to be University), Navi Mumbai and KIIT University, Bhubaneshwar (host partner universities) under the aegis of AIU has finalized and completed all the arrangements for welcoming Australian Universities Athletes and Officials as well as Indian Universities Cricket contingent to participate in this mega event.

World University Shooting Championship

The combined Indian University team participated in the World University Shooting Championship in India from 09-13 Nov, 2024, and secured 10 Gold, 09 Silver, and 7 Bronze in the Men and Women categories.

Youth Affairs:

AIU Inter-University Zonal and National Youth Festivals (UNIFESTS)

Zonal and National UNIFESTS have been organized at various Universities in which over 20000 selected university youth artistes participated in 28 competitive events of music, dance, theatre, fine arts and literary events. During the period following Zonal & National UNIFESTS were organized:

Sl. No.	Event	University	Date	Univs	Participants
1.	South Zone UNIFEST	Andhra University, Waltair, Visakhapatnam 530 003 (AP)	05-09 January 2024	18	639
2.	West Zone UNIFEST	Rashtrasant Tukadoji Maharaj Nagpur University, Ravindranath Tagore Marg, Nagpur 440 001 (MS)	22-26 January 2024	36	1300
3.	Central Zone UNIFEST	Swami Vivekanand Shubharti University, Subhartipuram, NH 58, Delhi -Haridwar Bypass Road, Meerut - 250 005 (UP)	30 Jan-03 Feb 2024	21	794
4.	North Zone UNIFEST	Punjabi University, Rajpura Road, Patiala 147 002 (Punjab)	31 Jan-04 Feb 2024	18	830
5.	North East UNIFEST	The Assam Royal Global University, Guwahati 781 035 (Assam)	06-10 Feb 2024	15	564
6.	North West UNIFEST	Maharshi Dayanand University, Rohtak 124 001 (Haryana)	09-13 Feb 2024	19	836
7.	East Zone UNIFEST	Berhampur University, Bhanja Vihar, Berhampur, Ganjam, (Odisha) 760 007	16-20 Feb 2024	16	592
8.	South East Zone UNIFEST	JSS Science and Technology University, Mysuru-570006, Karnataka	22-26 Feb 2024	25	1139

Sl. No.	Event	University	Date	Univs	Participants
9.	National UNIFEST	Punjab Agricultural University, Ferozepur Road, Ludhiana 141 004 (Punjab)	March 28-April 1, 2024	About 120	About 2500
10.	Central Zone UNIFEST	Dr. Harisingh Gour Vishvavidyalaya, MP	26-30 November 2024	23	955
11.	South East Zone UNIFEST	CHRIST University, Bangalore	19-23 December 2024	27	1072
12.	South zone UNIFEST	SRM Institute of Sc. & Technology, Chennai	26-30 December 2024	21	762

3rd AIU National Moot Court Competition

To upgrade the credential/skills for Law students, 3rd National Moot Court Competition was held at D.Y. Patil Deemed to be University, Navi Mumbai during April 4-6, 2024 under the aegis of AIU among the member universities for Law students studying in various Higher Education Institutions in order to provide a platform for simulating the court proceedings.

2nd AIU National Women Student Parliament

To reinforce the ancestry of democracy and for enabling women student leaders in higher education sector to have cherished understandings of the working of Parliament, 2nd AIU National Women Student Parliament under the aegis of AIU was held at Parul University, Gujarat during April 9-11, 2024.

AIU International Folklore Festival

- In the landmark centennial year; celebrating academic excellence, Association of Indian Universities (AIU) has taken a monumental step onto the global stage. Invited to participate in the prestigious Ismailia International Folklore Festival in Egypt from October 2-7, 2024, AIU seized this opportunity to highlight India's vibrant cultural heritage. Selected for this ground breaking initiative was Banasthali Vidyapeeth, the distinguished winner of the national UNIFEST 2023. A dynamic delegation of talented young students captivated audiences with mesmerizing performances of Rajasthani folk dance at esteemed venues, including the Indian Council for Cultural Relations (ICCR) in Egypt. Their extraordinary celebration of 'Bharatiya' culture not only enchanted spectators but also drew accolades from prominent dignitaries, including the Governor of Ismailia, the Director of ICCR, and officials from Egypt and Ministry of Culture, GoI. The students' performances culminated in a resounding standing ovation, a testament to the power of cultural exchange. Through this initiative, AIU reaffirms its unwavering commitment to providing platforms for Indian students to showcase their creativity and contribute to the global appreciation of India's rich artistic heritage. This endeavor not only promotes Indian art and culture but also fosters international collaboration and understanding, enriching the global tapestry of cultural diversity.
- Invited to participate in Shenzhen International Folk Arts Season, China from 01-05 January, 2025 beingorganized by the ChinaMass Cultural Organization, Longgang District People's Government of Shenzhen Municipality and Dept. of Public service, Ministry of Culture and Tourism of China. The students of Parul University, Gujarat and Rani Durgavati Vishwavidyalaya,Jabalpur (M.P.), national winners of 2023 UNIFEST will participate and showcase their talents in the folk-dance category, representing India on an international platform.

AIU International Youth Festival

To promote the spirit of international integration and foster cultural exchange among the youth, 3rd AIU International Youth Festival was successfully organized at Parul University, Gujarat from 9-12 December 2024 under the aegis of AIU in which 34 countries showcased their folk dance and cultural procession. This grand festival celebrated the rich diversity of cultures, highlighting the importance of emotional and international integration through the universal language of art. Participants from various countries, regions, and religions came together, strengthening bonds and nurturing mutual respect and understanding through the exchange of cultural expressions.

Centenary Celebration:

The Association of Indian Universities (AIU) will celebrate its 100th anniversary on 25th March 2025, with a series of events planned as part of the centenary celebrations. These include a special Centenary Day celebration, the release of a commemorative stamp and coin, and the publication of a book on AIU's history. Other initiatives include the creation of a new AIU song, the organization of centenary lectures, and the release of a compendium. Additionally, AIU will unveil a new logo, plantation of 100 trees, and distribution of AIU flags during the celebrations. These activities will reflect AIU's rich legacy and its unwavering commitment to advancing higher education in India.

Funding:

Funding Substantially financed by the annual subscription received from the member Universities, revenue generated through Publications and Equivalence of Qualifications, AIU received a Grant-in-Aid ₹ 2.06 Crores from the GOI, Ministry of Education during the period 01.01.2024 to 12.12.2024.

Chapter-11

ICC & UNESCO

ICC & UNESCO

International Cooperation Cell (ICC)

The International Cooperation Cell (ICC) is actively engaged in strengthening educational relations with other countries through ministerial level and senior officials level multilateral and bilateral meetings and by signing various Educational & Cultural Exchange Programmes (EEP/CEP), Memorandums of Understanding (MOU), Memorandums of Cooperation (MOC), Joint Declarations of Intent (JDI) and Letters of Intent (LOI) in the field of education. A brief overview of the initiatives undertaken by ICC is mentioned below:

1. Ministerial Level Meetings/Visits:

a. Hon'ble EM meeting with Hon'ble President of Singapore in Bhubaneswar (January 17, 2025)

Meeting for strengthening knowledge bridges and deepening our collaborations in critical research, innovation with Singapore. They visited the World Skills Center.

b. Hon'ble EM meeting with Dr. Igor Papič, Minister of Higher Education, Science and Innovation, Republic of Slovenia (December 5, 2024)

Discussions on strengthening cooperation in education, research, science and technology. We agreed to create institutional mechanisms for deepening engagements between HEIs of both our countries as well as facilitate two-way exchange of student, faculty and research professionals.

c. Hon'ble EM meeting with H.E. Mr Dan Perciun, Minister of Education and Research of Republic of Moldova (November 26, 2024)

Meaningful conversations on facilitating academic and research collaborations between HEIs of both our countries as well

as mutual recognition of qualifications. Also, shared insights on NEP 2020 and efforts for internationalising India's education. Today, India is the new destination for top global Universities.

d. Hon'ble EM meeting with Delegation from Johns Hopkins University (JHU), Baltimore, Maryland, USA and included officials from Gupta Klinsky India Institute (GKII) led by Mr. Ronald J. Daniels, President (November 17, 2024)

Academic collaborations, areas of dual and joint degree programmes, two-way mobility of students and faculty, and research partnerships in emerging fields like data science, artificial intelligence, and futuristic technologies.

e. Hon'ble EM visit to Singapore (October 20-22, 2024)

HEM met PM, DPM, EM, FM; interacted with Indian diaspora, academicians, alumni of IIT & IIM; and visited NUS, local secondary school. Discussions entailed collaboration in skills, curriculum, student mobility, and establishment of bilateral mechanisms.

f. Hon'ble EM visit to Australia (October 23-26, 2024)

HEM met EM & Premier of Victoria; visited South Melbourne Primary school, RMIT, UTS, Monash university, Auburn child care center, Granville South Creative and Performing Arts High School, Macquarie Park Innovation District & UNSW; interacted with Indian origin academicians, IRU, G8. Attended the 2nd Australia India Education and Skills Councils (AIESC) meeting. Delivered a Plenary address at Australian Education international conference. Discussions included collaboration in early education, AI in pedagogy, and fostering research in India.

g. Hon'ble EM meeting with Delegation from Purdue University led by Dr. Mung Chiang, President, Purdue University, Indiana, USA (September 11, 2024)

Enhancement of research partnerships in semiconductors, academic collaborations, and joint/dual degree programs and opportunities for long-term internships for Indian students held.

h. Hon'ble EM meeting with Mr Markus Blume, Minister of Science and Arts, Germany Bavaria (March 23, 2024)

Expansion of university linkages, deepened research cooperation, and academic exchanges.

i. Hon'ble EM meeting with Former Governor of Utah along with delegation from the World Trade Center (WTC), Utah, USA (February 26 - March 6, 2024)

Strategies for enhancing cooperation, knowledge exchange, and academic advancement.

j. Hon'ble EM meeting with Secretary General, ASEAN (February 14, 2024)

Discussed ASEAN-India cooperation in education and people-to-people exchanges, scholarship programmes for ASEAN Member States to pursue studies at Nalanda University, research, capacity building, and faculty exchanges.

2. Multilateral Engagements:

a. Voice of Global South Summit (VOGSS 3.0) (August 17, 2024)

HEMs of countries from global south discussed the themes 'Human Resource Development and Capacity Building', 'Prioritizing Human Resource Development: A Global South Perspective' and 'Making Human Resources Future Ready' in the virtual sessions and shared insights.

b. G20 Education Ministerial Meeting (EMM) under Brazil Presidency (29-31 October, 2024) in Fortaleza, Brazil

A Delegation led by Dr. Sukanta Majumdar, Hon'ble Minister of State for Education visited Fortaleza, Brazil from 29-31st October,2024 to participate in the G20 Education Working Group and Education Ministerial Meeting. There were discussions on the following topics viz. School- Community Engagement, Valuing and building the capacity of education professionals and Connecting managers of digital resource platforms: Sharing educational content on Education for Sustainable Development (ESD). MOS had bilateral meetings on the sidelines of G20 EMM with Saudi Arabia, United Kingdom, South Africa and Brazil.

c. 11TH BRICS Education Meetings, 2024, Kazan, Russia (11 June, 2024)

Led by JS(TEL). Discussions included collaboration in early education, AI in pedagogy, and fostering research in India, MRQ, improvement of University ranking system and cooperation under BRICS Network University.

d. Mekong Ganga Cooperation (September 12, 2024)

India as the lead country for the Expert Working Group on Education, presented the MGC Plan of Action 2025-2030, to strengthen educational cooperation in the MGC region. JS(ICC) has led the working group.

e. 7th East Asia Summit Education Ministers meeting and 9th EAS Senior Officers meeting, Buriram Province, Thailand (August 26, 2024)

Participation by AS Education from MoE. Discussions included digital transformation of education, AI, promoting 21st century skills and competencies in curriculum and higher education offerings, and ICT-enabled teaching and learning.

f. Shanghai Cooperation Organization (April 18, 2024)

India's Intervention highlighted Improving quality of education, rise in global rankings, digital initiatives (40 million users on SWAYAM and SWAYAM Prabha), ABC, NCrF, Indian HEIs going global.

3. Bilateral Meetings:

a. Meeting of Secretary (HE) with Prof. Carolyne Nombo, Permanent Secretary, Ministry of Education, Science and Technology (MOEST), Tanzania (January 15, 2025) Collaboration in skilling integrated education, faculty mobility, teacher training, and industry internships.

b. Meeting of Secretary (HE) with H.E. Mr. Salaev San'at Kamilovich, Deputy Governor of Khorezm region, Uzbekistan (July 15, 2024)

Areas of collaboration in higher education and IT sector between India and Uzbekistan. Invited India to open campuses of Indian universities in the Khorezm region.

c. Discussion on consortium model campuses in India, institutional collaboration, and research was done in Meeting of Secretary (HE) with Australian Innovative Research Universities (IRU) viz Flinders University, Griffith University, James Cook University, La Trobe University, University of Canberra, and Western Sydney University- Australia (April 15, 2024)

d. Meeting of Secretary, DoSEL with H.E. Mr Denis Gribov, Deputy Minister of Education of The Russian Federation (April 10, 2024):

Key Discussion:

(i) Mutual collaboration in various fields of education between the two countries.

(ii) Experiential learning, new assessment procedures, policies for gifted children.

Russian Side has showed interest in teaching the Russian language in Indian institutions and Teachers' exchange programmes.

e. **Meeting of Secretary (DoSEL) with Mr Mochammad Firman Hidayat, Deputy Coordinating Minister for Maritime Resources, Affairs, Indonesia (April 2, 2024)**

The Indonesian side showed interest in replicating the PM Poshan Scheme; insights shared on implementation.

f. **Meeting of Secretary (HE) with Ms. Anita Lehikoinen, Permanent Secretary, Ministry of Education and Culture, Finland (January 31, 2024)**

1st India- Finland High level Dialouge. Opportunities in higher education, teacher training, and skill education.

4. Joint Working Group (JWG) Meetings:

a. **1st India-Russia Joint Working Group meeting (October 15, 2024)**

Institutional cooperation, scholarships to Indian students, promotion of Hindi language in Russia and Russian language in India and setting up of campuses of Russian universities in India.

b. **3rd meeting of India-US Joint Working Group on Education and Skill Development (August 29, 2024)**

Co- chaired by JS ICC and Official from US side. Review on the progress of the deliberations of the following 4 subcommittees, recommendations for future and agenda setting for next meeting:

i. Skilling and vocational education (India)

ii. Certification and recognition (India)

iii. Matchmaking between U.S. and Indian higher educational institutions (USA)

iv. Engaging with the Private Sector (USA)

5. Schemes under ICC:

a. Study in India

Objectives

Study in India (SII) launched in 2018 aims to attract foreign students by promoting Indian higher education ecosystem at a global platform. This objective was also reinforced in the National Education Policy 2020. Further, to augment and ease the mobility of foreign students to India, GoI launched Study in India Portal on 3rd August, 2023 as a one-stop platform for admission and visa application. The Portal provides a unique Student ID (SII-ID) which is mandatory for admission and visa applications. Recently in October 2024, Ministry of Home Affairs has rolled out e-Student Visa. To give the initial thrust to SII, the Cabinet approved the Action Plan for Champion Services Sector Scheme (CSSS) on 28th February, 2018. Under the

CSSS "Education Services- Internationalization of Higher Education" sub-sector, more than 6000 scholarships were granted to foreign students from AY 2019-20 to AY 2022-23.

Major Achievements

- Foreign Student Enrolments (as per AISHE):
  - 2021-22: 46,878 students
  - 2022-23: 48,726 students
- SII Portal registrations: 156,930 registrations on SII Portal (since August 2023)
- Outreach and promotion through education fairs, digital marketing, and social media campaigns
- Social Media Outreach/Followers: Facebook – 429K, Instagram – 20.5K, Twitter – 10.7K, You-tube – 14.7K

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

Objectives

SPARC was launched on 28th October 2018 with an aim to improve the research ecosystem of India's Higher Education Institutions by supporting joint research proposals and facilitating academic and research collaborations in the identified themes between top Indian Institutions and the best foreign institutions from 28 nations identified under SPARC for research collaboration (USA, UK, Germany, Australia, Austria, Denmark, France, Canada, Italy, China, Hong Kong, Japan, Singapore, Russia, Israel, Switzerland, Sweden, Netherlands, South Africa, South Korea, Norway, Portugal, New Zealand, Taiwan, Belgium, Spain, Brazil, and Finland).

Major Achievements

a. Under SPARC Phase-I 383 workshops have been organized with participation of 45,000+ students & scholars; 50 international conferences have been organized on SPARC identified themes. 154 monographs have been published alongside around 1,066 tangible outcomes (699 Journal publications & 367 Conference publications) have been achieved. 30 patents have been filed & three patents have been granted (i. Microwave pyrolysis of non-edible cassia fistula seed pods over activated biochar for the production of bio-oil; ii. Microreactor with microheater for biodiesel production; & iii. Quartz Reactor Vessel).

b. Important projects under SPARC Phase-I covered research areas like Future of Earth: Green and Renewable Technologies (48), Advanced Functional and Meta Materials (30), Energy and Water Sustainability (28), Affordable Health Care (25), Advanced Sensors, Electronics and Communication (25), Basic Sciences - Physical Sc., Chemical Sc., Biological Sc. (22), Agricultural and Food Sustainability (19), Artificial Intelligence and Cognitive Science (19), Applied and Interdisciplinary Sciences (18). Infectious Diseases & Clinical Research (17).

c. Important projects under SPARC Phase-II covered research areas like Future of Earth: Green and Renewable Technologies (31), Advanced Functional and Meta Materials (25), Energy and Water Sustainability (15), Applied and Interdisciplinary Sciences (13), Affordable Health Care (11), Agricultural and Food Sustainability (11), Basic Sciences - Physical Sc., Chemical Sc., Biological Sc. (10), Transportation and Smart Infrastructure (10), Infectious Diseases & Clinical Research (7).

d. Important projects under SPARC Phase-III includes research areas like Energy, Sustainability and Climate Change (35), Healthcare (18), Advanced Computing (Supercomputing, AI, Quantum Computing) (16), Next-Gen Communications (15), Semiconductor (14), Advanced Materials, Rare-earth & Critical Minerals (8), and Agri & Food (8).

e. SPARC has given special impetus to Women participation as Principal Investigator under STEM (Science, Tech, Engineering, and Math) projects.

f. SPARC has resulted in strengthening joint

research collaboration with countries having robust research ecosystem. Top 5 countries which have partnered with Indian Institutions for joint research collaboration includes USA, UK, Australia, Canada & Germany especially in sectors such as critical technology, sustainability and public health.

6. Updates of UGC regulations on Internationalization:

a. UGC released the 'Guidelines for Internationalisation of Higher Education' on 29th July 2021, outlining opportunities for global outreach of Indian Higher Education Institutions (HEIs). Consequently, UGC released and amended regulations for internationalization.

b. UGC released 'Regulations on Academic Collaboration between Indian and Foreign Higher Education Institutions to offer Twinning Programme, Joint Degree, Dual Degree and Regulations, 2022' to promote enhanced academic collaboration with foreign higher educational institutions (FHEIs) leading towards academic and research excellence in the Indian HEIs.

c. UGC regulations to facilitate the establishment of branch campuses of FHEIs in India titled "UGC (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations 2023". FHEIs can offer UG, PG, and post-doctoral programs, collaborate with other FHEIs, and set up multiple campuses in India with credit transfers and educational qualification at par with degree offered in parent campuses.

   Ministry of Education issued a Letter of Intent (LoI) to the University of Southampton (UoS), UK, allowing them to establish their first-ever campus in India. This will be the first foreign University to be issued LoI under the UGC Regulations for setting up of Indian campuses of foreign universities.

d. UGC (Institutions of Eminence Deemed to be Universities) (Amendments) Regulations, 2021, provide for establishment of offshore campuses by Institutions of Eminence (IoEs). IoEs to submit a 10-year strategic vision plan and a five-year rolling implementation plan covering academics, faculty recruitment, student admissions, research, infrastructure development, finance, and administration to the Ministry of Education.

e. UGC guidelines for offices of International Affairs supports foreign students by coordinating information dissemination, promotional activities, collaboration with foreign institutions, grievance redressal, registration with FRRO/e-FRRO, and facilitating networking. Till date, 91 offices have opened at Indian HEIs.

f. UGC Guidelines on Supernumerary seats for foreign students allows India HEIs to create up to 25% supernumerary seats for international students. Till date, 1985 seats created for foreign students (AY 2023-24).

INDIA AND UNESCO

The Ministry of Education is the Nodal Ministry for cooperation with the activities of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Being a member of UNESCO since its inception in 1946, the Govt. of India established an interim Indian National Commission for Cooperation with UNESCO (INCCU) in 1949. INCCU consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences (10 "Individual" and 10 "Institutional" members for each Sub-Commission- total 100 members). The Hon'ble Minister of Education is the President of the Commission and the Secretary (Higher Education) is its Secretary General. INCCU was last re-constituted in 2020.

7. Annual Contribution to UNESCO Budget

India's annual contribution to UNESCO is around ₹ 31 Crores (1.052% budget share of UNESCO). A permanent building for UNESCO Regional Office has been built by Ministry of Education at Chanakyapuri, New Delhi.

Besides this, India supports the entire budget (USD 3.5 Million annually) of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), the first of its kind UNESCO Category-I institution in the Asia-Pacific region.

8. Key Highlights from Conferences and Meetings under UNESCO

a. 220th Session of the Executive Board

India's National Statement was delivered by Shri Vishal V. Sharma, Ambassador/ Permanent Representative of India (PRI) at the 220th Session of UNESCO's Executive Board in October 2024. The statement emphasised the smooth conduct of India's General Elections and the holding of 46th session of the World Heritage Committee in New Delhi in 2024.

b. Visit of Director-General, UNESCO

c. 46th session of World Heritage Committee

UNESCO's World Heritage Committee held its 46th session from 21 to 31 July 2024 in New Delhi, India. The session was inaugurated by Hon'ble Prime Minister, Sh. Narendra Modi, and was attended by DG, UNESCO. Permanent Representative of India to UNESCO, Sh. Vishal V. Sharma, chaired the meeting. Ambassadors /representatives of many countries and states in India also participated in the meeting. Overall, the session incorporated various events, including some dedicated for young heritage professionals and site managers. A digital exhibition, Interwoven Legacies, also showcased the connections between India's World Heritage sites and their associated living heritage.

d. UNESCO Global Conference on 'Promoting multilingual education

Literacy for mutual understanding and peace' and UIL's side event encompassing the Annual Meetings of GAL and RAMAED, as well as some experiences of the UNESCO learning cities was held at Yaoundé, Cameroon from 9-10 September, 2024.Ms. Preeti Meena, Director, Department of School Education & Literacy, Ministry of Education, Government of India, participated in the event.

e. 6th Asia Pacific Meeting on Education 2030 (APMED 6) was held from 10-13 September, 2024, at Bangkok, Thailand. Under the theme, 'Accelerating actions

Transforming the what and how of learning for a sustainable future', APMED 6 provided an opportunity for countries in the region, youth and invited experts to explore innovative practices and ideas to address the learning crisis, to transform 'what' and 'how' we learn, as well as to accelerate actions to achieve SDG 4 by 2030.Sh. V. Hegde, DDG (Stats), Department of School Education & Literacy, Ministry of Education, Government of India, participated in the meeting.

f. IIEP Regional Conference on "Educational planning in Asia

Common vision and future prospects" was held from 5th to 7th November, 2024, at Manila, Philippines. The Conference brought together country representatives from ministries of education, representatives from educational research and training institutions from the region, and selected development partners with an aim to set a new collaborative agenda for strengthening capacities in educational planning in the Asia-pacific region. Ms. Shreya Bhardwaj, Deputy Secretary, Ministry of Education, Government of India, participated in the Conference.

g. Gateway Study Visit, a part of the Gateways for Public Digital Learning Initiative organized by UNESCO and UNICEF in partnership with Indonesia was held from 1st - 3rd October, 2024, at Bali, Indonesia. Under the theme "Championing Innovation:

Embracing power of Digital Transformation in Education, it detailed how Indonesia is leveraging different digital platforms to enhance the equity and quality of education. Sh. Gaurav Singh, Director, Department of

Higher Education, Ministry of Education, Government of India, participated in the event.

h. Second edition of the Digital Learning Week was held on 2nd – 5th September, 2024, at UNESCO Headquarters in Paris. It showcased the progress of the Gateways to Public Digital Learning initiative. Highlights include the Award Ceremony for the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of ICT in Education. Sh. Rahul Pachori, Director, Department of School Education & Literacy, Ministry of Education, Government of India, participated in the event.

9. Key Achievements:

a. In June, 2024, Indian National Commission for Cooperation with UNESCO (INCCU) recognized the National Committee on Geoparks constituted by Ministry of Mines to promote the sustainable conservation of geo-heritage resources in India by establishing Geoparks in the country as per the UNESCO guidelines.

b. Mr. Umar Majeed Sada, an Indian candidate, was selected for a 6-month fellowship in AGH University of Krakow, under the 2024 edition of UNESCO/Poland Co-Sponsored Fellowships Programme in Engineering.

c. Ms. Neha Suresh Shah, an Indian applicant, was selected for the 2024 Group Training Course on Cultural Heritage Protection held by Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara) in Japan. The theme for the course was Conservation and Management of Archaeological Sites and Artefacts.

d. UNESCO Young Professional Programme 2023 - UNESCO received an outstanding response for this edition of the YPP with 474 applications from 54 countries. After a thorough review of the candidates, 192 candidates were invited for a video-interview. In line with the specific job profiles of the YPP positions advertised, 77 candidates were invited for interviews with UNESCO Panels and 10 candidates were selected by the Director-General. Among those 10 selected candidates, Ms. Aishwarya Sehgal, an Indian candidate, was selected to the post of Associate Programme Specialist (SHS), P1/P2, in the Social and Human Sciences Sector at Headquarters.

Collaboration with UNESCO in 2024:

The Master Yoga exhibition, held at UNESCO House in Paris from June 14 to 21, 2024, marked the 10th anniversary of International Day of Yoga proclaimed by the United Nations. Organized by the "Yoga for Unity" collective under the aegis of the Heartfulness Institute, the event brought together around twenty partner organizations and thirty renowned teachers. The visual exhibition covered an area of 600 square meters and attracted over 5,000 visitors. Visitors were able to explore the various philosophies, histories, and fundamental texts of yoga, reflecting the plurality of practices, through richly documented and illustrated panels.

10. Mahatma Gandhi Institute for Peace and Education (MGIEP)

MGIEP is UNESCO's Category 1 Research Institute and the first of its kind in Asia Pacific region, focused on Transforming Education towards SDG 4.7 through programmes that promote social and emotional learning, innovate digital pedagogies and empower youth. The Vision of the institute is "Building Kinder Brains" by transforming education with Social and Emotional Learning (SEL) to achieve Sustainable Development Goals (SDGs).

Key Achievements of MGIEP in 2024:

- Appointment of New Director: In April 2024, Professor Obijiofor Aginam from Nigeria was appointed as the Director of MGIEP.
- In 2024, UNESCO MGIEP's work primarily centred on programme evaluation. A new evaluation framework was developed and an accompanying report drafted. The evaluation effort constituted the design and implementation of over 3,000 assessment

questions, the implementation of 20 individual empirical studies and the analysis of over 5,000 individual empirical results. The evaluation surveys were fully integrated into 7 online and 8 hybrid courses comprising more than 150 assessment scales measuring knowledge, skills, attitudes, values, demographics and other aspects.

- A land transfer agreement between GoI and JNU was signed on 18.04.2024 wherein a parcel of 2 Acres of prime land located on Nelson Mandela Marg has been transferred by JNU @ ₹ 1 per month for a period of 99 years to MoE in order to provide a permanent premises for MGIEP.The work related to the Construction of MGIEP Premises has been assigned to CPWD.
- MGIEP developed and implemented a suite of courses for learners and youth, emphasizing SEL with more than 862,630 learners taking advantage of courses.
- The Institute formed a new Programme Design and Evaluation Mission. Programme design, one of its key objectives, will streamline the design and development of all new programmes: evaluation of initial programme proposals and programme costs and benefits; assessment of needs and risks; development of the programme's Theory of Change, etc. The Institute will shape and implement its programme design work in line with UNESCO's Results Based Management framework, thus ensuring alignment with broader organisational programmes and processes.
- The Institute developed a new course on navigating climate information using media and information literacy (MIL). In collaboration with the Media and Literacy Division of UNESCO, MGIEP developed a new course, titled 'Climate Change and Media Information Literacy' (CCMIL), to combat climate misinformation, address climate anxiety, spread awareness about climate change action and develop SEL and critical inquiry skills among youth. The course will be launched at the UNIC Conference in Brisbane, Australia, in November 2024, and it will be followed by a Roundtable Discussion on Climate Anxiety to Action: Youth Response to Climate Misinformation and Workshop at COP29, Baku, Azerbaijan, on 22–24 November.
- Indian Technical and Economic Cooperation (ITEC), a programme intended to foster South–South cooperation, is fully funded by the Ministry of External Affairs, Government of India. Under the ITEC programme, UNESCO MGIEP signed an agreement with Inter University Centre for Teacher Education (IUCTE) Varanasi, India, to bring up to 160 teachers from 20 countries to India for a week-long in-person training programme on SEL for ECCE and Digital Teacher courses. This will help in creating a sustainable capacity-building pipeline for teachers from different Member States.
- The Institute organised the first Games for Change India Festival to explore games as pedagogical tools for learning and assessment.

11. 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 3303 people from 60 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 six resolutions, in 1966, 1968, 1970, 1983, 2007 and 2017. The Township is under the administrative control of the Ministry of Education since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988 passed by the Parliament of India.

According to the provisions of the Auroville Foundation Act, Government of India provides

partial funding in the form of grants to the Foundation for meeting its expenditure on the establishment, maintenance and development of Auroville. Government of India allocated as Grant-in-Aid for the financial year 2024-25 is of ₹ 59 Crores only. Additional charge of Auroville Foundation is presently entrusted to Dr. Jayanti S. Ravi, IAS (GJ:1991). Shri. R.N. Ravi, Hon'ble Governor of Tamil Nadu is the Chairman of Auroville Foundation.

Key activities during the period:

a. **Consolidation of Lands for the City Area:** Efforts were made to consolidate lands in the City Area as per Auroville's Master Plan, ensuring cohesive development aligned with its vision.

b. **ERP System Implementation:** The ERP system from ZOHO was integrated to streamline Auroville trusts and units' accounting, improving efficiency, transparency, and financial accuracy.

c. **Cultural and Social Activities:** Numerous programs were organized to promote the ideals of Human Unity and Spiritual Progress, central to Auroville's mission:

   (i) **Ek Bharat Shreshtha Bharat – Yuva Sangam:** The Valedictory Function of Ek Bharat Shreshtha Bharat showcased student ambassadors' heartfelt experiences, inspired by Auroville's spirit of volunteering and unique ethos.

   (ii) **International Conference on Revival and Promotion of Sanskrit:** The conference at Savitri Bhavan, featuring eminent scholars like Dr. David Frawley, Dr. Sampadananda Mishra, Brijji, and Shambhavi Yogini, highlighted Sanskrit's relevance in modern spiritual and educational contexts.

   (iii) **Towards a Collective Awakening:** Experiments in Evolution, Science, Spirituality and Human Awakening: The International Spiritual Summit featured small group discussions on global best practices, with distinguished speakers including Governor Dr. Tamilisai Soundararajan and International Advisory Council members Dr. David Frawley and Dena Merriam.

   (iv) Auroville Marathon Thiru M. Subramanian, Hon'ble Minister for Health and Family Welfare, Tamil Nadu, graced the Auroville Marathon, motivating the runners and participants with his presence.

   (v) Visit of Ambassador of Spain H.E. Mr. Jose Maria Ridao, Ambassador of Spain, visited Auroville, engaging in fruitful discussions and strengthening international ties.

   (vi) French Literature Festival Reflecting Auroville's linguistic diversity, the French Literature Festival celebrated in close association with The Mother and featured vibrant discussions in French.

   (vii) Sri Aurobindo International Youth Conference in 7 Cities, 7 ThemesThis conference highlighted various themes across seven cities, focusing on the teachings and philosophy of Sri Aurobindo, engaging the youth in meaningful discourse.

   (viii) Global Spirituality Mahotsav 2024, Hyderabad Auroville participated in this event commemorating the 150th Birth Anniversary of Sri Aurobindo, sharing the vision and spiritual aspirations of Auroville with a broader audience.

   (ix) Niryat Bandhu Program This program addressed and interacted with artisans and exporters in Auroville, focusing on e-commerce opportunities and enhancing their engagement in global markets.

d. **MoU with Indira Gandhi National Centre for Arts (IGNCA):** A historic Memorandum of Understanding (MoU) was signed with the Indira Gandhi National Centre for Arts (IGNCA), Ministry of Culture. This collaboration, endorsed by Dr. David Frawley

(VamadevaShastri), is set to foster cultural and artistic initiatives.

e. MoU with CDAC Auroville Foundation signed an MoU with CDAC to collaborate on research, development, and training in smart technology and AI, supporting Auroville's focus on innovation and sustainability.

f. **Integrated Farming Systems:** Training on Integrated Farming Systems and High-Density Mango Planting was provided to Auroville farmers.

g. **E-Commerce Exports:** A workshop on promoting e-commerce exports under the Niryat Bandhu Scheme for small businesses in Auroville was conducted.

h. **Integral Education Workshop:** An Integral Education workshop was conducted in the month of November for the teachers, exploring the principles and practices of Integral Education in the Schools of Auroville and Bio-regions.

i. **Nitividhan:** Brhat in Collaboration with Auroville Foundation conducted a 3-day workshop in Bharat Nivas, Auroville on Public-policy, Sustainability and Education in the light of Sri Aurobindo which was attended by a cohort of 30 participants of students, working professionals, teachers and residents.

Cultural and Sports Activities:

a. **Yoga Marathon:** A one-week Yoga Marathon involved Auroville schools and nearby villages, culminating in International Yoga Day on June 21, 2024, at the Matrimandir amphitheatre with residents, students, Foundation officers, and Ashram guests.

b. **MoU with Puducherry Arts and Culture Department:** A MoU was signed between Auroville Foundation and the Department of Arts & Culture, Government of Puducherry, to promote cultural exchanges.

c. **Sri Aurobindo International Youth Conferences:** SAIYC was held in 11+1 cities across India at premier institutes to inspire youth with Sri Aurobindo's life and teachings during his 150th Birth Anniversary, supported by the Ministry of Culture. Cities included Delhi/NCR, Warangal, Guwahati, Vallabh Vidyanagar, Raurkela, Jammu, Srinagar, Darjeeling, Hyderabad, Pune, Indore, and Auroville.

d. **Auroville Youth Camp:** Auroville Foundation hosted a 6-day experiential youth camp for students worldwide, introducing them to the teachings of Sri Aurobindo and the Mother, and Auroville's sustainable, community-focused living.

e. **MoU with IIT-Madras (SWAYAM Plus):** Auroville Foundation signed a memorandum of understanding (MoU) with IIT-Madras for bringing IKS based courses from Auroville and from the life and works of Sri Aurobindo.

f. **MoU with IGNCA:** Auroville Foundation signed a memorandum of understanding (MoU) with the Indira Gandhi National Centre for the Arts (IGNCA) aiming to promote and nurture the arts and crafts of India and bring them on a global platform.

g. **Auroville Foundation at Gyan Kumbh, 2024:** Auroville Foundation participated in Gyan Kumbh 2024 at Pondicherry University in November, engaging Vice-Chancellors and Directors from universities and colleges through its stall to explore future educational collaborations.

h. **Auroville Foundation at World Spirituality Summit:** Auroville Foundation participated in the World Spirituality Summit at Kanha Shantivanam, Hyderabad, in March, where its stall drew students and seekers of spiritual wisdom, inviting all people of goodwill to visit Auroville.

PART - III

Common Activities of Department of School Education & Literacy and Department of Higher Education

Chapter-01

Education of Scheduled Castes and Scheduled Tribes

Education of Scheduled Castes and Scheduled Tribes

Educational development plays a vital role in the socio-economic betterment of the weaker sections of 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 society and ensure equity. Efforts have also been made to ensure better access by increasing the number of educational institutes.

Development Action Plan for Scheduled Caste and Development Action Plan for Scheduled Tribes (DAPSC & DAPST)

The earlier system of Planning has been discontinued and there has been merger of plan and non-plan expenditure with effect from 2017-18. Based on the population, NITI Aayog circulated New Guidelines for earmarking of funds by each Ministry/Department of Government of India for the specific schemes. The proposed percentage allocation as per the New Guidelines issued by NITI Aayog for DAPSC and DAPST for MoE is given below:

Department	DAPSC	DAPST
School Education and Literacy	20%	10.7%
Higher Education	16.60%	8.60%

"The percentage allocation for SC and ST i.e., 16.60% and 8.60% respectively as prescribed by NITI Aayog is being followed by the Department of Higher Education under the Scheme Component. The Equity Support is exempted from SC/ST allocation. Similarly, under the Department of School Education and Literacy, the percentage allocation for SC and ST has been kept as 20% and 10.7% respectively, under the Scheme Component. The SC/ST allocation has also been made in Non-Scheme Components of both the Departments, to maintain the overall allocation of SC/ST at the level of last year's allocation."

(₹ in Crore)

Table: Funds Earmarked under DAPSC and DAPST (2023-24) for D/o Higher Education

D/o Higher Education	Total			SCSP			TSP		
	Budget Estimates	Revised Estimates	Expenditure	Budget Estimates	Revised Estimates	Expenditure	Budget Estimates	Revised Estimates	Expenditure
Scheme Component	6468.03	4565.78	4188.52	1078	746.07	640.52	561.00	387.62	325.89
Percentage				16.67%	16.34%		8.67%	8.49%	
Other than Scheme Component	37626.59	40178.7	39247.59	2954	3393.93	3252.00	1500.00	1729.24	1657.16
Percentage				7.85%	8.45%		3.99%	4.30%	
Total Higher Education	44094.62	44744.48	43436.11	4032.00	4140.00	3892.52	2061.00	2116.86	1983.05

(₹ in Crore)

Table: Funds Earmarked under DAPSC and DAPST (2024-25)# for D/o Higher Education									
D/o Higher Education	Total			SCSP			TSP		
	Budget Estimates	Revised Estimates	Expenditure #	Budget Estimates	Revised Estimates	Expenditure	Budget Estimates	Revised Estimates	Expenditure #
Scheme Component	7487.87	4948.15	3359.11	1248.6	824.84	521.26	649.8	425.64	265.49
Percentage				16.67%	16.67%		8.68%	8.60%	
Other than Scheme Component	40131.9	40589.2	30579.47	2932.32	3129.02	2176.75	1476.16	1591.1	1152.58
Percentage				7.31%	7.71%		3.68%	3.92%	
Total Higher Education	47619.77	45537.35	33938.58	4180.92	3953.86	2698.01	2125.96	2016.74	1418.07

as on 31.12.2024

(₹ In Crore)

Table: Funds Earmarked under DAPSC and DAPST (2023-24) for D/o School Education & Learning									
D/o SE&L	Total			SCSP			TSP		
	Budget Estimates	Revised Estimates	Expenditure	Budget Estimates	Revised Estimates	Expenditure	Budget Estimates	Revised Estimates	Expenditure
Scheme Component	54374.48	46958.00	43553.99	10889.81	8741.51	8194.31	5912.74	5071.42	4709.49
Percentage				20.03%	18.62%	93.74%	10.87%	10.80%	92.86%
Other than Scheme Component	14430.37	14515.80	14371.48	1986.20	2099.70	2099.70	911.30	932.60	932.60
Percentage				13.76%	14.46%	100.00%	6.32%	6.42%	100.00%
Total D/o SE&L	68804.85	61473.80	57925.47	12876.01	10841.21	10294.01	6824.04	6004.02	5642.08

(₹ in Crore)

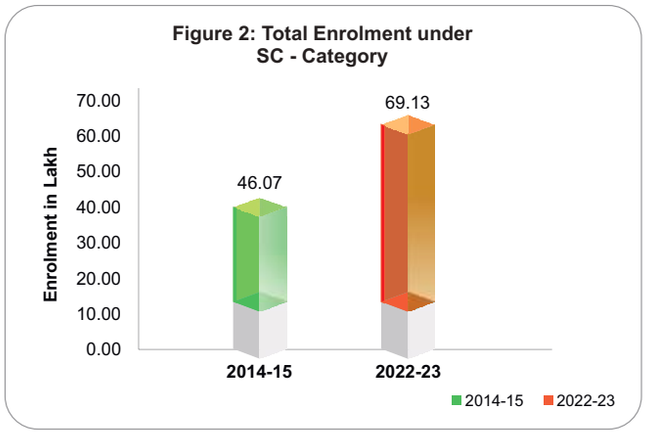
Table: Funds Earmarked under DAPSC and DAPST (2024-25) for D/o School Education & Learning									
D/o SE&L	Total			SCSP			TSP		
	Budget Estimates	Revised Estimates	Expenditure as on 31.12.2024	Budget Estimates	Revised Estimates	Expenditure as on 31.12.2024	Budget Estimates	Revised Estimates	Expenditure as on 31.12.2024
Scheme Component	57804.40	52840.10	22308.16	11576.04	10235.14	4081.47	6578.54	6385.20	3898.92
Percentage				20.03%	19.37%	35.26%	11.38%	12.08%	59.27%
Other than Scheme Component	15693.70	14731.10	11278.85	2141.20	2031.73	1605.86	1010.60	946.24	758.01
Percentage				13.64%	13.79%	75.00%	6.44%	6.42%	75.01%
Total D/o SE&L	73498.10	67571.20	33587.00	13717.24	12266.87	5338.99	7589.14	7331.44	4353.88

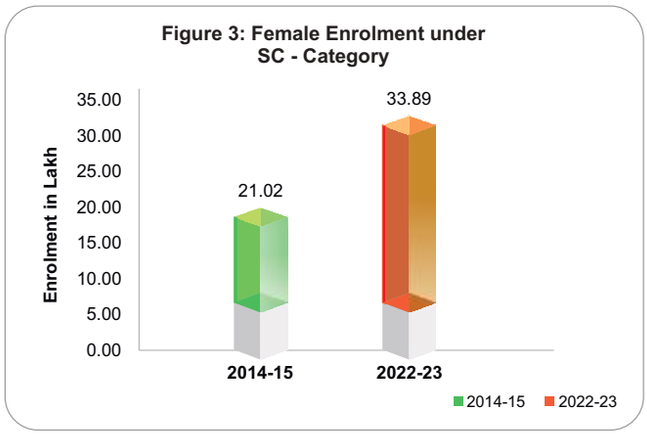
As on 31.12.2024

HIGHER EDUCATION

1.1 SC- enrolment during the year 2014-15 and 2022-23:

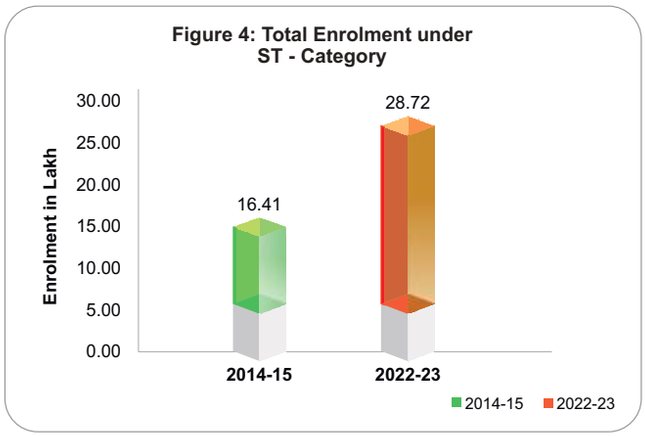
The enrolment of SC students is 69.13 Lakh in 2022-23 as compared to 46.07 Lakh in 2014-15, showing an increase of 50.1%. The enrolment of female SC students has increased to 33.89 Lakh in 2022-23 as compared to 21.02 Lakh in 2014-15, which is an increase of 61.2%.

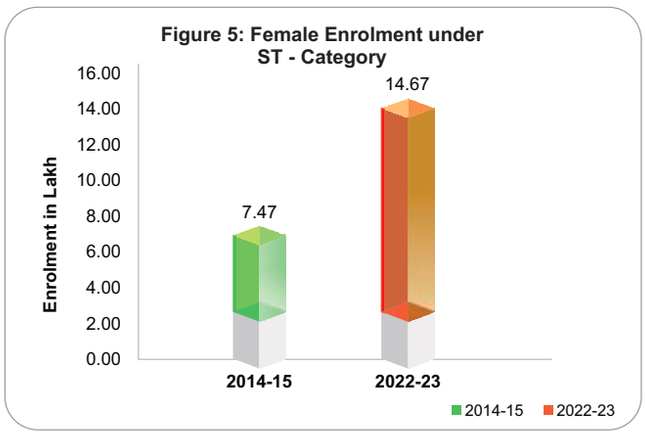




1.2 ST-Female enrolment during the year 2014-15 and 2022-23:

The enrolment of ST students has increased to 28.72 lakh in 2022-23 from 16.41 lakh in 2014-15. This is an increase of 75% in enrolment. The female ST enrolment has increased to 14.67 lakh in 2022-23 from only 7.47 lakh in 2014-15 which is an increase of 96.3% in the enrolment of female ST students during the period 2014-15 to 2022-23.



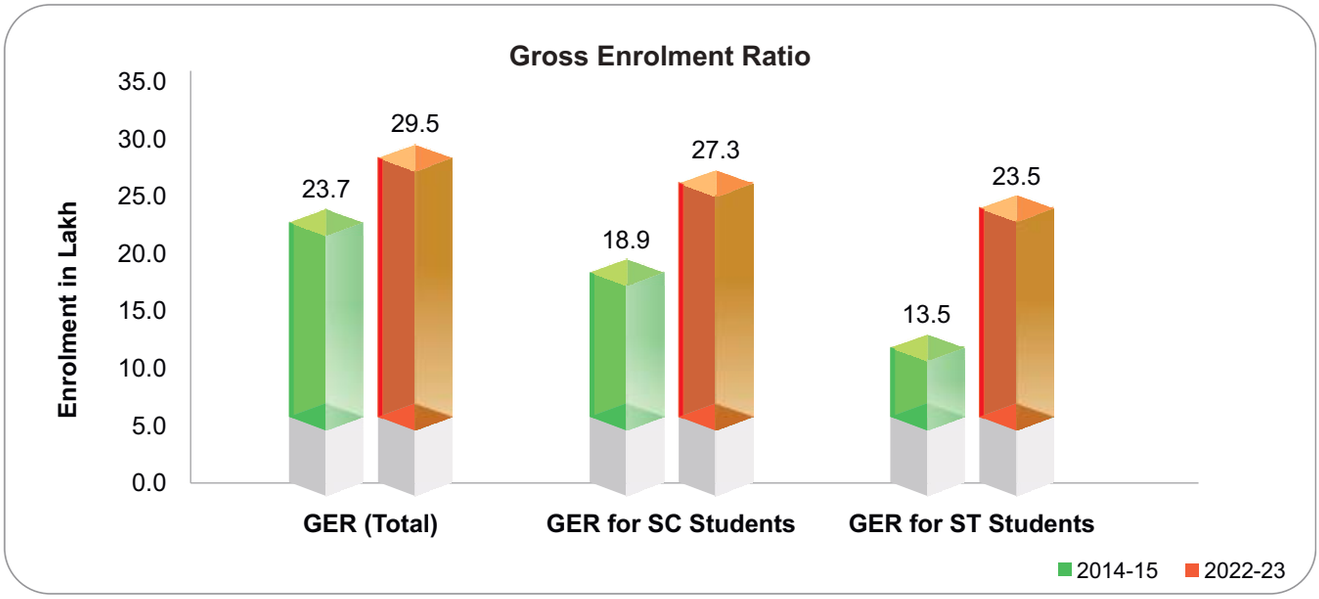


2.0. Gross Enrolment Ratio (GER):

Gross Enrolment Ratio (GER) in higher education for the age group (18-23) in All India Survey on Higher Education (AISHE) Report, 2022-23 has been calculated on the basis of population projection of 2011 Census data whereas GER in AISHE, 2019-20 report it was based on population projection of 2001 Census data.

In the year 2022-23, Gross Enrolment Ratio (GER) in higher education for age group 18-23 years is 29.5, as compared 23.7 in 2014-15 as per population projection based on 2011 census. Female GER has increased to 30.2 in 2022-23 and from 22.9 in 2014-15.

2.1 As per the population projections based on the 2011 Census, the SC GER has increased to 27.3 in 2022-23, from 18.9 in 2014-15 (an increase of 8.4 points). The female SC GER has increased to 28.0 in 2022-23 from 18.1



in 2014-15(an increase of 9.9 points). Female SC-GER continues to be more than male GER for fifth consecutive year as per AISHE 2022-23 (provisional).

2.2 Similarly, an increase of 10 points is observed in ST GER, i.e., to 23.5 in 2022-23, from 13.5 in 2014-15. Also, an increase of 11.6 points is seen in the female ST GER, which has increased to 23.9 in 2022-23 from 12.2 in 2014-15.

Programmes / Schemes for SCs/STs

Programmes/Schemes implemented by Department of Higher Education

Union Cabinet vide its decision dated 19.01.2022 approved the continuation of the Scheme – Student Financial Aid (Pradhan Mantri Uchchatar Shiksha Protsahan [PM-USP] Yojana" till 31.03.2026 or till further review, whichever is earlier. Pradhan Mantri Uchchatar Shiksha Protsahan Yojana having three (3) Central Sector Schemes namely (i) Central Sector Scheme of Scholarship for College and University Students; (ii) Special Scholarship Scheme for Jammu & Kashmir and Ladakh; and (iii) Central Sector Interest Subsidy Scheme and Credit Guarantee Fund Scheme for Education Loan.

Brief of each scheme along-with financial and physical achievements pertaining to the period from 01.01.2024 to 31.12.2024 is given as under:

PM-USP Central Sector Scheme of Scholarship for College and University Students

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

Eligibility: Students who are in top 20th percentile of successful candidates in class XII and having family income upto ₹ 4.5 lakh p.a. are eligible to apply.

Scope: 82,000 fresh scholarships are available for award every year (50% slots are earmarked for girl students). These have been divided amongst the State Education Boards based on the State's population in the age group of 18-25 years.

Scholarship rate: The rate of scholarship is ₹ 12,000/- p.a. for the first three years and ₹ 20,000/- p.a. for the fourth and fifth year.

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

Online Portal: CSSS has on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible pass out students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through the portal.

Reservation: Central Reservation Policy is being followed under the scheme 15% seats are earmarked for SCs, 7.5% for STs and 27% for OBCs and horizontal reservation for Persons with Disabilities (PwDs) in all the categories.

New Initiatives

i. The Biometric authentication of all the Institute Nodal Officers/ Head of Institutes and State Nodal Officers to ensure the genuine-ness of the nodal officers.

ii. The Face Authentication of beneficiaries has been made mandatory for registration on the National Scholarship Portal.

iii. All scholarship payments are done through Aadhaar.

iv. In addition to the overall top 20th percentile list forwarded every year, the State Education Boards/ CBSE/ ICSE were requested to send the separate top 20th percentile list for students from OBC, Scheduled Castes and Scheduled Tribes.

A statement indicating disbursal of scholarship with effect from 01.01.2024 to 31.12.2024 is provided below: -

Scholarship & amount disbursed to SC and ST Beneficiaries under PM-USP CSSS (01-01-2024 to 31-12-2024)

S. No.	State/ Board Name	No. of Scholarships (Fresh + Renewal)		Amount disbursed (₹ in crore)	
		SC	ST	SC	ST
1	Andhra Pradesh	360	46	0.469	0.059
2	Assam	5	9	0.006	0.011
3	Bihar	8322	980	10.172	1.199
4	CBSE	543	124	0.705	0.154
5	Chhattisgarh	407	407	0.557	0.540
6	CISCE	3	0	0.004	0.000
7	Goa	0	0	0.000	0.000
8	Gujarat	1070	227	1.411	0.295
9	Haryana	756	0	1.032	0.000
10	Himachal Pradesh	621	40	0.775	0.050
11	Jammu And Kashmir	12	2	0.016	0.002
12	Jharkhand	0	1	0.000	0.001
13	Karnataka	2278	880	2.837	1.110
14	Kerala	397	30	0.516	0.037
15	Madhya Pradesh	2390	417	3.163	0.532
16	Maharashtra	1999	291	2.645	0.387
17	Manipur	11	33	0.014	0.040
18	Meghalaya	1	11	0.001	0.013
19	Mizoram	2	2	0.002	0.002
20	Nagaland	0	22	0.000	0.027
21	Odisha	1442	170	1.910	0.226
22	Puducherry	7	0	0.010	0.000

Scholarship & amount disbursed to SC and ST Beneficiaries under PM-USP CSSS (01-01-2024 to 31-12-2024)					
S. No.	State/ Board Name	No. of Scholarships (Fresh + Renewal)		Amount disbursed (₹ in crore)	
		SC	ST	SC	ST
23	Punjab	127	0	0.166	0.000
24	Rajasthan	1082	500	1.366	0.636
25	Tamil Nadu	3723	139	4.731	0.180
26	Telangana	548	422	0.837	0.630
27	Tripura	136	32	0.170	0.039
28	Uttar Pradesh	2563	11	3.162	0.013
29	Uttarakhand	399	34	0.516	0.046
30	West Bengal	716	48	0.916	0.062
Grand Total		**29920**	**4878**	**38.107**	**6.293**

A statement indicating disbursal of scholarship to PwD category students with effect from 01.01.2024 to 31.12.2024 is provided below: -

No. of beneficiaries (fresh+ renewal)	Amount disbursed (in cr.)
224	0.33

PM-USP Special Scholarship Scheme for Jammu & Kashmir and Ladakh

Objective: The Special Scholarship Scheme for Jammu & Kashmir and Ladakh (SSS for J&K and Ladakh) aims at encouraging the youth from Jammu & Kashmir and Ladakh to take advantage of the educational institutions outside these UTs, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream.

Eligibility: Students of Jammu & Kashmir and Ladakh having family income of up to ₹ 8.0 lakh p.a. and having passed Class XII/Equivalent Examination from these UTs are eligible to apply under the scheme. Students who have secured admission outside these UTs either in allotted seats through centralized counselling as well as those students who have taken admission in Central Universities or Medical/Engineering Colleges based on Government conducted National level examination are eligible for award of scholarship.

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

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

Reservation: Reservation Policy as prescribed by the UT of J&K is adopted under the scheme i.e., 8% earmarked for Scheduled Castes, 20% for Scheduled Tribes and 22% for Socially and Economically Backward Classes (SEBC), 10% for Economically & Weaker Sections (EWSs) and 4% horizontal reservation for students with Benchmark Disabilities. (It is to be noted that these

reservations are based on the reservation policy of the Government of UT of J&K and Ladakh)

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

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

New initiatives:

1. The scheme has been successfully onboarded on NSP for the Academic Year 2024-25. This would allow smoothen the process of De-duplication exercise, helping eliminate duplicates, therefore leading to more savings.
2. Integration of DBT and REAT (Receipt, Expenditure, Advance & Transfer) module along with PFMS API access has been done in order to enhance the functionality of the SSSJKL Portal maintained by them and ensure efficient disbursement and tracking of scholarships for the benefit of the students.

A statement indicating disbursal of scholarship to SC/ST category students with effect from 01.01.2024 to 31.12.2024 is provided below: -

PM-USP SSS for J&K and L (01.01.2024 to 31.12.2024)					
No. of beneficiaries (fresh+ renewal)			Amount disbursed (in cr.)		
SC	ST	Total	SC	ST	Total
1522	1664	3186	20	20	40

A statement indicating disbursal of scholarship to PwD category students with effect from 01.01.2024 to 31.12.2024 is provided below: -

No. of beneficiaries (fresh+ renewal)	Amount disbursed (in cr.)
91	1.38

PM-USP CENTRAL SECTOR INTEREST SUBSIDY AND CREDIT GUARANTEE SCHEME (PM-USP CSIS)

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

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

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

Benefits: Under the Scheme, full interest subsidy is provided during the moratorium period (course period plus one year), on the educational loan up to ₹ 10.0 lakh, from Scheduled Banks including Co-operative & Regional Rural Banks, under the Model Educational Loan Scheme of Indian Banks' Association (IBA). Canara Bank is the nodal Bank for this scheme.

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

Online Portal: - Every year an online portal is opened by the Canara Bank to enable the member banks to upload the interest subsidy claims.

A statement indicating disbursal of interest subsidy to SC/ST category students with effect from 01.01.2024 to 31.12.2024 is provided below: -

STATE	NUMBER OF CLAIMS		INTEREST SUBSIDY PROVIDED (IN CR)	
	SC	ST	SC	ST
Andaman and Nicobar Islands	3	1	0.01	0.004
Andhra Pradesh	683	122	1.51	0.299
Arunachal Pradesh	12	6	0.03	0.019
Assam	126	129	0.22	0.292
Bihar	145	40	0.33	0.127
Chandigarh	23	2	0.06	0.003
Chhattisgarh	305	177	0.64	0.371
Dadra And Nagar Haveli	0	0	0	0
Daman And Diu	3	0	0	0
Delhi	262	30	0.85	0.094
Goa	8	11	0.02	0.023
Gujarat	132	49	0.38	0.136
Haryana	287	7	0.66	0.014
Himachal Pradesh	283	53	0.51	0.126
Jammu And Kashmir	39	10	0.07	0.007
Jharkhand	196	225	0.33	0.408
Karnataka	3130	1058	5.02	1.573
Kerala	1887	94	3.62	0.196
Ladakh	0	4	0	0.012
Lakshadweep	0	1	0	0.001
Madhya Pradesh	766	231	1.57	0.445
Maharashtra	1386	251	3.09	0.517
Manipur	11	38	0.02	0.08
Meghalaya	2	130	0.01	0.297
Mizoram	1	20	0.01	0.046
Nagaland	2	11	0.01	0.021
Odisha	370	172	0.75	0.362
Puducherry	103	2	0.2	0.003
Punjab	161	11	0.27	0.018
Rajasthan	412	111	0.95	0.216
Sikkim	8	10	0.01	0.023
Tamil Nadu	4052	180	6.23	0.317
Telangana	180	137	0.48	0.33
Tripura	54	58	0.1	0.16
Uttar Pradesh	824	48	1.63	0.09
Uttarakhand	187	22	0.33	0.047
West Bengal	593	75	1.41	0.156
TOTAL	**16636**	**3526**	**31.33**	**6.831**

PM USHA:

The third phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in the form of Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA). The scheme of PM USHA has been approved till 31st March, 2026 with the total outlay of ₹ 12926.10 crores for supporting State/UT Governments to improve the access, equity and quality in their higher education system.

PM-USHA has been structured to further improve the higher education scenario in States/UTs by prioritizing the unserved and underserved areas identified in the scheme as such as Focus Districts. The States have been given the flexibility to identify focus districts on the basis of low GER, population of SCs/STs, female enrolment, etc. The funding pattern of the same between the Central Government and State Governments is in the ratio of 90:10 for North Eastern States, J&K, Himachal Pradesh and Uttarakhand, and 60:40 for the other States and UTs with Legislature. The UTs without Legislature would be 100% centrally funded under this scheme.

Tribal Universities

To increase the reach of Higher Education in various parts of Nation the Government has established many Higher Educational Institutions (HEIs) including Central Universities. Presently, there are 48 Central Universities under the Administrative control of Ministry of Education.

Three (03) Central Universities out of 48 namely the Indira Gandhi National Tribal University (IGNTU), Madhya Pradesh, Central Tribal University of Andhra Pradesh (CTUAP), Andhra Pradesh and Sammakka Sarakka Central Tribal University (SSCTU), Telangala are providing avenues of higher education and research facilities primarily for the Tribal population of the country. The Andhra Pradesh Reorganization Act, 2014 provides for the establishment of one Tribal University each in the State of Andhra Pradesh and Telangana. Central Tribal University of Andhra Pradesh (CTUAP), Vijayanagram was established in 2019 and is operationalizing from Academic year 2019-20.

Further, Sammakka Sarakka Central Tribal University (SSCTU), Telangana has been established in 2023. Academic activities have also been initiated in SSCTU from academic year 2024-25. Two courses identified to be launched - B.A (Hons.) in English & B.A (Hons.) in Economics. Both are 4-year UG Courses admitting students through Common University Entrance Test (CUET-UG) examination.

These Central Universities takes additional measures for paying special attention to the Tribal Centric Higher Education & research facilities in Tribal arts, culture, tradition, language, medicinal systems, customs, forest based economic activities, flora and fauna, and advancement in technologies in relation to the natural resources of Tribal areas.

Babasaheb Bhim Rao Ambedkar University:

A Central University in Lucknow was established on 10th Jan 1996. In essence, all the academic, research, and outreach programmes of BBAU, including the University's Act and Statutes, are Inspired by Dr Ambedkar's basic philosophy of making education the tool for a holistic socio-cultural transformation that first addresses the aspirations of the most deprived section of our society. The University distinguishes itself as a socially responsible learning community of high-quality scholarship and academic rigor sustained by social justice and equity principles for which Babasaheb Bhimrao Ambedkar worked during his lifetime. For this purpose, in admission to all courses of study in the University, 50% of the seats are reserved for SC/ ST students.

Representation of SC/ST in Students Enrolment and Appointments

SC/ST Students Strength in Central Universities

Year	Total Students enrolment	SC	% of SC Students	ST	% of ST Students
2019-2020	253120	30156	11.91%	25856	10.21%
2020-2021	279827	32851	11.74%	28139	10.06%
2021-2022	291030	34466	11.84%	31527	10.83%
2022-2023	297812	35974	12.08%	29493	9.90%
2023-2024	301801	38435	12.74%	25370	8.41%

SC Reservation in Faculty Positions in Central Universities:

Year	Total No. of Sanctioned Teaching posts	No. of SC posts sanctioned	No. of SC posts filled up	% of filled-up posts out of Total Sanctioned Post
As on 31.3.2020	18339	2247	1205	6.57%
As on 31.3.2021	18911	2268	1258	9.85%
As on 31.3.2022	18922	2294	1306	10.56%
As on 31.3.2023	18923	2282	1421	7.51%
As on 31.3.2024	18940	2320	1584	8.36%

ST Reservation in Faculty Positions in Central Universities:

Year	Total No. of Sanctioned Teaching posts	No. of ST posts sanctioned	No. of ST posts filled up	% of filled up posts out of Total Sanctioned Post
As on 31.3.2020	18339	1152	531	2.90%
As on 31.3.2021	18911	1154	552	4.32%
As on 31.3.2022	18922	1144	568	4.59%
As on 31.3.2023	18923	1441	625	3.30%
As on 31.3.2024	18940	1165	699	3.69%

SC Reservation in Non-Teaching Positions in Central Universities:

Year	Total No. of Sanctioned Non-Teaching posts	No. of SC posts sanctioned	No. of SC posts filled up	% of filled up posts out of Total Sanctioned Post
As on 31.3.2020	34644	3286	2210	6.38%
As on 31.3.2021	36351	3469	2090	9.23%
As on 31.3.2022	36350	3506	2063	9.34%
As on 31.3.2023	35589	3429	1958	5.50%
As on 31.3.2024	35640	3409	1943	5.45%

ST Reservation in Non-Teaching Positions in Central Universities:

Year	Total No. of Sanctioned Non-Teaching posts	No. of ST posts sanctioned	No. of ST posts filled up	% of filled up posts out of Total Sanctioned Post
As on 31.3.2020	34644	1898	1237	3.57%
As on 31.3.2021	36351	1943	1346	5.94%
As on 31.3.2022	36350	2083	1186	5.37%
As on 31.3.2023	35589	1944	1141	3.21%
As on 31.3.2024	35640	2013	1099	3.08%

To improve access, inclusivity, and the overall quality of education for students belonging to SC/ST/OBC (Non-Creamy Layer), Minority and Tribal communities, the following schemes are being implemented by University Grants Commission (UGC), in light of suggestions made by Government of India, which aims to empower the students belonging to above mentioned communities.

1. Remedial Coaching for SC/ST/OBC (non-creamy layer) and Minority Community Students.
2. Coaching Classes for Entry into services for SC/ST/OBC (non-creamy layer) and Minority Community Students.
3. Coaching Classes for National Eligibility Test for SC/ST/OBC (non-creamy layer) and Minority Community Students.
4. Financial Assistance to Visually Challenged Teachers

Programmes/Schemes implemented by All India Council for Technical Education (AICTE)

AICTE Post-Graduate (PG) Scholarship Scheme

(i) Brief of the scheme:

In order to ensure the development of technical education in India, AICTE offers a postgraduate scholarship of ₹12400/- per month for 24 months through DBT to the students admitted in AICTE approved Institutions/Programs and within approved Intake of M.E. /M. Tech./M. Des. who qualify the GATE/CEED exam as per the guidelines.

PG Scholarship Scheme (Fresh & Renewal)

Amount (In ₹)

SC and ST Data of PG Scholarship Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024						
Scheme Name	SC		ST		PWDs	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
PG Scholarship Scheme	1282	134373904	401	40807616	7	869587

AICTE Doctoral Fellowship (ADF)

(i) Brief of the scheme:

To promote research culture in AICTE approved Universities/Departments/Institutes by nurturing

talent for technical research in Engineering/ Management/ Design by promoting collaborative research with Institute and industries leading to start-ups. The fellowship will be given to eligible scholars as per the AICTE Doctoral Fellowship (ADF) scheme guidelines.

(ii) Emoluments and Allowances

Selected research scholars receive a fellowship of ₹ 37,000 per month for first two years and thereafter ₹ 42,000 per month, and house rent allowance (HRA) as per central government norms. In addition, an amount of ₹ 15,000 per annum as contingency grant is given.

AICTE Doctoral Fellowship (ADF) (Fresh & Renewal)

Amount (In ₹)

SC and ST Data of AICTE Doctoral Fellowship (ADF) Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024						
Scheme Name	SC		ST		PWDs	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
AICTE Doctoral Fellowship (ADF) Scheme	62	28840262	13	6627840	11	575480

AICTE Pragati Scholarship Scheme for Girl Students

(i) Brief of the scheme:

AICTE provides scholarship of ₹ 50,000/- per annum to meritorious girl students to encourage them to pursue higher education. The salient features of the scheme are as under:

- 10,000 scholarships per annum from 23 States/UTs (5000 for Diploma and 5000 for Degree).
- All eligible girl students from remaining 13 States/UTs (including North Eastern Region, J&K etc.)
- Reservation to 7.5% for ST, 15% for SC, and 27% for OBC candidates are given.

Pragati Scholarship Scheme (Degree) & (Diploma) Fresh & Renewal

Amount (In ₹)

SC and ST Data of Pragati Scholarship Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024				
Scheme Name	SC		ST	
	Beneficiary	Amount	Beneficiary	Amount
Pragati Scholarship Scheme (Degree)	1486	74300000	688	34400000
Pragati Scholarship Scheme (Diploma)	1949	97450000	1019	50950000

AICTE Saksham Scholarship Scheme for Differently-abled Students

(i) Brief of the scheme:

AICTE provides scholarship of upto ₹ 50, 000/- per annum to differently abled (minimum 40%) students to encourage them to pursue higher education.

Saksham Scholarship Scheme (Degree & Diploma) (Fresh & Renewal)

Amount (In ₹)

SC and ST Data of Saksham Scholarship Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024				
Scheme Name	SC		ST	
	Beneficiary	Amount	Beneficiary	Amount
Saksham Scholarship Scheme (Degree)	9	450000	4	200000
Saksham Scholarship Scheme (Diploma)	230	11500000	50	2500000

AICTE Swanath Scholarship Scheme

(i) Brief of the scheme with Objective, Eligibility Criteria & Benefits:

The Scheme is being implemented by AICTE provides scholarship of upto ₹ 50,000/- to provide encouragement and support to orphans, wards of parents died due to Covid-19, wards of Armed Forces and Central Paramilitary Forces martyred in action (Shaheed) to pursue education.

Swanath Scholarship Scheme (Degree) & (Diploma) Fresh & Renewal

Amount (In ₹)

SC and ST Data of Swanath Scholarship Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024				
Scheme Name	SC		ST	
	Beneficiary	Amount	Beneficiary	Amount
Swanath Scholarship Scheme(Degree)	19	950000	4	200000
Swanath Scholarship Scheme(Diploma)	29	1450000	9	450000

Benefits for SC/ST Students provided by IITs

a) Reservations of seats as per the Government of India norms are followed for admission to various courses.

b) Relaxation of upper age limit is granted to SC/ST candidates for admission through JEE.

c) In case the seats reserved for SC/ST/PwD candidates are not filled completely, a limited number of candidates are admitted to a one-year Preparatory Course on the basis of further relaxation of admission criteria. Selection for this course is made from the Joint Entrance Examination list of SC/ST students who did not qualify for admission. Upon successfully completing the preparatory course at the IIT, they would be eligible to join the B.Tech Programme and they will not require to write the JEE again.

d) All SC/ST students are exempted from payment of tuition fee in UG courses.

e) Most of the IITs are giving Travelling Allowance to SC/ST students (II class train fare / ordinary bus fare) from the place of residence to Institute to join the B. Tech programme.

f) Relaxation for reserved categories in cut-off marks prescribed for General Category.

g) The application fees for entrance examinations have been lowered to reserved categories.

Benefits for SC/ST Students provided by IIMs.

Reservation of seats as per the Government of India norms is followed for admission to various courses. Total 8,948 students took admission in various courses for 2024-26, out of which 1308 students from SC category and 588 students from ST category.

Percentage % representation of SCs/ STs in Indian Institutes of Management (IIMs)

Name of Institute	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
No. of Students	756	356	794	373	962	407	1034	342	1068	417	1261	535	1308	588
IIMs	14.60	6.86	14.34	6.80	14.95	6.29	15.01	4.96	14.88	5.90	14.80	6.28	14.61	6.57

Benefits given to SC/ST students by IISERs & IISc:

i. Reservation of seats for SC/ST students as per the government of India norms is followed for admission to various courses at all IISERs & IISc.

ii. All IISERs &IISc are extending the tuition fee waiver benefit to all the students belonging to SC/ST students.

iii. All possible assistance is being provided to SC/ST students for availing scholarships from the Central/State govt./Other funding agencies.

Students Intake 2023-24

S.No	Name of Institutes	Students In take in 2023-24	Students belong to SC category	Students belong to ST category
1	IISER Kolkata	433	70	18
2	IISER Pune	394	52	26
3	IISER Mohali	381	61	27
4	IISER Bhopal	665	75	35
5	IISER TVM	549	72	27
6	IISER Tirupati	269	32	15
7	IISER Berhampur	217	28	12
	IISERs Total	2908	390	160
8	IISc Bangalore	1321	209	64

Students Intake 2024-25

S.No	Name of Institutes	Students In take in 2024-25	Students belong to SC category	Students belong to ST category
1	IISER Kolkata	430	68	22
2	IISER Pune	478	58	30
3	IISER Mohali	372	57	20
4	IISER Bhopal	741	105	45
5	IISER TVM	499	65	32
6	IISER Tirupati	270	41	26

S.No	Name of Institutes	Students In take in 2024-25	Students belong to SC category	Students belong to ST category
7	IISER Berhampur	237	31	17
	IISERs Total	3027	425	192
8	IISc Bangalore	1478	214	87

Average percentage representation of SC/ST students in IISERs &IISc

Name of institute	2023-24	2024-25
IISERs	SC - 13.41%	SC - 14.04%
	ST - 5.50%	ST - 6.34%
IISc	SC - 15.82%	SC - 14.48%
	ST - 4.84%	ST - 5.89%

Benefits for SC/ST Students provided by IIITs:

- Reservation of seats as per the Government of India norms is followed for admission to various courses.
- All SC/ST students are exempted from payment of tuition fee in Centrally Funded IIITs.
- Eligible Students are also granted scholarships of Ministries of Social Justice and Empowerment, Tribal Affairs and Minority Affairs and also of the Department of Disabilities.

Percentage (%) representation (Enrolment) of SC/ST students in Centrally Funded Higher Educational Institutions (CFHEI)

CFHEIs	2022-23		2023-24	
	SC	ST	SC	ST
IIITs	14.57	6.39	14.15	6.53

Benefits for SC/ST Students provided by NITs:

The National Institute of Technology (NITs) and Indian Institute of Engineering Science and Technology (IIEST), Shibpur (West Bengal) are Centrally Funded autonomous Technical Institution and have been declared 'Institutes of National Importance' under the National Institutes of Technology, Science Education and Research Act, 2007 enacted on 15th August, 2007.

The admission to undergraduate programmes of NITs and IIEST Shibpur are based on the ranks secured by the students in the Joint Entrance Examination (Main) and subsequent counselling conducted by the Joint Seat Allocation Authority (JoSSA). The reservation policy as prescribed by the Government of India in the Central Educational Institutions (Reservation in Admission) Act, 2006 is followed while allocating seats to the students in these 32 Institutes. Percentage of SC/ST students enrolled in NITs are as under:

	2023-24				2024-25			
	SC		ST		SC		ST	
NITs/IIEST Shibpur	Student	%	Student	%	Student	%	Student	%
	5854	14.42%	3197	7.89%	6097	14.66%	3368	8.10%

i) The SC/ST/PwD category of students are getting complete tuition fee waiver at undergraduate level from the academic year 2016-17. The fee waiver has also been extended to SC/ST/PH M.Tech students in NITs and IIEST.

ii) Relaxation of upper age limit upto 5 years is granted to SC/ST candidates for admission through JEE.

iii) Relaxation for reserved categories in cut-off marks prescribed for General category.

iv) The application fees for entrance examination have been lowered to reserved categories.

v) Most of the NITs are having SC/ST/OBC Cell with members from Students belonging to SCs/STs and some the institution are having different mechanism to address the grievance of SC/ST Students in the form of Equal Opportunity Cell / Students Grievance Cell/ Students Grievance Committee/ Students Social Club, with students as member along with Faculty and Non- Faculty.

Benefits for SC/ST students provided by IGNOU: -

The 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 society through Open and Distance Learning (ODL) mode. The University offers innovative and need-based programmes at different levels.

The University democratises education by making it inclusive and reaching out to the disadvantaged and marginalized segments of society in all parts of the country at affordable costs. IGNOU has been steadily expanding opportunities for lifelong higher education by adopting a flexible and innovative learning approach that encourages learners to move from education to work and vice-versa, well suited to the diverse requirements of the country, and also needed to harness the human resources in full potential and leverage the demographic dividends. The University has made remarkable achievements in providing quality distance and online learning with excellent infrastructure facilities through its students support network.

The University establishes Learner Support Centres (LSCs) in areas densely populated with SC/ST population. The University has established at least one Regional Centre (middle layer of the student support network) in each state of the North East Region of the nation. These states are highly populated with ST Population. The Regional Centres situated in these regions regularly participate in local melas, festivals and visit schools and colleges for helping youths from SC and ST Communities in selecting courses/programs as per their academic, professional and vocational requirements. The University has a network of 69 Regional Centres (9 in the NER) and 01 Sub-Regional Centre at Ladakh with a total of 2005 Learner Support Centres.

The University has estimated cumulative student strength of over 3.4 million students out of which a significant number of 9.5 lakhs students were added through fresh admission and re-registration during the reported period. The data of enrolment also reveals that 54.09% of these are women, 56.48% reside in rural areas and 62.49% belong to SC/ST/OBC/EWS category. Students from SC/ ST categories with family income not exceeding 2.5 lakhs per annual are provided fee waiver in BA (Multi-disciplinary), B.Sc. (Multi-disciplinary) and B.Com. under Four-Year Undergraduate Programme (FYUP) to utilize DAPSC/STC grant received from Ministry of Education. Around 77,000 SC/ST students availed the fee waiver in the reported period.

SCHOOL EDUCATION

RTE Entitlements: Free Uniforms and Textbooks under Samagara Shiksha

Under Samagra Shiksha, RTE entitlements cover provision of giving two sets of uniform for all girls, and children belonging to SC/ST/BPL families in Government schools, up to class VIII at an average cost of ₹ 600/- per child per annum. Under Samagra Shiksha, in the FY 2024-25, a total of 80425780 uniforms for eligible children have been approved at an estimated cost of ₹ 473198.43 lakhs (including state share).

Under Samagra Shiksha, there is a provision for free textbooks as RTE entitlement to all children in Government/local body and Government aided schools, including Madarsas desirous of introducing the State curriculum at an average cost of ₹ 250/- per child at the primary level and ₹ 400/- per child at upper primary level. Under Samagra

Shiksha, in the FY 2024-25, an estimated cost of ₹ 473198.43 lakhs (including state share) has been approved for free text books of 98456351 eligible children.

Kasturba Gandhi Balika Vidyalayas (KGBVs):

Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) especially for girls' education. KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education. The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State/ UT where the female rural literacy rate is below the national average. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

As on 20.11.2024, taking into account the merger/ convergence of KGBVs, the number of sanctioned KGBVs is 5639 with a capacity of 807428 girls. Out of these, 5133 KGBVs are operational with the enrolment of 711505 girls. Out of the enrolment of 711505 girls, 193302 are SC girls, 183440 are ST girls, 259092 are OBC girls, 28761 are Minority girls and 46858 are BPL category girls.

Under Samagra Shiksha, the existing KGBVs at the upper primary level and Girls Hostels at the secondary level are being extended/converged to provide residential and schooling facilities to girls up to Class-XII. The task of up-gradation of the KGBVs was started in the year 2018-19 and by 31st March 2024, a total of 2616 KGBVs have been upgraded out of it, 313 upto Class X and 2303 upto Class XII (Source: Prabandh).

GER of SCs/STs for the year 2024-25:

Year	Elementary (I-VIII)			Secondary (IX-X)			Higher Secondary (XI-XII)		
	All	SC	ST	All	SC	ST	All	SC	ST
2022-23	93.90	99.60	102.30	79.20	82.50	78.80	56.80	58.80	53.40
2023-24	91.70	96.30	97.10	77.40	80.60	76.90	56.20	57.90	48.70

Navodaya Vidyalaya Samiti (NVS) initiatives in Equity:

Some of the special facilities provided to the Scheduled Caste (SC) / Scheduled Tribe (ST) students in schools of NVS as per the Navodaya Vidyalaya Scheme, RTE Act or other provisions of Govt. of India, are as under:

10 additional second schools of NVS for Scheduled Caste (SC) concentrated districts and 10 additional second schools of NVS for Scheduled Tribe (ST) concentrated district have been sanctioned during the year 2008. List of such additional second schools of NVS established in SC/ST Concentrated districts, is given below.

Additional Second Schools of NVS Sanctioned in Scheduled Caste (SC) Concentrated Districts, During the Year 2008:

S. No.	State / UT	Schools of NVS (District)
1.	Andhra Pradesh	Prakasam
2.	Bihar	Gaya
3.	Jammu & Kashmir [UT]	Jammu

S. No.	State / UT	Schools of NVS (District)
4.	Jharkhand	Palamu
5.	Karnataka	Kalaburagi
6.	Madhya Pradesh	Ujjain
7.	Punjab	Amritsar
8.	Rajasthan	Sri Ganganagar
9.	Uttar Pradesh	Sitapur
10.	West Bengal	South 24 Parganas

Additional Second Schools of NVS Sanctioned in Scheduled Tribe (ST) Concentrated Districts, During the Year 2008:

S. No.	State / UT	Schools of NVS (District)
1.	Andhra Pradesh	Alluri Sitharamaraju (Erstwhile East Godavari)
2.	Assam	Karbi Anglong
3.	Chhattisgarh	Sukma (Erstwhile Dantewada)
4.	Gujarat	Dahod
5.	Jharkhand	Pakur
6.	Madhya Pradesh	Jhabua
7.	Maharashtra	Nandurbar
8.	Meghalaya	East Khasi Hills
9.	Odisha	Malkangiri
10.	Rajasthan	Banswara

- 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 & above the candidates selected under open merit.
- Good quality modern education, free of cost including free boarding & lodging as well as expenses on uniform, textbooks, bedding items, stationery, daily use items, examination fee and expenditure on journey (TA/DA) to participants in official academic activities etc., are provided in schools of NVS to the Scheduled Castes (SC) & Scheduled Tribes (ST) students.
- All the Scheduled Caste (SC) & Scheduled Tribe (ST) students of schools of NVS, are exempted from paying Vidyalaya Vikas Nidhi (VVN).
- Ample opportunities like co-curricular activities, outdoor activities, Games & Sports, NCC, NSS and Scout & Guide, are also provided for overall development of all the students including the Scheduled Castes (SC) & Scheduled Tribes (ST) categories.

Category-wise enrolment figure of students in schools of NVS as on 31.10.2024, is as under:

Total	Boys	Girls	Rural	Urban	General	OBC	SC	ST
2,88,989	1,66,727	1,22,262	2,62,743	26,246	49,933	1,12,217	68,919	57,920
%	57.69	42.31	90.92	9.08	17.28	38.83	23.85	20.04

Kendriya Vidyalaya Sangathan (KVS):

The Kendriya Vidyalaya Sangathan, wholly financed by the Government of India, is an autonomous body registered as a Society under the Societies Registration Act, XXI of 1860, on 15th December 1965, by the Ministry of Human Resource Development (presently known as Ministry of Education), Government of India. The primary aim of the Sangathan is to provide, establish, endow, maintain, control and manage schools, hereinafter called the 'Kendriya Vidyalaya' for the children of transferable employees of the Government of India, floating population and others including those living in remote and undeveloped locations of the country and to do all acts and things necessary for providing a conducive atmosphere in schools. Over the years, the number of Kendriya Vidyalayas steadily increased to 1256 as on 31.12.2024 including three KVs abroad (Kathmandu, Moscow, and Tehran).

15% seats for Scheduled Caste and 7.5% seats for Scheduled Tribes and 27% seats for Other Backward Classes (OBC-NCL) are reserved in all fresh admissions in Kendriya Vidyalayas. SC/ ST students, admitted under RTE Quota, are exempted from payment of fee. As on 30.09.2024, there are 277497 Scheduled caste and 93365 Scheduled tribe students are enrolled in Kendriya Vidyalayas.

National Council of Educational Research & Training (NCERT):

Capacity Building Programme for Master trainers/ teachers working in Tribal Gurukula Schools at the Secondary Level on Equitable and Inclusive Education

Capacity Building Programme for Master trainers/ teachers working in Tribal Gurukula Schools at the Secondary Level on Equitable and Inclusive Education in the light of NEP 2020 in collaboration with Dr. MCRHRD Institute of Telangana was conducted in two Phases from 22-26 October 2024 and 25-29 November 2024 at Hyderabad, Telangana State. In two phases total 97 (47 Science and Mathematics and 50 Languages and Social Science) participants were participated. The main objective of the programme was to sensitize master trainers/teachers on Equitable and Inclusive Education in the light of NEP 2020. To make aware master trainers/teachers about the concerns of children belonging schedule tribes, schemes and programs. Equip master trainers/ teachers with inclusive innovative pedagogical practices. The programme included Pre-test and Post-test assessments with feedback from the Participants.

Capacity Building of In-service Teachers at Middle Stage of Schools in Scheduled Caste concentrated Areas of North Region in India

This capacity building programme was undertaken to train the in-service teachers of various schools in SC concentrated areas of North Region of India for enhancing and updating their professional growth. Under the project, need assessment study tools were developed and all the tools were validated in workshop mode. Then, first need assessment field study was organized in various schools of different Scheduled Caste concentrated areas of Haridwar district of Uttarakhand and collected relevant data from headmaster, teachers and students. Correspondingly, another need assessment field study was conducted in different schools of various Scheduled Caste concentrated areas in Jhajjar district of Haryana and collected relevant data from headmaster, teachers and students. All collected data are in the process of analysing for identifying the areas of training needs of teachers. The need-based training programme will be organized for in-service teachers shortly

NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS):

NIOS supports culture of inclusion and is committed to providing a learning environment which is inclusive and accessible to all. As per NIOS Admission scheme there is no quota system for any category for Admission as NIOS being an Open School System providing Secondary, Senior Secondary, Skill education Courses and Open Basis Education (OBE) Course through Open and Distance Learning mode.

However, NIOS is offering concession in admission fee to SC, ST and PwD Learners of ₹ 780/-for Secondary course and ₹ 910/- for Senior Secondary course in comparison to General Category learners.

SC/ST Enrolment in Academic Courses during 2023-24

Category	Secondary				Senior Secondary				Total			
	Female	Male	Trans-gender	Total	Female	Male	Trans-gender	Total	Female	Male	Trans-gender	Grand Total
SC	5731	8070	6	13807	8059	16561	8	24628	13790	24631	14	38435
ST	6599	8211		14810	8403	10201	7	18611	15002	18412	7	33421

SC/ST Enrolment in Vocational Courses during 2023-24

Category	Female	Male	Grand Total
SC	10267	417	10684
ST	13315	207	13522

SC/ST Enrolment in the Open Basic Education (OBE) Programme 2023-24

OBE	Level-A			Level-B			Level-C			ALL Level (A+B+C)		
Category	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Grand Total
SC	102	139	241	88	113	201	45	77	122	235	329	564
ST	15	23	38	12	22	34	10	15	25	37	60	97

Chapter-02

Educational Development of North East and Hill States

Educational Development of North East and Hill States

At present there are 10 States and 2 Union Territory that enjoy Special Category Status: Arunachal Pradesh, Assam, Himachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Uttarakhand and Jammu & Kashmir and Ladakh. 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 and also late starters in development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. In view of the above problems, Central Government sanctions 90% in the form of grants in plan assistance to the North Eastern & Hill States and 100% in Ladakh being a Union Territory.

EDUCATIONAL DEVELOPMENT OF NORTH EAST AND HILL STATES

S.No	State/UTs	Enrolment in Higher Educational Institutions 2022-23	Gross Enrolment Ratio Higher Education (18-23 yrs.) 2022-23	Gender Parity Index Higher Education (18-23 yrs.) 2022-23
1	Arunachal Pradesh	63512	35.9	0.93
2	Assam	751273	18.7	1.14
3	Himachal Pradesh	323768	44.1	1.32
4	Jammu and Kashmir	396311	24.3	1.22
5	Ladakh	4678	17.1	2.14
6	Manipur	123006	33.5	1.03
7	Meghalaya	101932	26.9	1.29
8	Mizoram	48611	33.7	1.05
9	Nagaland	51306	18.9	1.35
10	Sikkim	33851	38.8	1.23
11	Tripura	102324	21.2	0.97
12	Uttarakhand	579415	43.3	1.10

Source: All India Survey on Higher Education 2022-23(AISHE 22-23 results are provisional)

The total Student Enrolment in North East States is 12.76 lakh in 2022-23 as compared to 9.36 lakh in 2014-15. The female enrolment in North East States is 6.59 lakh in 2022-23, higher than the male enrolment of 6.17 lakh.

CENTRALLY FUNDED HIGHER EDUCATIONAL INSTITUTIONS IN SPECIAL CATEGORY STATES

State	Central Universities	IIM	IIT	NIT	IIIT	Other technical Institutions
Arunachal Pradesh	01			01		01-NERIST
Assam	02		01	01	01	01-CIT Kokrajhar
Manipur	01			01	01	

State	Central Universities	IIM	IIT	NIT	IIIT	Other technical Institutions
Meghalaya	01	01		01		
Mizoram	01			01		
Nagaland	01			01		
Sikkim	01			01		
Tripura	01			01	01	
Himachal Pradesh	01	01	01	01	01	
Jammu & Kashmir	02	01	01	01		
Uttarakhand	01	01	01	01		

Pradhan Mantri Uchchatar Shiksha Abhiyan (PM USHA)

The third phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in the form of Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) has been approved till 31st March 2026 with a total outlay of ₹ 12926.10 crores for supporting State/ UT Governments to improve the access, equity and quality in their higher education system. PM-USHA has been structured to further improve the higher education scenario in States/UTs by prioritizing the unserved and underserved areas identified in the scheme as such as Focus Districts. The States have been given the flexibility to identify focus districts on the basis of low GER, population of SCs/STs, female enrollment, etc. The funding pattern of the same between the Central Government and State Governments is in the ratio of 90:10 for North Eastern States, J&K, Himachal Pradesh and Uttarakhand, and 60:40 for the other States and UTs with Legislature. The UTs without Legislature would be 100% centrally funded under this scheme.

IGNOU'S INITIATIVES FOR EDUCATIONAL DEVELOPMENT IN SPECIAL CATEGORY STATES

IGNOU has taken special initiatives for the development of higher education to make it easily accessible to students living in underdeveloped, difficult, remote and minority dominated special category States including the North Eastern States, Himachal Pradesh, Uttarakhand and Jammu & Kashmir. The initiatives began with the establishment of IGNOU Regional Centres in all these States. Since then, the University has contributed significantly by expanding its students support network to ensure access in equity of higher education in remote corners of these states; supplementing the conventional forms of education.

NORTH EAST REGION

At present, the IGNOU operations are supported through a network of nine RCs in the eight States at the following locations: Shillong (Meghalaya), Guwahati (Assam), Jorhat (Assam), Imphal (Manipur), Itanagar (Arunachal Pradesh), Kohima (Nagaland), Aizawl (Mizoram), Agartala (Tripura) and Gangtok (Sikkim). IGNOU facilitates expansion of educational development in North East Region (NER) by providing opportunities of higher education, training, skill development and other initiatives. The University has made significant contributions for educational development through this network of 9 Regional Centres and 205 Learner Support Centres (LSC) across 8 states in the NER. The Regional Centres at Imphal, Guwahati and Aizwal have developed capabilities for Channel Based Counselling under Swayamprabha TV Channels and these Regional Centres are actively engaged in the transmission of counselling services in Regional Languages.

UTTARAKHAND

The State of Uttarakhand is served by one RC in Dehradun operating through a network of 28 LSC for providing learner support services.

Regional Centres Dehradun is actively engaged in the support services for E Vidya Bharati and ICCR -Afghanistan Project under which academic support services are being organised by Regional Centre at Dehradun for international students also.

HIMACHAL PRADESH

Academic and counselling support in Himachal Pradesh is managed with the help of 42 LSC operating under the RC Shimla.

JAMMU, KASHMIR AND LADAKH

IGNOU operates through two RCs in Jammu and Kashmir, i.e., RC Jammu and RC Srinagar. A sub Regional Centre at Leh has also been notified. The number of LSCs under RC Jammu is 38 and under RC Srinagar is 46. There are presently two LSCs in the Leh and Ladakh region of Kashmir Region. These centres are located at Elizer Joldan Memorial College, Leh(LSC-1203) and Govt. Degree College, Kargil(LSC-1249). The Regional Centre at Srinagar is actively engaged in the telecast in Regional Languages under Swayamprabha Transmission and also delivery of support services for international Students under E Vidya Bharati Project.

NATIONAL BOOK TRUST, INDIA

The National Book Trust, India (NBT), an autonomous organization under the Ministry of Education, 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 society.

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 organised Sikkim Book Fair (18 to 20 March 2024), book exhibition in Diphu, Assam (2 to 4 September 2024); and Shillong Book Fair (5 to 13 October 2024). Besides, the Trust in association with Bodo Writers' Academy organised the Bodo translation workshop at National Park, District Baska, Bodoland, Assam from 14 to 18 December 2024, Fifty translators from different parts of the State attended the five-day workshop and undertook Bodo translation of nearly 200 titles for children published by National Book Trust, India in different languages including Bangla, English, Hindi, etc. An Asamiya translation workshop was held at Megha Resort, Jorhat, Assam from 23 to 27 October 2024. Over 50 participants took part in the translation of around 200 titles for children into Asamiya.

BOOK PROMOTIONAL ACTIVITIES IN LEH

The Trust in collaboration with Indian Army organised a book exhibition at Chushul, Leh on 8 March 2024. A wide range of books on themes like patriotism, freedom movement, biographies etc were displayed. The Trust also distributed over 300 books to underprivileged children.

LITERARY ACTIVITIES IN JAMMU

National Book Trust, India organized few activities at Tawi Sahitya Lok Utsav held at Jammu on 29 and 30 March 2024 such as a session on role of bilingual books in promotion of mother tongues and reading habit, an interactive session with PM YUVA authors and a 2-day workshop on developing bilingual books in Dogri and Kashmiri with English being the source language. Twenty books were developed in the workshop, 10 each in Dogri-English and Kashmiri-English category.

CHINAR BOOK FESTIVAL AT SRINAGAR

National Book Trust, India organised the first-of-its-kind Chinar Book Festival from 17 to 25 August 2024 at SKICC, Srinagar in collaboration with District Administration, Srinagar and NCPUL. The Book Festival was inaugurated by the distinguished panel, including Shri Raghuvendra Tanwar, Chairman of the ICHR: Dr. Bilal M Bhat, IAS, Deputy Commissioner of Srinagar, Prof. Nilofar Khan, Vice Chancellor of Kashmir University, Shri Yuvraj Malik, Director, NBT-India and Prof. Milind Sudhakar Marathe, Chairman 2024.

MOBILE BOOK EXHIBITIONS

National Book Trust organized the mobile book exhibitions in various districts of North Eastern part of India, Jammu and Kashmir and hilly regions as per the list below.

List Of Pustak Parikramas From Jan To Dec 2024

S.No.	PUSHTAK PARKRAMA	PERIOD
1.	UTTRAKHAND PUSTAK PARIKRAMA	12 MAR TO 23 MAR 2024
2.	HIMACHAL PUSTAK PARIKRAMA	20 JUN TO 05 AUG 2024
3.	CHINAR PUSTAK PARIKRMA	17 AUG TO 25 AUG 2024
4.	SHILLONG MOBILE BOOK EXH	25 SEP TO 10 OCT 2024
5.	GANGA PUSTAK PARIKRAMA	25 OCT TO 29 DEC 2024

PARTICIPATION IN BOOK EXHIBITIONS/ ORGANISED BY NBT

NBT also organised and participated in a number of book exhibitions held in North eastern Region: -

Sl. No.	Name of Book Exhibition		
1.	K.V. NIT, Agartala	16.01.24 to 18.01.24	Agartala. Tripura
2.	Guwahati Book Fair	29.12.23 to 09.01.24	Guwahati. Assam.
3.	Agartala Book Fair-2024	21.02.24 to 05.03.24	Agartala. Tripura
4.	National Literary Festival	13.03.24 to 17.03.24	Bodoland, Assam
5.	KV.NIT, Agartala	08.07.24 to 11.07.24	Agartala. Tripura
6.	K.V. C, C, CRPF, Salbagan	03.09.24 to 04.09.24	Agartala. Tripura
7.	Global University Guwahati	10.09.24 to 13.09.24	Guwahati. Assam
8.	Shillong book fair	05.10.24 to 13.10.24	Shillong, Meghalaya
9.	Duliajan book fair	05.10.24 to 11.11.24	Duliajan, Assam
10.	Jorhat Book fair	15.1124 to 24.1 1.24	Jorhat, Assam
11.	Tri Hills Ensemble book exhibition	21.11.24 to 22.11.24	Shillong,Meghalaya
12.	Golaghat book fair	27.11.24 to 06.12.24	Golaghat, Assam
13.	Hornbill book festival	01.12.24 to 10.12.24	Kohima, Nagaland
14.	Dibrugarh book festival	13.12.24 to 24.12.24	Dibrugarh, Assam

It also organised book exhibitions at Dehradun as per following details:

1. Lekhak Gaon Thano Dehradun Book Exhibition -23-27 October, 2024
2. KV ONGC Dehradun Book Exhibition -20-21 November, 2024

INDIAN INSTITUTE OF MANAGEMENT (IIM)

Indian Institutes of Management (IIMs) are autonomous institutions under the administrative control of the Govt. of India (MINISTRY OF EDUCATION). Presently, there are 21 IIMs out of which there are 4 IIMs namely IIM Shillong, IIM Kashipur, IIM Sirmaur, and IIM Jammu currently functioning in the States and Union Territories (UTs) of Meghalya, Uttarakhand, Himachal Pradesh, and Jammu respectively.

2. The M/o Education is providing funds to establish the IIMs for academic activities, setting up of temporary campuses and construction of permanent campuses. Details of below. Budget/ Funds released seen to the respective IIMs may be in the table below: -

Name of IIM	Number of students as on 31.12.2024		Faculty Position as on 31.12.2024	Fund released (in crore) 01.01.2024 to 31.12.2024
	PGP	FPM		
IIM Shillong	396	17	36	0
IIM Kahipur	290	9	39	0
IIM Sirmaur	297	3	37	19.63
IIM Jammu	390	28	47	21.25
Total	**1373**	**57**	**169**	**40.88**

Reservation of seats as per the Government of India norms is followed for admission to various courses.

NATIONAL INSTITUTE OF TECHNOLOGY (NIT)

Central Government of India took over the 20 Regional Engineering Colleges including NIT – Agartala (Tripura) & NIT – Silchar (Assam) located in NER and NIT Srinagar (J&K) located in Hill Sates. These institutes were upgraded into NITs which are centrally funded technical institutions under the administrative control of Ministry of Education as Institutions of national importance duly declared in the NITSER Act 2007.

Further, the Government of India after due approval of Union Cabinet has established ten new NITs during eleventh Five Year Plan in the States / UTs where NIT is not situated. Out of ten new NITs, six NITs namely Arunachal Pradesh, Sikkim, Meghalaya, Nagaland, Manipur and Mizoram, are located in North Eastern Region (NER) in addition to the two existing older NITs – Silchar (Assam) and Agartala (Tripura). All the new Institutes have started their academic session from 2010 – 11 onwards. The main objective of these NITs is to impart quality education to the aspiring students in the field of Science and Technology, to engage in high quality interdisciplinary research, beneficial to the Industrial eco-system and the society as a whole.

3. The brief statistical summary of above mentioned eight National Institutes of Technology located in NER and One NITs in Hill States along with the brief infrastructural activities of six new NITs located in NER is given in the table below: -

Sl. No.	Name of the Institute	No of Faculty (In position)	No of non-faculty (In position)	Actual Students Strength	Grants released in 2024-25 (₹ In lakhs)	Temporary / Permanent Campus
1.	NIT – Agartala (Tripura)	139	26	5025	6548.00	Permanent Campus
2.	NIT – Arunachal Pradesh	48	53	982	3377.00	Permanent campus
3.	NIT – Manipur	45	24	937	2528.00	Partially shifted at permanent campus
4.	NIT – Meghalaya	68	74	1099	5031.00	Partially shifted at permanent campus
5.	NIT – Mizoram	38	23	718	3269.00	Temporary Campus

Sl. No.	Name of the Institute	No of Faculty (In position)	No of non-faculty (In position)	Actual Students Strength	Grants released in 2024-25 (₹ In lakhs)	Temporary / Permanent Campus
6.	NIT – Nagaland	38	30	1006	2425.00	Permanent Campus
7.	NIT – Silchar (Assam)	238	101	4886	12874.00	Permanent Campus
8.	NIT - Sikkim	38	35	736	2123.26	Temporary Campus
9.	NIT - Srinagar	155	162	4077	12614.88	Permanent Campus

[NOTE: The amount is released till date 16.01.2025]

INDIAN INSTITUTES OF TECHNOLOGY (IIT)

Indian Institutes of Technologies (IITs) are institutions of national importance governed by the Institutes of Technology Act, 1961 and the statutes framed thereunder. Over the years, IITs have created world class educational institutions in the field of science, technology and research that are dynamically sustained through quality teaching and internationally acclaimed research with excellent infrastructure and the best available minds. At present, the following four (4) IITs are functioning in North East and Hill States, as per the following details:

Sl. No.	State/ UT	Name of the IITs	Year of establishment	Faculty in position as on 31-12-2024	Student Strength as on 31-12-2024	Total fund released in this FY till now (₹ In cr.)
1	Assam	IIT Guwahati	1994	455	8136	435.75
2	Uttarakhand	IIT Roorkee	2001*	558	10877	627.27
3	Himachal Pradesh	IIT Mandi	2009	176	2843	226.49
4	Jammu & Kashmir	IIT Jammu	2016	131	1833	136.32

*Converted into an IIT in 2001

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY (IIITs)

Under the Scheme "Setting up of 20 IIITs in Public-Private Partnership (PPP) mode, 3 IIITs at Guwahati (Assam), Senapati (Manipur) and Agartala (Tripura) have been established in the NE region. The scheme was approved by the Union Cabinet on 26.11.2010. As per the scheme, the Capital cost of each IIIT will be ₹ 128.00 crore is contributed in the ratio of 50:35:15 by the Central government, the State Government and the Industry Partner(s) respectively (57.5: 35: 7.5 in case of North-Eastern region). In addition, ₹ 2.50 crore to each IIIT for Faculty Development Programme (FDP) will be provided by the Central Govt. Further, the Central Govt. provides partial support towards the recurring expenditure upto ₹ 10.00 crore to each IIIT. Concerned State Government provides 50-100 acres of land, free of cost. Each IIIT shall meet its operating expenditure on its own within 5 years of commencement, out of students fees, research and other internal accruals.

Brief on 3 IIITs functioning in North-Eastern Region is given as under:

IIIT Guwahati

Approval for establishment of IIIT Guwahati was given on 02.07.2012. The academic session commenced in 2013-14. The total current student strength of IIIT Guwahati is 1177. IIIT Guwahati offers B.Tech and PG course in CSE and ECE. It also offers Ph.D courses in CSE, ECE, Science & Mathematics and Humanities and Social Sciences.

IIIT Guwahati is an Institution of National Importance under the Act of Parliament [IIIT (PPP) Act, 2017]. The Central Govt. has released its complete share of ₹ 83.60 Cr (non-recurring: 73.60 cr, recurring: 10.00 cr) to IIIT Guwahati.

The Industry Partners for IIIT Guwahati are:

i. Tata Consultancy Services

ii. Oil India Limited

iii. SREI Finance Infrastructure Ltd

iv. Amtron (State Govt. PSU)

IIIT Senapati

Approval for establishment of IIIT Senapati was given on 28.02.2014. The academic session commenced in 2015-16 and has current student's strength of 763. IIIT Senapati offers B.Tech course in CSE & ECE and Ph.D courses in CSE, ECE and Humanities and Basic Sciences.

IIIT Senapati is an Institution of National Importance under the Act of Parliament [IIIT (PPP) Act, 2017]. The Central Govt. has released its complete share of ₹ 83.60 Cr (non-recurring: 73.60 cr, recurring: 10.00 cr) to IIIT Senapati.

The Industry Partners for IIIT Senapati are as under: -

(i) Manipur IT SEZ Project Development Company (MPDCO)

(ii) Manipur Development Society (MDS)

IIIT Agartala

Approval for establishment of IIIT Agartala was given on 02.07.2012. The academic session commenced in 2018-19 and has current student's strength of 190. IIIT Agartala offers B.Tech course in CSE.

IIIT (PPP) Act, 2017 was published in the Gazette of India in 2017 vide IIIT (PPP) Act, 15 IIITs-PPP have been declared as Institutions of National Importance. Remaining 5 IIIT (PPP) including IIIT at Agartala have been included in IIIT (PPP) Act, 2017 by the way of amendment vide Indian Institutes of Information Technology Laws (Amendment) Act, 2020.

The Institute presently functions from NIT Agartala which is the mentor Institute for IIIT Agartala. 50 acres of land has been allotted at Khowai Chowmuhani under Mohanpur Sub-Division, West Tripura. Foundation stone laid on 12.10.2022 by Hon'ble president of India.

The date a sum of ₹ 1.72 cr (non-recurring: 1.00 cr, recurring: 0.72 cr) has been released to the Institute.

The Industry Partners for IIIT Agartala are as under:

(i) ONGC

(ii) NEEPCO

IIIT in Hill States (Himachal Pradesh)

Under the Scheme "Setting up of 20 IIITs in Public-Private Partnership (PPP) mode, one IIIT at Una has been established in the State of Himachal Pradesh.

Brief in r/o IIIT Una is as under:

Approval for establishment of IIIT Una was given on 27.02.2013. The academic session commenced in 2014-15. The total student strength of IIIT Una is 828. IIIT Una offers B.Tech course in CSE and ECE and IT. It also offers M. Tech courses in CSE.

IIIT Una an Institution of National Importance under the Act of Parliament [IIIT (PPP) Act, 2017]

The Central Govt. has released its complete share of ₹ 74.00 Cr (non-recurring: 64.00 cr, recurring: 10.00 cr) to IIIT Una.

The Industry Partners for IIIT Una are:

i. HP Power Corporation Limited (HPPCL)

ii. HP Transmission Corporation Limited (HPTCL)

NORTH EASTERN REGIONAL INSTITUTE OF SCIENCE AND TECHNOLOGY (NERIST)

North Eastern Regional Institute of Science and Technology (NERIST) was set up by the Government of India, initially as a pilot project of the North Eastern Council, Shillong, under the Ministry of Home Affairs, Govt. of India to create a base of technical manpower, aimed at meeting the challenge at various level of development in the region. The campus of the Institute is located at Nirjuli, Itanagar, the capital city of Arunachal Pradesh, and is well connected by road, air, and rail. The Institute came under the direct control of the Ministry of Education (MoE), Government of India, on1st April 1994. It has been conferred with the deemed to be University status u/s 3 of the UGC Act 1956 since May 31st, 2005. The Institute has highly qualified, motivated faculty members and a devoted group of non-teaching employees. NERIST students are disciplined, motivated, and sincere and have successfully competed with students from some of the best Institutions in the country. The vision and Mission of the Institute are:

Vision:

To produce professionals with competency for pursuing excellence in science & technology education, research and entrepreneurship with ethical values and social sensitivity for offering specialized services to society, meeting the global requirements and standards in a multicultural environment.

Mission:

1. To create a niche in the field of science & technology education and research through an innovative modular system.
2. To produce globally competitive technical and scientific manpower in different disciplines with high ethical values and with particular reference to the North Eastern region.
3. To impart in engineers/technologists and trainees a mindset full of creativity to pursue excellence with a focus on stakeholders, accountability, environment, and people.
4. To develop collaborations with world-class R&D organizations, industries, and educational institutions in India and abroad to attain excellence in teaching, research, and consultancy practices.

The Institute offers Certificate (Two years after Class X), B.Tech., M. Tech., and M.Sc., and MBA programs in different disciplines of engineering, sciences, applied science (Forestry), and management. PhD program is offered in engineering, sciences, applied science, humanities and social sciences, and management. The five Certificate programs are in Agricultural Engineering, Civil Engineering, Electrical Engineering, Electronics and Communication Engineering, and Mechanical Engineering. B. Tech. program is offered in Computer Science and Engineering apart from all the branches stated above. B.Sc. is offered to the students of Forestry.

Post Graduate Programs offered in 2024:

a. M. Tech. in Information Technology under the Department of Computer Science & Engineering.

b. M. Tech. in Computer Science& Engineering under the Department of Computer Science & Engineering.

c. M. Tech. in Environmental Science & Engineering under the Department of Civil Engineering.

d. M. Tech. in Geotechnical Engineering under the Department of Civil Engineering.

e. M. Tech. in Power System Engineering under the Department of Electrical Engineering.

f. M. Tech. in Computer Integrated Manufacturing under the Department of Mechanical Engineering.

g. M. Tech. in Thermal and Fluid Engineering under the Department of Mechanical Engineering.

h. M. Tech. in Electronics & Communication Engineering (Specialization in VLSI/ Communication Engineering).

i. M. Tech. in Farm Machinery & Power under the Department of Agricultural Engineering.

j. M. Tech. in Soil and Water Conservation Engineering under the Department of Agricultural Engineering.

k. M. Sc. in Forestry under Department of Forestry.

l. M.Sc. in Physics under the Department of Physics.

m. M. Sc. in Chemistry under Department of Chemistry.

n. M. Sc. in Mathematics under Department of Mathematics.

o. Master of Business Administration under the Centre for Management Studies.

Research and Development activities

- A number of R & D projects (06) worth ₹ 2,70,80274/-sponsored by various funding agencies have been carried out and 04 new R & D projects of ₹ 1,93,75338/- were received.
- New 16 R &D proposals for research grants to the funding agencies are submitted by faculty members.
- Patents (05), Design registration (07) and copyrights (05) were granted during this period.
- MoU (05) with educational institutions, industries and MSME and AAI were signed.
- A total of 118 national and international research publications were published in reputed journals.
- International conferences (02) and FDPs (02) are organized.
- Expert talks were arranged to improve research eco-system of the institute.
- Training Programs of 05 days are conducted by the National Institute of Electronics & Information Technology (NIELIT) Itanagar, Arunachal Pradesh in association with NERIST in Engineering, Forestry and Physics Departments.

Other major activities

The following activities were organized/conducted:

- A course entitled **"Electrical Technician"** (ELE/Q6301) (3.0) is conducted under PMKVY4.0 (Target 3.0) by Electrical engineering Department.
- A 3 D Printing Dental Spoke with AMTRON is established at NERIST on 27.09.2024.

The other salient features of the Institutes are: -

- Modular Technical Education System.
- Multi-point entry and exit system
- Unconventional and innovative academic program to create technical manpower at various levels for the development of the NE region.
- Development of Knowledge, Skills and value-based education system.
- P.G and Ph.D. programmes.
- Well-equipped laboratories and workshops.
- Fully residential campus.
- Dedicated service for the development of the NE Region.

CENTRAL INSTITUTE OF TECHNOLOGY KOKRAJHAR (CIT)

Central Institute of Technology (CIT) Kokrajhar is a centrally funded Institute under Dept. of Higher Education, Ministry of Education, and Government of India which is situated at a serene landscape near the Head Quarter of Bodoland Territorial Council (BTC) In Kokrajhar District of Assam.

The Institute was established on the 6th 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). ON December 13, 2018, the institute was declared as an "Institute

deemed to be University" by the Ministry under De-novo category.

The Major activities undertaken by CIT, Kokrajhar during the Year 2024 (01/01/24-31/12/24), are as follows:

1. The International Day of Yoga was celebrated on June 21, 2024 in CIT.
2. Jan Jatiya Diwas was organized on 18/11/2024.
3. The Constitution Day was organized on November 26, 2024 in the Seminar Hall CIT, Kokrajhar.
4. Cleanliness drive was undertaken on October 02, 2024 in the campus and nearby areas.
5. Cyber security Day was organized on October 9, 2024.
6. Good Governance Day was held on December 25, 2024 in the Institute hall

CENTRAL UNIVERSITIES

Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing avenues of Higher Education & Research Facilities, 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, Statutes and Ordinances framed thereunder.

There are at present 48 Central Universities, including newly established Sammakka Sarakka Central Tribal University in the State of Telangana. Out of 48 Central Universities, 14 Central Universities are located in various Hill States and North Eastern States of India and their list is given in the table below: -

Sl. No.	Name of State/UT	Name of Central University	Year of Establishment
1.	Arunachal Pradesh	Rajiv Gandhi University, Rono Hills P.O. P.S. Doimukh, Pin-791112 District Papum Pare Arunachal Pradesh	2007
2.	Assam	Assam University. Silchar-788011 Assam	1994
3.		Tezpur University Napaam, Tezpur Sonitpur, Assam (India) Pin-784 028	1994
4.	Mizoram	Mizoram University Tanhril, Aizawl, Mizoram-796004 Post Box No. 190	2000
5.	Meghalaya	North-East Hill University, Mawlai, Shillong-793022	1973
6.	Manipur	Manipur University Indo-Myanmar Road, Chanchipur, Imphal, Manipur-795003	2005
7.	Nagaland	Nagaland University. Headquarters, Lumami District: Zunheboto, Nagaland-798627	1989
8.	Sikkim	Sikkim University Samdur, P.O, Tadong, Gangtok, Sikkim 737102	2007
9.	Tripura	Tripura University Suryamaninagar, Tripura(W) - 799 022	2007
10.	Jammu& Kashmir	Central University of Jammu, Rahya-Suchani (Bagla), District-Samba, Jammu-181143	2009
11.	Ladakh	Central University of Kashmir Green Campus, Ganderbal, Kashmir-191201	2011
12.		Sindhu Central University	2022
13.	Himachal Pradesh	Central University of Himachal Pradesh	1973
14.	Uttarakhand	Hemvati Nandan Bahuguna Garhwal University	2009

The Central Universities are fully funded by the Central Government Budgetary support. During the year 2024-25 (as on 31.12.2024) an amount of 2435.09 crore (including HEFA) was released to Central Universities of Hill States and North Eastern region.

SCHOLARSHIP

PM Vidyalaxmi

The Union Cabinet vide its decision dated 06.11.2024, has approved **PM Vidyalaxmi**, a new Central Sector scheme that seeks to provide financial support to meritorious students so that financial constraints do not prevent anyone from pursuing higher studies.

The broad contours of the scheme are:

1. A mission mode mechanism will facilitate and drive the extension of education loans to meritorious students who get admission in the top 860 quality Higher Educational Institutions (QHEIs) of the nation, translating to covering more than 22 lakh students every year. Criteria for eligibility of an Institute to be considered as quality HEI under PM-Vidyalaxmi are as under:

   1.1. Top 100 ranked HEIs in the overall/ category-specific and/or domain specific rankings in latest list of NIRF published by the Ministry of Education; plus

   1.2. Top 200 ranked HEIs under the governance of state/UT governments in the latest list of NIRF published by the Ministry of Education; plus;

   1.3. All remaining HEIs under the governance of Government of India.

   1.4. Indian campus of foreign education institutions, foreign campus of Indian education institutions and foreign education institutions will not be covered.

2. A special loan product will enable collateral free, guarantor free education loans from banks and financial institutions to cover full amount of tuition fees and other expenses related to the course. The scheme will be administered through a simple, transparent and student friendly system that will be inter-operable and entirely digital.

3. For loan amount up to ₹ 7.5 lakhs, the student will also be eligible for a credit guarantee of 75% of outstanding default. This will give support to banks in making education loans available to students under the scheme.

4. Furthermore, for students with up to ₹ 8 lakhs annual family income and not eligible for benefits under any other government scholarship or interest subvention schemes, 3 percent interest subvention for loan up to ₹ 10 lakhs will also be provided during moratorium period. The interest subvention support will be given to one lakh students every year. Preference will be given to students who are from government institutions and have opted for technical/professional courses. An outlay of ₹ 3,600 Crore has been made during 2024-25 to 2030-31, and 7 lakh fresh students are expected to get the benefit of this interest subvention during the period.

5. This is in addition to the full interest subvention already offered to students with up to ₹ 4.5 lakhs annual family income under PM-USP Scheme detailed below.

6. PM Vidyalaxmi will build on the scope and reach of initiatives taken over the last decade for maximizing access to quality higher education for the youth. It is a key initiative stemming out of the National Education Policy, 2020, which had recommended that financial assistance should be made available to meritorious students through various measures in both public and private HEIs.

7. The Department of Higher Education will have a unified portal "PM-Vidyalaxmi" on which students will be able to apply for the education loan as well as interest subvention, through a simplified application process to be used by all banks. Payment of interest subvention will be made through Evoucher and Central Bank Digital Currency (CBDC) wallets.

PRADHAN MANTRI UCHCHATAR SHIKSHA PROTSAHAN [PM-USP] YOJANA

Union Cabinet vide its decision dated 19.01.2022 approved for the continuation of the Scheme – Student Financial Aid (Pradhan Mantri Uchchatar Shiksha Protsanhan [PM-USP] Yojana" till 31.03.2026 or till further review, whichever is earlier. Pradhan Mantri Uchchatar Shiksha Protsanhan Yojana comprises of three (3) components Central Sector Schemes namely (i) Central Sector Scheme of Scholarship for College and University Students; (ii) Special Scholarship Scheme for Jammu & Kashmir and Ladakh; and (iii) Central Sector Interest Subsidy Scheme and Credit Guarantee Fund Scheme for Education Loan.

Brief of each scheme along-with financial and physical achievements pertaining to the period from 01.01.2024 to 31.12.2024 in respect of NER & Hill States is given as under:

PM-USP CENTRAL SECTOR SCHEME OF SCHOLARSHIP FOR COLLEGE AND UNIVERSITY STUDENTS

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

Eligibility: Students who are in top 20th percentile of successful candidates in class XII and having family income upto ₹ 4.5 lakh p.a. are eligible to apply.

Scope: 82,000 fresh scholarships are available for award every year (50% slots are earmarked for girl students). These have been divided amongst the State Education Boards based on the State's population in the age group of 18-25 years.

Scholarship rate: The rate of scholarship is ₹ 12,000/- p.a. for the first three years and ₹ 20,000/- p.a. for the fourth and fifth year.

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

Online Portal: CSSS has on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible pass out students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through the portal.

Reservation: Central Reservation Policy is being followed under the scheme 15% seats are earmarked for SCs, 7.5% for STs and 27% for OBCs and horizontal reservation for students with Benchmark Disabilities as per schematic norms.

The allocated quota of the NER/ Hill States, number of scholarships awarded and scholarship amount disbursed under CSSS during the period from 01.01.2024 to 31.12.2024 are as under:

Sl. No.	State	Allocated quota	PM-USP CSSS (01.01.2024 to 31.12.2024)	
			No. of Scholarships Fresh + Renewal	Amount (₹ Crore)
1	Arunachal Pradesh	77	NA*	
2	Assam	2002	82	0.11
3	Himachal Pradesh	461	2392	3.00
4	Jammu, Kashmir & Ladakh	768	311	0.39
5	Manipur	181	188	0.24
6	Meghalaya	166	15	0.02
7	Mizoram	75	12	0.01
8	Nagaland	176	28	0.04
9	Sikkim	44	NA*	
10	Tripura	236	656	0.81
11	Uttarakhand	616	1944	2.59
Total		**4802**	**5628**	**7.21**

Note: - Disbursal of scholarship to the state of Arunachal Pradesh and Sikkim is done through CBSE only (these states don't have their own State Education Boards)

PM-USP SPECIAL SCHOLARSHIP SCHEME FOR JAMMU & KASHMIR AND LADAKH

Objective: The Special Scholarship Scheme for Jammu & Kashmir and Ladakh (SSS for J&K and Ladakh) aims at encouraging the youth from Jammu & Kashmir and Ladakh to take advantage of the educational institutions outside these UTs, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream.

Eligibility: Students of Jammu & Kashmir and Ladakh having family income of up to ₹ 8.0 lakh p.a. and having passed Class XII/Equivalent Examination from these UTs are eligible to apply under the scheme. Students who have secured admission outside these UTs either in allotted seats through centralized counselling as well as those students who have taken admission in Central Universities or Medical/Engineering Colleges based on Government conducted National level examination are eligible for award of scholarship.

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

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

Reservation: Reservation Policy as prescribed by the UT of J&K is adopted under the scheme i.e., 8% earmarked for Scheduled Castes, 20% for Scheduled Tribes and 22% for Socially and Economically Backward Classes (SEBC), 10% for Economically & Weaker Sections (EWSs) and 4% horizontal reservation for students with Benchmark Disabilities. (It is to be noted that these reservations are based on the reservation policy of the Government of UT of J&K and Ladakh)

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

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

During the year 2024 (01.01.2024 to 31.12.2024) ₹ 171 crores have been released to All India Council for Technical Education (AICTE) for awarding 13,373 scholarships (fresh+renewal) to the students belonging to Jammu & Kashmir and Ladakh.

PM-USP CENTRAL SECTOR INTEREST SUBSIDY AND CREDIT GUARANTEE SCHEME (CSIS)

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

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

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

Benefits: Under the Scheme, full interest subsidy is provided during the moratorium period (course

period plus one year), on the educational loan up to ₹ 10.0 lakh, from Scheduled Banks including Co-operative & Regional Rural Banks, under the Model Educational Loan Scheme of Indian Banks' Association (IBA). Canara Bank is the nodal Bank for this scheme.

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

Online Portal:- Every year an online portal is opened by the Canara Bank to enable the member banks to upload the interest subsidy claims on monthly basis.

The details of number of claims and interest subsidy provided during the period from 01.01.2024 to 31.12.2024 in NER and Hill States are as under:

Sl. No.	State Name	Number of Claims	Interest Subsidy Provided (₹ in cr.)
1	ARUNACHAL PRADESH	58	0.15
2	ASSAM	1,326	2.89
3	MANIPUR	121	0.24
4	MEGHALAYA	212	0.56
5	MIZORAM	30	0.09
6	NAGALAND	22	0.06
7	SIKKIM	58	0.13
8	TRIPURA	503	1.16
9	JAMMU AND KASHMIR	568	0.55
10	LADAKH	05	0.01
11	HIMACHAL PRADESH	1704	3.38
12	UTTARAKHAND	2,254	5.23
Total		**6861**	**14.45**

ISHAN UDAY SPECIAL SCHOLARSHIP SCHEME FOR NORTH-EASTERN REGION

The Ministry and the UGC have taken special interest with regard to promotion of higher education in the NER. For improving the GER and promoting higher education in the NE region, the scheme was launched from academic session 2014-15. Under the scheme, there is provision of providing financial assistance in the form of scholarship to 10000 students every year. The students with domicile of NER, who have passed Class XII or equivalent exam from a school situated within NER through any recognized Board of Education and have secured admission in general degree course, technical and professional courses including medical and para-medical courses (Integrated courses included) in Universities/Colleges/ Institutions recognized by UGC, Institutions of National Importance/ Institutions recognized by other Statutory councils within as well as outside the States of NER are eligible for this Scholarship. Pattern of financial assistance: Ten thousand (10000) Scholarships, at the rate of ₹ 8,000/- per month for 10 months in a year, are available for students belonging to economical weaker section of North Eastern Region.

In the year 2024, expenditure 213.60 Crores has been incurred towards 22819 beneficiaries under the scheme.

AICTE PRAGATI SCHOLARSHIP SCHEME FOR GIRL STUDENTS

(i) Brief of the Scheme:

AICTE Provides scholarship of ₹ 50000/- per annum to meritorious girl students to encourage them

to pursue higher education. The salient features of the scheme are as under:

- 10,000 scholarship per annum from 23 States/UTs (5000 for Diploma and 5000 for Degree).
- All eligible girl students from remaining 13 States/UTs (including North Eastern Region, J&K etc).
- Reservation to 7.5% for ST, 15% for SC, and 27% for OBC candidates are given.

NER and NON-NER data for Pragati Scholarship Scheme from 01 January, 2024 to 31 December. 2024

States	Degree		Diploma		Grand Total	
	No. of Beneficiaries	Amount (in ₹)	No. of Beneficiaries	Amount (in ₹)	No. of Beneficiaries	Amount (in ₹)
NER						
Arunachal Pradesh	105	5250000	32	1600000	137	6850000
Assam	626	31300000	845	42250000	1471	73550000
Manipur	13	650000	40	2000000	53	2650000
Meghalaya	36	1800000	15	750000	51	2550000
Mizoram	41	2050000	109	5450000	150	7500000
Nagaland	10	500000	99	4950000	109	5450000
Sikkim	68	3400000	6	300000	74	3700000
Tripura	319	15950000	418	20900000	737	36850000
NER Total	**1218**	**60900000**	**1564**	**78200000**	**2782**	**139100000**
Hill States						
Himachal Pradesh	155	7750000	128	6400000	283	14150000
Jammu And Kashmir	334	16700000	1388	69400000	1722	86100000
Ladakh	0	0	23	1150000	23	1150000
Uttarakhand	132	6600000	49	2450000	181	9050000
Hill States Total	**621**	**31050000**	**1588**	**79400000**	**2209**	**110450000**
Grand Total	**1839**	**91950000**	**3152**	**157600000**	**4991**	**249550000**

AICTE POST-GRADUATE (PG) SCHOLARSHIP SCHEME

(i) Brief of the scheme:

In order to ensure the development of technical education in India, AICTE offers a postgraduate scholarship of ₹ 12400/- per month for 24 months through DBT to the students admitted in AICTE approved Institutions/Programs and within approved Intake of M.E. /M. Tech./M. Arch./M. Des. who qualify the GATE/CEED exam as per the guidelines.

NER States	Beneficiary	Total amount (in ₹)
Arunachal Pradesh	59	5634800
Assam	70	8046400
Mizoram	39	3140767
Tripura	4	297600
Himachal Pradesh	9	1003600
Uttarakhand	68	7796681
Grand Total	**249**	**25919848**

AICTE DOCTORAL FELLOWSHIP (ADF)

(i) Brief of the scheme:

To promote research culture in AICTE approved Universities/Departments/Institutes by nurturing talent for technical research in Engineering/ Management/ Design/ Planning/ Applied Arts, Crafts and Design/ Hotel Management and Catering Technology/ Computer Application by promoting collaborative research with Institute and industries leading to start-ups. The fellowship will be given to eligible scholars as per the AICTE Doctoral Fellowship (ADF) scheme guidelines.

(ii) Emoluments and Allowances

Selected research scholars receive a fellowship of ₹ **37,000** per month for first two years and thereafter ₹ **42,000** per month, and house rent allowance (HRA) as per central government norms. In addition, an amount of ₹ 15,000 per annum as contingency grant is given.

NER & Hill States	Total Beneficiaries	Total Amount (in ₹)
Arunachal Pradesh	3	1458840
Assam	27	10217755
Tripura	3	1541880
Uttarakhand	4	2420210
	37	15638685

AICTE SAKSHAM SCHOLARSHIP SCHEME FOR DIFFERENTLY-ABLED STUDENTS: -

(i) Brief of the scheme:

AICTE provides scholarship of upto ₹ 50, 000/- per annum to differently abled (minimum 40%) students to encourage them to pursue higher education.

Saksham Scholarship Scheme (Degree) January 2024-December 2024		
NER & Hill States	**Total Beneficiaries**	**Sum of Total Amount (in ₹)**
ASSAM	5	250000
ARUNACHAL PRADESH	1	50000
TRIPURA	4	200000
HIMACHAL PRADESH	2	100000
JAMMU & KASHMIR	2	100000
UTTARAKHAND	1	50000
Total	**15**	**750000**

Saksham Scholarship Scheme (Diploma) January 2024-December 2024		
State	Total Beneficiaries	Sum of Total Amount (in ₹)
ASSAM	6	300000
HIMACHAL PRADESH	17	850000
JAMMU & KASHMIR	12	600000
UTTRAKHAND	7	350000
Total	**42**	**2100000**

AICTE SWANATH SCHOLARSHIP SCHEME

(i) Brief of the scheme with Objective, Eligibility Criteria & Benefits:

The Scheme is being implemented by AICTE provides scholarship of upto ₹ 50,000/- to provide encouragement and support to orphans, wards of parents died due to Covid-19, wards of Armed Forces and Central Paramilitary Forces martyred in action (Shaheed) to pursue education.

State (Degree)	Total Beneficiaries	Total Amount (in ₹)	State (Diploma)	Total Beneficiaries	Total Amount (in ₹)
Himachal Pradesh	3	150000	Assam	1	50000
Jammu and Kashmir	2	100000	Himachal Pradesh	3	150000
Nagaland	1	50000	Jammu and Kashmir	3	150000
Sikkim	1	50000	Manipur	1	50000
Uttarakhand	8	400000	Uttarakhand	1	50000
Total	**15**	**750000**	**Total**	**9**	**450000**
State (Degree)	**Total Beneficiaries**	**Total Amount (in ₹)**	**State (Diploma)**	**Total Beneficiaries**	**Total Amount (in ₹)**

JAMMU & KASHMIR INTERNSHIP SCHEME: -

Regulatory Body: All India Council for Technical Education (AICTE)

Scheme: J&K Internship Scheme

Objective: The J&K Internship Scheme aims to provide exposure to the youth of Jammu, Kashmir, and Ladakh to the academic culture of premier Higher Learning Institutes across India. This scheme enables students from the region to engage in cutting-edge research and gain experience in their respective fields by collaborating with esteemed faculty members from leading institutions such as IITs, IIITs, IISERs, IIMs, NITs, and others.

Eligibility Criteria:

- Undergraduate and Postgraduate Students of Science, Engineering & Technology, Management, Hotel Management, and Catering Technology.
- Students enrolled in Higher Education Institutes situated in Jammu, Kashmir, and Ladakh.

Internship Duration: Internships under the scheme are offered in Winter and Summer sessions.

Program Statistics:

Sr. No.	Duration	Number of Students Enrolled	Number of Students Trained	Mode of Internship
1	Summer 2024	700	115	Offline

Impact and Reach: The J&K Internship Scheme has consistently supported a growing number of students, providing them with valuable research opportunities and academic exposure. The number of participants has varied over the years, with a significant increase in the number of students trained, especially in online mode during pandemic and then offline mode.

Website Link: For further details and application procedures, students can visit the official website of the J&K Internship Scheme: https://jk-internship.aicte-india.org/

Relevance to Technical and Vocational Education: This initiative supports technical and vocational education by offering students from Jammu, Kashmir, and Ladakh a platform to engage in research, learn advanced skills, and develop industry-relevant competencies.

1. ATAL Scheme

ATAL FDPs Conducted in North Eastern & Hill States with J&K Region							
State	Academic Year	FDP Proposed	FDP Conducted	participant Certified	Estimated FDPs in Jan - Mar 2025	Estimated Certified Participant in Jan - Mar 2025	Grant Proposed
ARUNACHAL PRADESH	2020-21	9	9	956	-	-	₹810,000.00
	2021-22	10	10	888			₹900,000
	2022-23	2	2	32			₹600,000
	2024-25	1	-	0			₹350,000
ARUNACHAL PRADESH Total		22	21	1,876			₹2,660,000.00
ASSAM	2020-21	11	11	1,161	4	312	₹990,000.00
	2021-22	28	28	2,363			₹2,520,000
	2022-23	7	6	94			₹2,100,000
	2024-25	4	2	197			₹650,000
ASSAM Total		50	47	3,815			₹6,260,000.00
HIMACHAL PRADESH	2020-21	2	2	178	-	-	₹180,000.00
	2021-22	14	14	1,333			₹1,260,000
	2022-23	1	1	28			₹300,000
	2024-25	2	2	246			₹450,000
HIMACHAL PRADESH Total		19	19	1,785			₹2,190,000.00
JAMMU AND KASHMIR	2020-21	8	8	692	-	-	₹720,000.00
	2021-22	16	16	1,307			₹1,440,000

ATAL FDPs Conducted in North Eastern & Hill States with J&K Region							
State	Academic Year	FDP Proposed	FDP Conducted	participant Certified	Estimated FDPs in Jan - Mar 2025	Estimated Certified Participant in Jan - Mar 2025	Grant Proposed
	2022-23	4	4	32			₹1,200,000
	2024-25	3	3	394			₹550,000
JAMMU AND KASHMIR Total		31	31	2,425			₹3,910,000.00
MANIPUR	2021-22	5	5	462	1	84	₹450,000
	2022-23	1	-	0			₹300,000
	2024-25	1	-	0			₹100,000
MANIPUR Total		7	5	462			₹850,000
MEGHALAYA	2020-21	7	7	721	-	-	₹630,000.00
	2021-22	6	6	539			₹540,000
	2022-23	1	1	14			₹300,000
MEGHALAYA Total		14	14	1,274			₹1,470,000.00
MIZORAM	2020-21	8	8	956	1	100	₹720,000.00
	2021-22	8	8	727			₹720,000
	2022-23	2	2	42			₹600,000
	2024-25	1	-	0			₹100,000
MIZORAM Total		19	18	1,725			₹2,140,000.00
NAGALAND	2020-21	2	2	176	1	271	₹180,000.00
	2021-22	5	7	330			₹450,000
	2022-23	1	1	1			₹300,000
	2024-25	1	1	0			₹100,000
NAGALAND Total		9	11	507			₹1,030,000.00
SIKKIM	2020-21	2	2	144	2	296	₹180,000.00
	2021-22	7	7	708			₹630,000
	2022-23	1	1	1			₹300,000
	2024-25	2	1	28			₹450,000
SIKKIM Total		12	11	881			₹1,560,000.00
TRIPURA	2020-21	8	8	883	3	390	₹720,000.00
	2021-22	12	11	1,036			₹1,080,000
	2022-23	3	2	72			₹900,000
	2024-25	5	3	254			₹750,000
TRIPURA Total		28	24	2,245			₹3,450,000.00
UTTARAKHAND	2020-21	8	8	765	2	401	₹720,000.00
	2021-22	25	25	1,951			₹2,250,000
	2022-23	8	6	118			₹2,400,000
	2024-25	5	3	95			₹1,500,000
UTTARAKHAND Total		46	42	2,929			₹6,870,000.00
Grand Total		257	240	19,924	14	1754	₹32,390,000.00

CONCESSION FOR THE WARDS OF KASHMIRI MIGRANTS

Certain concessions were allowed for the wards of Kashmiri migrants as well as Kashmiri Pandits/ Kashmiri Hindu Families (Non-Migrants) who are living in the Kashmir Valley 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 for Kashmiri Migrants only. Kashmiri Pandits/ Kashmiri Hindu Families (Non-Migrants) living in the Kashmiri Valley need domicile certificate.

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.

SCHOOL EDUCATION

National Council of Educational Research & Training (NCERT):

Documentation of Indigenous Toys, Game and Sports of North-East States for Inclusive Classroom at Foundational and Preparatory Stages'

This was undertaken to document materials related to the tribal indigenous toys and games-sports of North-East states. Accordingly, a planning meeting was organized and schools were selected in tribal concentrated areas of Aspirational district for collecting resources on tribal indigenous toys, game-sports. Consequently, field visits were accomplished in tribal concentrated areas of Darrang district of Assam, Namsai of Arunachal Pradesh, Ri-Bhoi of Meghalaya, Mamit of Mizoram, Kiphire of Nagaland, West Sikkim of Sikkim and Dhalai district of Tripura and relevant materials were collected from schools and different tribal groups. Then, a five days' workshop was organized and finalized the collected materials related to the tribal indigenous toys and games-sports. Further, modification was incorporated in the materials and total 210 documents including both toys and games-sports were finalized.

KENDRIYA VIDYALAYAS IN NORTHEAST REGION

There are 114 Kendriya Vidyalayas functioning in Northeast region of India (including the state of Sikkim) with an enrollment of 5734 students in X class and 4690 students in XII class. Out of these 114 KVs in NE Region, 67 are in Civil, 21 are in Defence, 16 are in Project Sector and 10 are in Institute of Higher Learning.

The Pass Percentage in class X and XII of CBSE in the Northeast states during 2023-24:

Sl.No.	States	Pass % in Class X	Students Enrolled	Pass % in Class XII	Students Enrolled
1	Arunachal Pradesh	95.81	599	97.99	451
2	Assam	98.24	3646	99.01	3051
3	Manipur	98.36	366	100	271
4	Meghalaya	100	341	98.07	312

Sl.No.	States	Pass % in Class X	Students Enrolled	Pass % in Class XII	Students Enrolled
5	Mizoram	100	116	100	84
6	Nagaland	94.32	89	100	121
7	Sikkim	100	66	100	66
8	Tripura	100	511	99.40	334

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

(₹ in crore)

Year	Revenue	Capital
2020-2021	235.16	04.52
2021-2022	172.40	40.00
2022-2023	232.25	56.00
2023-2024	394.06	147.00
2024-2025*	338.54	72.00

*Upto: 31.12.2024

Chapter-03

Education of Minorities

Education of Minorities

Department of Higher Education:

1. National Commission for Minority Educational Institutions (NCMEI):

The National Commission for Minority Educational Institutions (NCMEI), Act 2004 has been enacted to safeguard the educational rights of the minorities enshrined in Article 30 (1) of the Constitution. The Commission is a quasi-judicial body and has been endowed with the powers of a Civil Court for the purpose of discharging its functions under the NCMEI Act.

Function of the Commission includes deciding all questions relating to the status of the institution as a Minority. The Commission also advises the Central Government and the State Government/UT Administrations on any question relating to the education of minorities that are referred to it.

During 01.04.2024 to 24.11.2024, a total of 159 fresh petitions were registered, of which 151 petitions were for grant of Minority Status Certificate (MSC) and 02 for cancellation of MSC and 01 for issue of duplicate MSC and 03 Miscellaneous matters and 02 appeal case. During the period 198 petitions, which includes 139 on-going cases and 59 fresh petitions were disposed.

Further, from 1.4.2024 to 24.11.2024, 103 Minority Status Certificates have been granted and 01 duplicate MSC issued to the Minority Educational Institutions. Since inception and upto 24.11.2024, 14130 MSC have been granted by the Commission.

2. National Monitoring Committee on Minorities' Education (NMCME):

The National Monitoring Committee for Minorities Education (NMCME) under the Chairpersonship of Hon'ble Education Minister was constituted on 3.8.2017 for a period of three years. 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. Data pertaining to support to focus districts under PM-USHA:

The government has launched the third phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA in June 2023 in the form of Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) with an outlay of ₹ 12926.10 crore for the period 2023-24 to 2025-26 to cater to the needs of educationally unserved/ underserved areas. Under PM-USHA, priority is given to Focus Districts.

The focus districts are identified by the concerned States/ UTs based on various criteria including low Gross Enrolment Ratio, Gender Parity, population proportion and enrolment proportion for females, trans genders, Scheduled Castes, Scheduled Tribes and other Backward Classes, Aspirational/ Border identified Area/ Left Wing Extremism prone district, etc.

The scheme envisages improvement in access, equity and excellence in State Higher Education system through support under various components, viz., Multi-Disciplinary Education and Research Universities (MERU), Grants to Strengthen Universities (GSU), Grants to Strengthen Colleges (GSC), New Model Degree Colleges (NMDC) and Gender Inclusion and Equity Initiatives (GIEI). Under PM-USHA 472 units in focus districts have been approved in various States/ UTs with a total amount of ₹ 565.24 Crore under various components".

4. Residential Coaching Academy for SC/ST/ Minority/Women: -

The objective of the Residential Coaching Academy for SC /ST/Minorities and Women is to provide equal opportunities to all section of society for equitable growth by providing coaching to students belonging to SCs/STs/ Minorities and Women with Hostel facilities along with free of cost/nominal fee, without tuition fee to the designated categories for entry into Central/State Government, Private sector jobs and entry into IITs/Medical Collages.

This Scheme is being run in four Central Universities namely Jamia Millia Islamia, Aligarh Muslim University, Maulana Azad National Urdu University and Babasaheb Bhimrao Ambedkar University, Lucknow. Review Meeting of the Committee were held and extension were granted to MANUU, JMI & AMU till 31.03.2025 and no further extension has been granted to BBAU. An amount of ₹ 52.50 lakhs were released during the financial year 2024-2025.

The number of beneficiaries under the scheme of Residential Coaching Academy for SC/ ST/Minority and Women during the period of 2024-25 is as under: -

Name of the University	SC	ST	Women	Minority	Total
Maulana Azad National Urdu University, Hyderabad	13	07	07	65	92
Aligarh Muslim University, Aligarh	25	10	89	121	245
Jamia Millia Islamia, New Delhi	21	11	61	64	157

Women Hostels:

It is submitted that UGC had approved 8 Women's Hostel (including SGTB Khalsa College) during the XI plan. The accounts of SGTB Khasa College have already been settled by UGC. **https://drive.google.com/file/d/1IgCa70DM0FoHyZSNyJIF5gHlKtuQwqTY/view?usp=drive_link**

The UGC had approved 4 Women's Hostel (including Sri Guru Gobind Singh College of Commerce) during XII Plan period. The accounts of Sri Guru Gobind Singh College of Commerce have already been settled by UGC. **https://drive.google.com/file/d/1EZO 20L0dBLfXnIrIc3m2wUsQ8mb6ofaq/view?usp=drive_link**

In view of the position explained above, the position of grant paid and expenditure reported by the College in respect of Women's Hostel of XI and XII Plan are as under: -

S. No.	Name of College	Plan	Allocation	Grant released by the UGC	Remarks
1.	SGTB Khalsa College	XI plan	100.00	100.00	A/c settled
2.	Sri Guru Gobind Singh College of Commerce	XII plan	120.00	120.00	A/c settled

B. Department of School Education & Literacy:

1. Kasturba Gandhi Balika Vidyalayas (KGBVs):

Under Samagra Shiksha, the existing KGBVs are being extended/converged to jprovide residential and schooling facilities to girls up to Class XII. The task of up-gradation of KGBVs was started in the year 2018-19 and a total of 313 KGBVs have been upgraded up to class X and 2,303 KGBVs have been upgraded up to class XII till date. As on 16.12.2024, taking into account the merger/convergence of KGBVs, the number of sanctioned KGBVs is 5,639. Out of these, 5,138 KGBVs are operational with the enrolment of 7,12,533 girls. Category-wise details of enrolment of girls are as under:

KGBV Sanctioned	KGBV functional	Category-wise Girl Enrollment									
		SC		ST		OBC		BPL		Muslims	
		No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls
5639	5138	193352	27.13	183589	25.76	259547	36.43	47006	6.59	28987	4.06

(Source: Prabandh, as on 16.12.2024)

KGBVs status in Minorities Concentration Districts:

KGBV status in Minorities Concentration Districts: 817 KGBVs have been sanctioned in Backward Blocks Muslim Concentration Districts having 20% and above Muslim population and select urban areas, out of which 688 are functional. Further, 328 KGBVs have been up-graded up to class X/XII in Backward Blocks Muslim Concentration Districts.

2. Teacher Education:

Under the Centrally Sponsored Scheme of Samagra Shiksha, 53 Block Institutes of Teacher Education (BITEs) have been sanctioned to be established in the Minority Concentration Districts (MCDs) and SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. The BITE shall be a pre-service elementary teacher education institution.

Out of the 53 BITEs approved, 21 BITEs are in Minority Concentrated Districts (MCDs).

At present, 18 BITEs are functional, out of which only two BITEs are in Minority Concentrated Districts viz: Rangia, Kamrup in Assam (total intake capacity of 50 students with 95% enrolment); and Nagina, Mewat in Haryana (total intake capacity of 50 students with 90% enrolment).

3. Education for Minorities by National Institute of Open Schooling (NIOS) 2024-2025:

National Institute of Open Schooling (NIOS) is an autonomous institution under MoE, Govt. of India. NIOS provides learner centric quality school education through Open and Distance Learning (ODL) mode to all with special concern for girls and women, rural youth, working people, Scheduled Caste/Scheduled Tribe, Minorities and other disadvantaged groups. With international recognition and presence, NIOS is also endeavoring for promotion of quality school education amongst Minority communities.

Special Relaxations for Minority Community by NIOS

To bring the minority students into main stream education, NIOS is according accreditation to Madrasas/Minority Institutions. Only those Madarsas affiliated with concerned Madarsa Board and Minority Institutions having affiliation with any of the recognized secondary education boards are accorded NIOS accreditation. Further, a unified curriculum and assessment pattern is adopted for all institutions including minority institutions.

NIOS has accredited 406 Minority Institutions so far. NIOS has also entered in MoU with following Minority Institutions: -

1. Jain Shwetamber Terapanthi Mahasabha – 02 Institutions Accredited.
2. Indian Himalayan Council of Nalanda Budhist Tradition (Indian Sangha Council) – 06 Institutions Accredited.
3. Jamait Ulema E Hind – No institution Accredited so far.

Implementation of online admission process

The admission process in NIOS is 100% on-line. The On-line admission has been implemented for Minority Institutions through NIOS official portal www.nios.ac.in . This has enabled the Minority Institutions to enroll their learners through online

mode. The status of enrolment in Minority Institutions during last 05 years is s under:-

Year	Total Admission (All Minorities)
2019	101045
2020	80774
2021	102213
2022	109500
2023	147594
Grand Total	**541126**

Chapter-04

Educational Development of Women

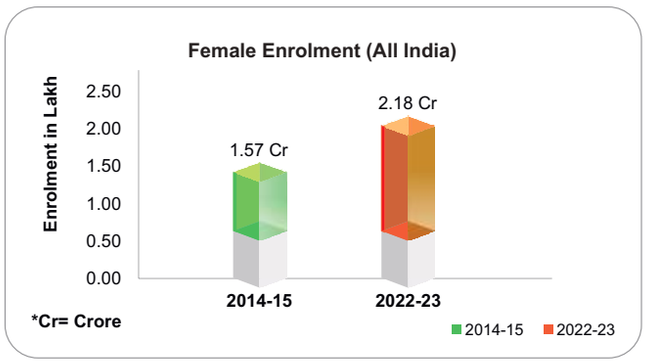
Educational Development of Women

It has always been a constant endeavor of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been phenomenal growth in the enrolment of women students in higher education in the country.

Student's Enrolment: As per the All-India Survey on Higher Education (AISHE), 2022-23 (provisional), the total enrolment in higher education has increased to nearly 4.46 crore in 2022-23 from 4.33 crore in 2021-22.

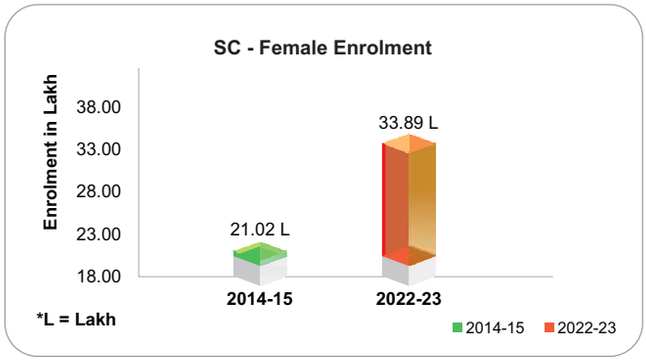
Out of total 4.46 crore, 51.3% male and 48.7% female students. There has been an increase of around 1 crore in the enrolment from 3.42 crore (30.5%) in 2014-15.

The Total Female enrolment has increased to 2.18 crore in 2022-23 from 2.07 crore in 2021-22. There has been an increase of around 60.3 Lakh in the female enrolment from 1.57 crore (38.4%) in 2014-15.

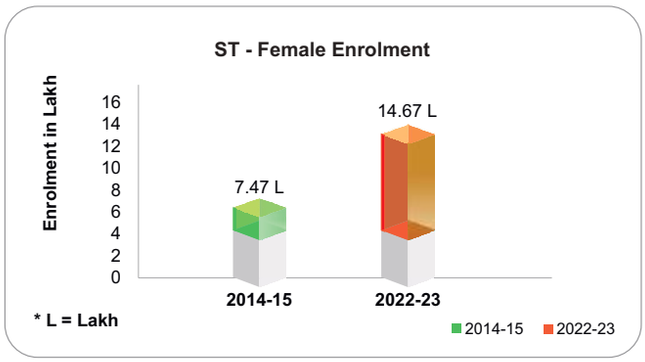


The significant increases in Female enrolment under various parameters/categories are delineated as under: -

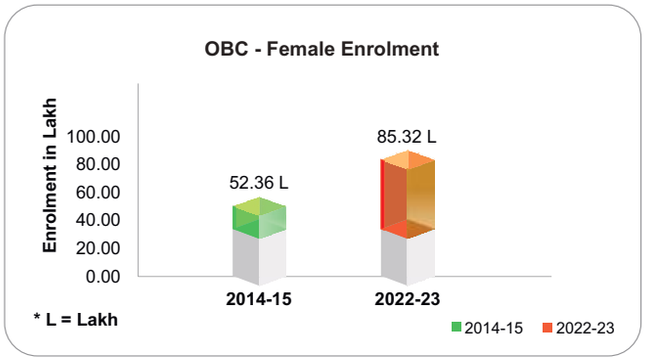
- **SC-Female Student Enrolment:** The enrolment of SC Female students has increased significantly to 33.89 lakh in 2022-23 from 21.02 lakh in 2014-15 (an increase of 61.2%).



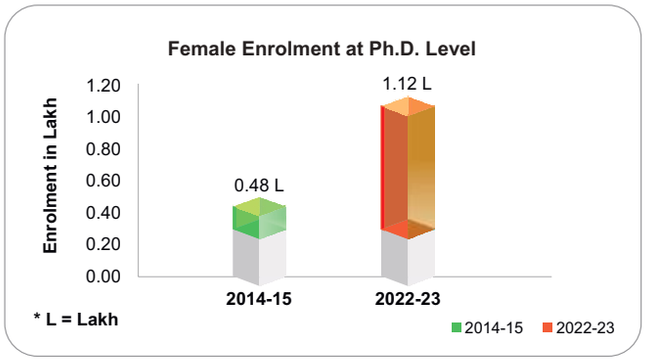
- **ST-Female Student Enrolment:** In case of ST Female students, enrolment has increased substantially to 14.67 lakh in 2022-23 from 7.47 lakh in 2014-15 (substantial increase of 96.3%).



- **OBC-Female Student Enrolment:** OBC Female enrolment has increased to 85.32 lakh (2022-23) from 52.36 lakh (2014-15) i.e., 62.9% increase.

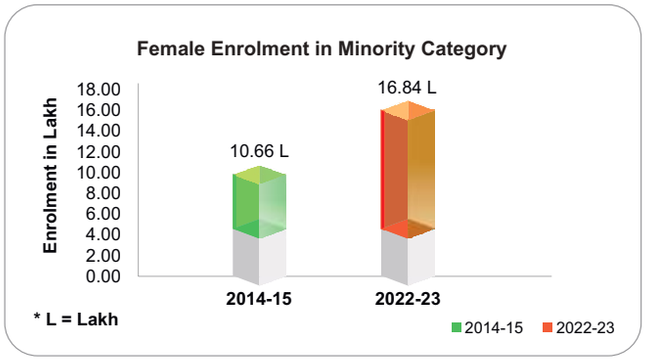


- **Female PHD Enrolment: -** Female Ph.D. enrolment has doubled to 1.12 lakh in 2022-23 from 0.48 lakh in 2014-15.

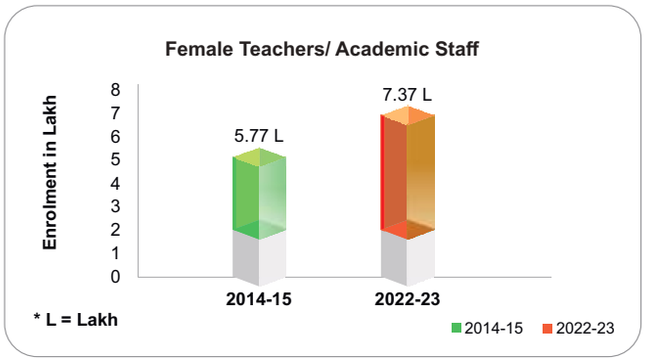


- **Enrolment under Minority Category:**

  There has been significant increase of 58% in enrolment of female Minority students since 2014-15; the enrolment of female minority students has increased to 16.84 Lakh in 2022-23 as compared to 10.66 Lakh in 2014-15.

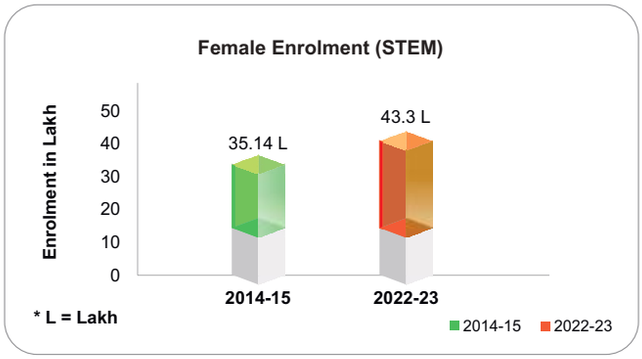


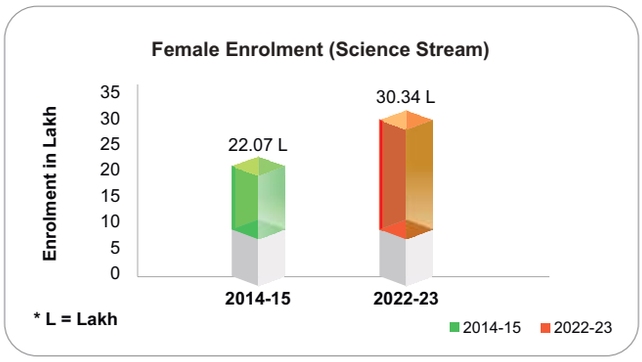
- **Female Teachers/ Academic Staff:** Total Female faculty/teachers has increased to 7.37 lakh in 2022-23 from 5.77 lakh in 2014-15 (an increase of 1.60 lakh, i.e., 27.7% since 2014-15).



- **Female Enrolment in STEM:** Total students' enrolment in STEM is 99.76 lakh of which about 56.45 lakh (56.6%) are male and 43.30 lakh (43.4%) are female. The total enrolment has increased by 9% (to 99.76 lakh in 2022-23 from 91.52 lakh in 2014-15). The female enrolment in STEM has increased to 43.30 lakh in 2022-23 from 35.14 lakh in 2014-15 i.e., 23.2%.

  The female enrolment in Science has increased to 30.34 lakh from 22.07 lakh (i.e. 37.5%) since 2014-15.



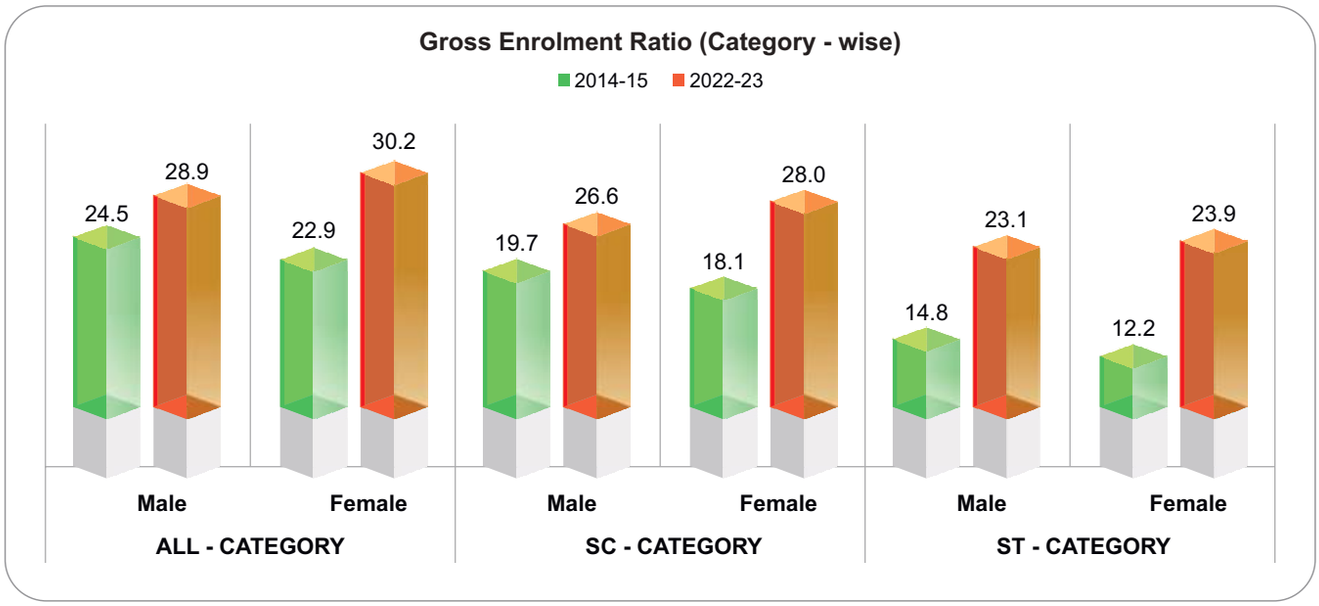


- **Female Enrolment in North-Eastern States:** The female enrolment in North-Eastern States is 6.59 lakh in 2022-23, higher than the male enrolment of 6.17 lakh. The female enrolment has increased to 6.59 Lakh in 2022-23 from 4.59 lakh in 2014-15.
- **Female Gross Enrolment Ratio (GER)**

  The graph below indicates the time-series increase over the last 8 years in GER (General), GER (SC) and GER (ST) among both genders. In terms of female participation, **Female GER continues to be more than male GER for fifth consecutive year since 2018-19.**

Overall GER increases to 29.5 in 2022-23 from 23.7 in 2014-15 and female GER increases to 30.2 in 2022-23 from 22.9 in 2014-15.

There is significant increase has also been observed in SC Female GER and ST Female GER. It may be noted that, SC female GER is also higher than male GER in 2022-23. Female ST GER increases to 23.9 in 2022-23 from 12.2 in 2014-15. Female SC GER increases to 28.0 in 2022-23 from 18.1 in 2014-15.



Gender Parity Index (GPI), the ratio of female GER to male GER is 1.04 in 2022-23. GPI has continued to be above 1 since 2018-19.

- **Universities and Colleges exclusively for Women:** 19 Universities (of which 13 are State Public)
- and 4,547 Colleges are exclusively for women.

- **As per AISHE-2022-23(provisional), states with higher percentage of female students are;** Kerala state has the highest female percentage of students which 58.1%, followed by Meghalaya, Nagaland and Chhattisgarh with 55.8%, 55.3% and 54.3% female enrolment respectively.
- **States with having female enrolment nearly close to male enrolment;** Uttar Pradesh has highest student enrolment in India, having 51.5% male and 48.5% female students. Maharashtra has the second highest student enrolment with 54.6% male and 45.4% female. Thereafter, Tamil Nadu has 51.3% male and 48.7% female, Madhya Pradesh with 52.6% male and 47.5% female students. In West Bengal, percentage of male 50.5% and female students enrolled is 49.5%.

University Grants Commission (UGC)

Scholarship / Fellowship schemes

Savitribai Jyotirao Phule Fellowship for Single Girl Child

The scheme was launched in September 2022. Under the scheme, the fellowship is available for pursuing research work leading to award of Ph.D degree. The objectives of the scheme are as under:

a. To support higher education of single girl child in Social Sciences.

b. To recognize the value of observance of small family norm.

c. To recognize the norm of single girl child in society.

d. To propagate the concept of single girl child norm.

e. To promote single girls in the society.

Any single girl child of her parents pursuing Ph.D. in any stream/subject in recognized Universities/ Colleges/ Institutes is eligible to apply under the scheme. The number of slots for fellowship is decided every year on the basis of eligible applications complete in all respects, received through online mode. The tenure of the fellowship is 5 years or upto the date of submission of Ph.D. Thesis, whichever is earlier.

The financial assistance under the scheme has been recently enhanced and it is effective from 01.01.2023. The current rates of financial assistance is as under:

Fellowship	@ ₹ 37,000/-p.m. for initial two years @ ₹ 42,000/-p.m. for remaining tenure	JRF (for 2 yrs.) SRF (for 3 yrs.)
Contingency A	@ ₹ 10,000/- p.a. for initial two years @ ₹ 20,500/- p.a. for remaining tenure	Humanities & Social Sciences
Contingency B	@ ₹ 12,000/- p.a. for initial two years @ ₹ 25,000/- p.a. for remaining tenure	Sciences
HRA	As per rule of the Govt. Of India	
Escorts/Reader Assistance:	₹ 3000/-p.m.(fixed) in cases of PWD (Person with disability)	

During 2024, a total of ₹ 55.46 crore has been disbursed to 1019 beneficiaries.

Gender Budget Cell

The Gender Budget Cell (GBC) is reconstituted with the intention of implementing and committing to various Gender Responsive Budgeting (GRB) initiatives with the objective of influencing and effecting a change in the 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 was re-constituted on 7th September 2020 with Joint Secretary (Higher Education) as Chairperson.

AICTE Pragati Scholarship Scheme for Girl Students

(i) Brief of the scheme:

AICTE provides scholarship of ₹ 50,000/- per annum to meritorious girl students to encourage them to pursue higher education. The salient features of the scheme are as under:

- 10,000 scholarships per annum from 23 States/UTs (5000 for Diploma and 5000 for Degree).
- All eligible girl students from remaining 13 States/UTs (including North Eastern Region, J&K etc.)
- Reservation to 7.5% for ST, 15% for SC, and 27% for OBC candidates are given.

Pragati Scholarship Scheme (Degree) & (Diploma) Fresh & Renewal

Amount (In ₹)

SC and ST Data of Pragati Scholarship Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024				
Scheme Name	SC		ST	
	Beneficiary	Amount	Beneficiary	Amount
Pragati Scholarship Scheme (Degree)	1486	74300000	688	34400000
Pragati Scholarship Scheme (Diploma)	1949	97450000	1019	50950000

Improving Gender Balance in IITs:

With a view to improving female enrolment in the B. Tech Programmes in IITs, a Committee under the chairmanship of Director, IIT-Mandi was constituted by the Joint Admission Board (JAB) to suggest suitable measures. The recommendations of the Committee were considered by the IIT Council in its 51st meeting held on 28.04.2017 and decided to increase female enrolment from 8% in 2016 to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats. Joint Admission Board for JEE(Advanced) is implementing the above decision. The female enrolment in B.Tech Programmes in IITs during the year 2018, 2019 & 2020 was 15.29%, 18% & 19.8 respectively. Accordingly, the female enrolment in IITs for B. Tech. Programmes was achieved as 15.34% in 2018, 18% in 2019, 19.9% in 2020, 19.72% in 2021, 20.06% in 2022, 19.7% in 2023 and 19.75% in 2024.

Pradhan Mantri Uchchatar Shiksha Abhiyan (PM USHA)

The third phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in the form of Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA). The scheme of PM- USHA has been approved till 31st March 2026 with a total outlay of 12926.10 crores for supporting State/UT Governments to improve the access, equity and quality in their higher education system. PM-USHA has been structured to further improve the higher education scenario in States/UTs by prioritizing the unserved and underserved areas identified in the scheme as such as Focus Districts. The States have been given the flexibility to identify focus districts on the basis of low GER, population of SCS/STS, female enrollment etc.

The funding pattern of the same between the Central Government and State Governments is in the ratio of 90:10 for North Eastern States, J&K, Himachal Pradesh and Uttarakhand, and 60:40 for the other States and UTs with Legislature. The UTs without Legislature would be 100% centrally funded under this scheme.

PM-USHA Scheme, inter alia, focuses on improving gender equity especially in areas that are educationally unserved/underserved by improving access to quality higher education to girls through various activities under the Scheme. To achieve this aim, a specific component, namely "Gender Inclusion and Equity Initiatives (GIEI), has been provisioned as one component under the PM-USHA Scheme. Under this component, 98 units with a total amount of ₹ 972.37 Crores have been approved.

Chapter-05

Educational Development of Persons with Disability

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 recent years, there have been vast and positive changes in the perception of society toward persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

National Education Policy (NEP), 2020

The National Education Policy (NEP) approved by the Cabinet in July 2020, advocates full equity and inclusion as the cornerstone of education to ensure that all students are able to thrive in the education system. The policy has introduced major reforms to facilitate equitable and quality school education. To facilitate learning for all students and bridge the gaps of access to school education, special emphasis has been laid on Socio-Economically Disadvantaged Groups (SEDGs) based on gender & socio-cultural identities & disabilities etc.

It also underscores within its framework, education of children with special needs (CwSN). The policy is in complete consonance with the provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016. In order to ensure equitable quality schooling for CwSN recommendations such as suitable content development, strengthening of resource centres, teacher training modules and capacity building of general teachers etc. have been incorporated in the policy.

Higher Education:

University Grants Commission (UGC):

The University Grants Commission (UGC) has consistently communicated policy decisions to Universities and Deemed Universities regarding reservations in admissions and employment for persons with disabilities, in alignment with Government of India directives. Additionally, guidelines framed by the Commission and the provisions of the Rights of Persons with Disabilities (RPWD) Act, 2016, have been shared with universities for strict compliance. In this context, the UGC issued letter 19.04.2024 to all universities, emphasizing the implementation of the reservation policy and accessibility guidelines for persons with disabilities in Higher Education Institutions (HEIs). These steps underscore adherence to the RPWD Act, 2016, and the UGC Accessibility Guidelines and Standards for Higher Education Institutions and Universities, 2022.

All India Council for Technical Education (AICTE)

AICTE Saksham Scholarship Scheme for Differently-abled Students

Brief of the scheme: AICTE provides scholarship of upto ₹ 50, 000/- per annum to differently abled (minimum 40%) students to encourage them to pursue higher education.

Saksham Scholarship Scheme (Degree & Diploma) (Fresh & Renewal)

Amount (In ₹)

Data of Saksham Scholarship Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024						
Scheme Name	SC		ST		PWDs	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
Saksham Scholarship Scheme (Degree)	9	450000	4	200000	219	10950000
Saksham Scholarship Scheme (Diploma)	230	11500000	50	2500000	1365	68250000

AICTE Post-Graduate (PG) Scholarship Scheme

Brief of the scheme: In order to ensure the development of technical education in India, AICTE offers a postgraduate scholarship of ₹ 12400/- per month for 24 months through DBT to the students admitted in AICTE approved Institutions/Programs and within approved Intake of M.E. /M. Tech./M. Des. who qualify the GATE/CEED exam as per the guidelines.

PG Scholarship Scheme (Fresh & Renewal)

Amount (In ₹)

Data of PG Scholarship Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024						
Scheme Name	SC		ST		PWDs	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
PG Scholarship Scheme	1282	134373904	401	40807616	7	869587

AICTE Doctoral Fellowship (ADF)

(i) **Brief of the scheme:** To promote research culture in AICTE approved Universities/Departments/ Institutes by nurturing talent for technical research in Engineering/ Management/ Design by promoting collaborative research with Institute and industries leading to start-ups. The fellowship will be given to eligible scholars as per the AICTE Doctoral Fellowship (ADF) scheme guidelines.

(ii) **Emoluments and Allowances:** Selected research scholars receive a fellowship of ₹ 37,000 per month for first two years and thereafter ₹ **42,000** per month, and house rent allowance (HRA) as per central government norms. In addition, an amount of ₹ **15,000** per annum as contingency grant is given.

AICTE Doctoral Fellowship (ADF) (Fresh & Renewal)

Amount (In ₹)

Data of AICTE Doctoral Fellowship (ADF) Scheme (Fresh & Renewal) from 01.01.2024 to 31.12.2024						
Scheme Name	SC		ST		PWDs	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
AICTE Doctoral Fellowship (ADF) Scheme	62	28840262	13	6627840	11	575480

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 a significant contribution on higher education, community education, extension activities and continual professional development through open and distance mode of education. Over the years IGNOU has lived up to the country's expectations of providing education to the marginalized sections of society. One such important section is that of persons with disabilities. Disabled-friendly transaction of teaching, flexible entry criteria and door-step delivery of study material and encourage the admission of Persons with Disability (PwD) in various programmes of studies.

The university established National Centre for Disability Studies to cater educational, vocational and rehabilitation needs of persons with disabilities through a wide range of activities. Instructional materials are made available on demand in disabled-friendly formats. The University enrolled 4747 persons with disabilities among fresh enrolments in year 2024 and extended students support through Learners Support Centres spread across the country. These LSCs have special arrangements to deliver learning in disabled-friendly environment. The university regularly organizes orientation/sensitization/training programmes to spread awareness/address issues of disabilities. All Regional Centres are having Disability Cell to cater the educational need of persons with disabilities.

In the reported period, the university conducted several sensitization and orientation programmes for students, faculty and staff of the University through online and off-lines modes on the issues and causes of persons with disabilities. The University participated with one stall in the Grand Purple Fest showcasing the talents of Persons with Disabilities, Cultural Programs, Sports Events etc was organized at Football Ground of President's Estate, New Delhi organized by DEPwD, M/o SJ&E, Govt. of India. The common prospectus and study materials are made available on demand in the Braille script to the learners with visual disabilities.

School Education

The Centrally Sponsored Samagra Shiksha Scheme supports children with special needs (CwSN) from primary to senior secondary levels nationwide. It follows the Right to Free and Compulsory Education Act, 2009, ensuring education for all, including CwSN. The scheme includes a dedicated inclusive education component for education of CwSN offering tailored support such as identification camps, aids, appliances, assistive devices, transport, scribe and escort allowances, Braille and large print books, stipends for girls, and learning materials in regular schools. Therapeutic interventions at the block level provide additional support. Furthermore, emphasis has been placed on creating accessible infrastructure in schools through fund allocation under the scheme. As per UDISE+ 2023-24, over 11.34 lakh schools have ramps, 7.69 lakh have ramps with handrails, and 5.06 lakh have CwSN friendly toilets. The scheme aligns with the Rights of Persons with Disabilities (RPwD) Act, 2016, in addressing unique needs of CwSN and mainstreaming them through inclusive schooling. The CWSN enrolment in recent years may be seen in Table below.

CWSN Enrolment by Level of Education (National data):

Year	Elementary (I-VIII)		Secondary (IX-X)		Higher Secondary (XI-XII)	
	All	CwSN	All	CwSN	All	CwSN
2018-19	184497196	1785061	38334571	247788	25506817	78648
2019-20	186560090	1906498	38464433	259681	25947160	82938
2020-21	187875490	1805383	39006375	277565	26922596	86223

Year	Elementary (I-VIII)		Secondary (IX-X)		Higher Secondary (XI-XII)	
	All	CwSN	All	CwSN	All	CwSN
2021-22	188632942	1841995	38528631	288231	28579050	110130
2022-23	175899158	1709552	37934094	269208	27790658	104968
2023-24	1709637262	1682043	36863791	286695	27135514	117897

Source: SE plus various reports.

Provisions under Samagra Shiksha Sceme:

The following provisions with an estimated outlay of ₹ 1444.91 cr for children with special needs have been included under Samagra Shiksha Abhiyaan (SSA), Inclusive Education (IE) for CwSN component for the year **2024-25**:

1. Under SSA student specific interventions@ ₹ 3500 per student, to **18.53** lakh CwSN in Govt. and Aided schools as per UDISE+ 2022-23 is provided
2. Stipend for **5.50 Lakh** CwSN girls across the country through DBT mode
3. **10 lakh +** General teachers trained for teaching CwSN in inclusive classrooms
4. **12,509** Annual identification camps conducted at block level
5. Financial support for salary and in-service training of **31,716** Special Educators under Samagra Shiksha
6. Aids and Appliances to **2.69 lakh** CwSN based on the degree and type of disability
7. Braille Stationary, Large Print Textbooks and other Teaching Learning Material for CwSN
8. Support for **70,882** children with severe or profound disability enrolled in Home Based Education
9. **283** Orientation workshops for Teachers/ Headmasters/Parents & Community members on inclusive education conducted across the country
10. **765** Sports & Exposure visit for CwSN organised across the country
11. Strengthening of **963** resource rooms through equipment including therapeutic services at Block level to support individualized educational needs of learners with disabilities
12. Support for equipping **259 block level resource rooms** through financial outlay ₹ 4.98 crore.
13. **32868** ramps with handrails and **14264** CwSN toilets made functional

Policy initiatives in 2024-25:

1. **Launch of a dedicated channel on Indian Sign Language (ISL):** A dedicated channel for the hearing impaired has been launched under PM e-Vidya initiative on 6th December, 2024. The PM e-Vidya 24*7 DTH Channel No.31 telecasts learning content in Indian Sign Language (ISL) for the benefit of the hearing impaired.
2. **Development of CwSN friendly infrastructure:** Samagra Shiksha scheme has provisions for creation of access friendly infrastructure such as ramps, ramps with Handrails, and Toilets for barrier free access to schools for all children. As per UDISE+ 2021-22, there are 10,69,795 schools having ramps, 7,40,395 schools having ramps with handrails and 4,01,487 schools with disabled friendly toilets for CwSN across the country. An amount of ₹ 239.16 lakh for Ramps and ₹ 8962.07 lakh for disabled friendly toilets has been approved through the Project Approval Board (PAB) for the year 2024-25.
3. **The National Guidelines and Implementation Framework on Equitable and Inclusive Education (NGIFEIE)** was finalized and circulated to States/UTs and Autonomous Bodies in March 2024. The guidelines are a collective outcome of active consultations

with diverse stakeholders who are engaged in education in India. NGIFEIE, 2021-2030 is a guiding road map to achieve the vision of a school for all learners, leaving no child behind.

4. The Notification for **Accessibility Code for Educational Institutions** has been published in the Gazette of India vide Notification. No. 9-4/2022-IS.18 dated 10th January, 2024 (published on 12th January, 2024). This Code examines the physical barriers and information & communication barriers of access to school facilities for children with disabilities. It lays down, in detail, cross disabilities and child friendly standards with cost effective solutions for retrofitting existing buildings, as well as all-encompassing elements to make new buildings compliant with national accessibility standards as part of Accessible India Campaign.

5. **Increasing coverage of PRASHAST (Pre-Assessment Holistic Screening Tool):** The PRASHAST Disability Screening Checklist for Schools, available both as a booklet and mobile app, covers 21 disabilities, including benchmark disabilities defined under the RPwD Act, 2016. It is available in 23 languages (English and 22 languages included in the VIII Schedule of our constitution) for easy access by teachers, special educators and school heads. This tool helps with the early screening and identification of CwSN leading to their certification and provision of inclusive education interventions under Samagra Shiksha. Concerted efforts have been made to ensure widespread adoption of PRASHAST through orientation sessions with 80 cross-stakeholder sessions being held by CIET, NCERT till date. A helpline has been initiated in Oct 2023 to attend to the queries of Users of the App. As a result, more than 10 lakh users have registered on the app with ~ 61.57 lakh screenings being completed since launch of the app in Sep 2022.

Progress of PRASHAST (Data as on 11th Dec. 2024)		
Sr. No.	**Particulars**	**Progress**
1	Total Registered Users	1077027
2	Schools	335467
3	Teachers	656141
4	Students	8908432

6. National Council of Educational Research and Training (NCERT) conducts **live interaction series, titled, "Teaching Learning Interventions for Inclusive Classrooms"**. Each episode is of half hour duration, focusing on promoting inclusive pedagogy practices, by considering one class, one subject and one-chapter from textbooks, with mandatory ISL interpreter.

7. **ISL in Daily Life**- Collection of daily use terms, under the title "Exploring the World of ISL" in Indian Sign Language (ISL), is available at https://ncert.nic.in/ComicFlipBookEnglish/isl_dictionary/mobile/index.html. Additionally, 10,500 words ISL dictionary developed in collaboration with ISLRTC has been uploaded on DIKSHA recently.

8. **Teaching Learning Material in ISL-** Till date 4250 plus ISL videos related to curricular content for classes I to VII, glossary words in psychology, history, geography, urdu, economics have been produced and are being continually disseminated through DIKSHA portal and PM eVidya (One Class, One Channel), DTH TV Channels, on regular basis to ensure coherent access of these e-Contents. These included approximately 954 plus ISL videos from Classes I-VII, based on Universal Design of Learning (UDL), available on DIKSHA, and regularly telecast on PM eVIDYA DTH TV channels.

9. **Talking Books-** In all 377 NCERT textbooks, classes 1 to 12 are converted into ePUBs, and available on e Pathshala. These are talking

books which could be read by using any third-party TTS app. About 4048 chapters of classes 1 to 12 have been developed in audio format, and available on DIKSHA

10. **Teacher Training** module for NISHTHA Elementary, NISHTHA Secondary and NISHTHA Foundational Literacy and Numeracy (FLN) sensitises regular teachers on managing inclusive classrooms, being mindful of the learning requirements of CwSN. Nearly 60 lakh teachers have trained on these modules, additionally online training on **Accessible Digital Resources and Assistive Technologies** have been conducted covering 15,964 teachers.

Central Board for Secondary Education (CBSE):

An Inclusive Cell was set up in the Board to facilitate equitable and barrier free environment and full participation of children with special needs in its affiliated schools. CBSE is a pace-setting National Board in the area of providing facilities and flexibilities to Candidates with Special Needs. As of now, the inclusive is closed and facilities to Person with Disabilities are extended and are updated from time to time in the light of guidance received from the Ministry of Social Justice, Govt. of India.

As of now, Board is providing many flexibilities in curriculum transactions to such category of students and also many relaxations and support are provided during the conduct of examinations. CBSE being sensitive to the needs of disabled students is extending several exemptions/concessions/ relaxations/flexibilities to students with disabilities as defined in The Rights of Persons with Disabilities Act- 2016 in curriculum transactions and during the conduct of examinations. CBSE has prepared a policy which is suitable for Candidates with Special Needs and continuously upgrading this policy.

The Inclusive Cell has acted on the following areas:

1. To provide facilities in the schools by making provisions in the Affiliation Bye-laws.
2. To provide facilities in the Classes and in the Examinations by making suitable provisions in the Examination Bye-laws.

Provisions made in the Affiliation Bye-laws:

Clause 14.15.2 of Affiliation Bye Laws prescribed that "School shall promote inclusion of student with special needs in the normal school as per provisions of the "Rights of Persons with Disabilities Act 2016 and in conformity with the National Policy of Education with following flexibilities:

- Non-denial of admission in Mainstream Education
- Monitoring enrolment in schools
- Assistive devices and availability of trained teachers
- Modifying physical infrastructure and teaching methodologies
- Making the school premises disabled friendly
- Availability of Study material for the differently abled
- Revisiting classroom organization
- Ensuring regular in-service training of teachers
- Provision of Special Educators in the schools.
- Required infrastructure for CWSN candidates in schools.

Provisions made in the Examination Bye-laws

a. During classes

- Flexibility in choosing subjects,
- Exemption from studying Second Language,
- Facility of Skill Subjects,

b. During conduct of examinations

- Relaxation in Attendance
- Compensatory Time of 20 min per Hrs in examinations,
- Facility of use of Computer, Calculator and Magnifying glass etc.,
- Facility of Scribe/Prompter etc.
- Special Seating arrangements.
- Permission to carry wheel Chair etc in the examinations

- Large font size question papers
- Special questions without visual inputs in place of questions having pictures.
- Question Paper in Brail
- Permission to use assistive devices
- In place of a practical examination, an objective type examination
- Provision for a panel of scribes, lab attendants etc. for use by the students on a requirement basis.
- Separate evaluation of the Answer Books of these students.
- Time bound action on the requests received from the students through the schools.

The schools have been directed to provide the enabling facilities to Children's with

Disabilities in the schools vide circular No. CBSE/AFF/2023/05 dated 06-March-2023. Some of these facilities are: -

- Entry/exit – An even surface and well-maintained gate channels,
- Display of Proper Sign Boards, warnings strips, symbols and indications to avoid any accident while moving from entry to within school premises for proper directions on every pathway, galleries, corridors, ramps and stairs,
- Easy passages for mobility of wheelchairs, walkers and sticks,
- Lift, Ramp and stairs - Slip resistant covered ramps with railing both sides for easy access to classrooms and other facilities. A proper lift/ramp should be constructed to access all the floors of school building, Auditory signals in elevators/lifts,
- Low floor buses
- Lift connectivity to all the floors of the school building for barrier-free access

Overall changes are adopted to facilitate in infrastructural, curriculum based, management, sports and cultural events, community-level programmes and assessment welcoming at admission level of CWSN students.

Apart from above, facilities by the Board are updated from time to time in the light of guidance received from the Ministry of Social Justice & Empowerment, Govt. of India by the respective Departments of the CBSE.

National Institute of Open Schooling (NIOS) is the first board in the country to offer ISL as a first language subject to deaf learners. It also provides flexible examination options, such as "On-Demand Examinations" and "Examination at Home," for severely disabled learners. These initiatives ensure reasonable accommodations and exemptions during assessments, enhancing accessibility and inclusivity in education.

NIOS supports culture of inclusion and is committed to providing a learning environment which is inclusive and accessible to all. NIOS provides flexibility to choose subjects, accessible content in sign language, talking books and on demand examination system. Provision of examination at home is also provided to the learners in case of acute need.

Total 1252 videos in Indian Sign Language medium have been developed in different subjects at secondary and senior secondary level. In the year 2024, more than 200 videos in Indian Sign Language have been added to the repositories of Indian Sign language videos. These videos have been uploaded on NIOS YouTube channel and website.

Talking books in 46 subjects at secondary and senior secondary level have been developed for the visually impaired learners.

As per NIOS Admission scheme there is no quota system for any category for Admission as NIOS being an Open School System providing Secondary, Senior Secondary, Skill education Courses and Open Basis Education (OBE) Course through Open and Distance Learning mode.

However, NIOS is offering concession in admission fee to SC, ST and PwD Learners of ₹ 780/-for Secondary course and ₹ 910/- for Senior Secondary course in comparison to General Category learners.

Disability -wise Enrolment in Academic Courses during 2023-24

S. No.	All Streams	Secondary				Sr. Secondary				Total			
	Disability	Female	Male	Trans-gender	Total	Female	Male	Trans-gender	Total	Female	Male	Trans-gender	Total
1	Visual Impairment (Blindness)	54	89		143	42	58	1	101	96	147	1	244
2	Hearing impairment (deaf and hard of hearing)	184	353	2	539	143	302		445	327	655	2	984
3	Leprosy Cured	1	6		7	1	4		5	2	10	0	12
4	Mentally Retardation	104	233		337	55	123		178	159	356	0	515
5	Mental Illness	10	30		40	7	29		36	17	59	0	76
6	Multiple disabilities	40	75		115	28	54	1	83	68	129	1	198
7	Cerebral Palsy	43	63		106	28	63		91	71	126	0	197
8	Learning disabilities	162	298		460	121	246		367	283	544	0	827
9	Autism	68	198		266	16	86		102	84	284	0	368
10	Locomtor Disabilities	75	162		237	88	250		338	163	412	0	575
11	Dwarfism	1	1		2	1	4		5	2	5	0	7
12	Intellectual Disability	157	315		472	88	178		266	245	493	0	738
13	Muscular Dystrophy	5	17		22	3	20		23	8	37	0	45
14	Chronic Neurological conditions	2	12		14	5	10		15	7	22	0	29
15	Multiple Sclerosis	2	6		8	2	4		6	4	10	0	14
16	Thalassemia		1		1	3	6		9	3	7	0	10
17	Hemophilia		2		2	1	3		4	1	5	0	6
18	Sickle Cell disease	1			1		2		2	1	2	0	3
19	Acid Attack victim		1		1	1			1	1	1	0	2
20	Parkinson's disease						1		1	0	1	0	1
21	Low vision	20	92		112	38	113		151	58	205	0	263
22	Speech and Language disability	7	22		29	7	13		20	14	35	0	49
	Grand Total	**936**	**1976**	**2**	**2914**	**678**	**1569**	**2**	**2249**	**1614**	**3545**	**4**	**5163**

Disability -wise Enrolment in Vocational Courses during 2023-24

S.No.	Disability	Female	Male	Total
1	Acid Attack victim	3		3
2	Autism	158	4	162
3	Cerebral Palsy	4	3	7
4	Chronic Neurological conditions	2		2
5	Dwarfism	12		12
6	Hearing impairment (deaf and hard of hearing)	83		83
7	Hemophilia	6		6
8	Intellectual Disability	13	6	19
9	Learning disabilities	5	3	8
10	Leprosy Cured	10	1	11
11	Locomtor Disabilities	69	1	70
12	Low vision	201		201
13	Mental Illness	7	2	9
14	Multiple disabilities	27	2	29
15	Multiple Sclerosis	5		5
16	Muscular Dystrophy	10		10
17	Parkinson's disease	3		3
18	Sickle Cell disease	2		2
19	Speech and Language disability	61	1	62
20	Visual Impairment (Blindness)	20		20
	Grand Total	**701**	**23**	**724**

Disability -wise Enrolment in Open Basic Education Courses during 2023-24

	OBE	Level-A			Level-B			Level-C			ALL Level (A+B+C)		
S.No.	Disability	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1.	Visual Impairment (Blindness)	1	6	7	5	3	8	3	4	7	9	13	22
2.	Hearing impairment (deaf and hard of hearing)	21	35	56	18	40	58	17	48	65	56	123	179
3.	Leprosy Cured	0	1	1	0	0	0	0	0	0	0	1	1
4.	Mentally Retardation	61	110	171	30	65	95	30	46	76	121	221	342
5.	Mental Illness	1	8	9	0	2	2	1	6	7	2	16	18
6.	Multiple disabilities	11	23	34	7	11	18	3	9	12	21	43	64
7.	Cerebral Palsy	10	23	33	4	12	16	9	9	18	23	44	67
8.	Learning disabilities	12	29	41	2	14	16	13	21	34	27	64	91

	OBE	Level-A			Level-B			Level-C			ALL Level (A+B+C)		
S.No.	Disability	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
9.	Autism	31	123	154	15	67	82	13	61	74	59	251	310
10.	Locomtor Disabilities	2	5	7	3	2	5	3	7	10	8	14	22
11.	Dwarfism	0	1	1	0	0	0	0	0	0	0	1	1
12.	Intellectual Disability	31	113	144	29	53	82	42	61	103	102	227	329
13.	Muscular Dystrophy	1	4	5	1	1	2	0	2	2	2	7	9
14.	Chronic Neurological conditions	1	1	2	0	0	0	1	2	3	2	3	5
15.	Thalassemia	0	0	0	0	1	1	0	0	0	0	1	1
16.	Low vision	2	0	2	1	0	1	0	1	1	3	1	4
17.	Speech and Language disability	3	6	9	2	0	2	1	1	2	6	7	13
	Grand Total	**188**	**488**	**676**	**117**	**271**	**388**	**136**	**278**	**414**	**441**	**1037**	**1478**

Special Provisions / Facilities for Differently-Abled (CwSN) Students in NVS:

- Reservation for Differently-Abled (Divyang) students in admission to schools of NVS, is provided as per the norms of Govt. of India.
- Total **3,510** (1.21%) Children with Special Need (CwSN) are enrolled in different schools of NVS, as on 31.10.2024.
- Children with Special Need (CwSN) of schools of NVS are exempted from paying Vidyalaya Vikas Nidhi (VVN).
- There is a provision to engage the services of the special educators in schools of NVS on need basis with the help of NGOs working locally in the field professional services to 'Children with Special Need (CwSN)'.
- Assistive devices are provided to Children with Special Needs (CwSN) of schools of NVS as per the requirement, free of cost.
- Ramps / slopes have been provided in Academic Block and Girls' & Boys' Dormitories of schools of NVS.
- Separate accessible toilets for Boys & Girls have been constructed in Academic Block and in Girls' & Boys' dormitories.
- Children with Special Needs (CwSN) of schools of NVS are allotted accommodation in the ground floors of schools of NVS dormitories and classes of these children are also arranged in the ground floor of the Academic Block.
- Appropriate teaching aids / devices / reading materials are provided to the Children with Special Needs (CwSN) students in schools of NVS.

Special Provisions / Facilities for Differently-Abled Students in KVS:

In Kendriya Vidyalayas, 3% seats of total available seats for fresh admissions are horizontally reserved for the Children with Special Needs (CWSN). Children with Special Needs are exempted from Tuition fees and VVN. As on 30.09.2024, there are 7714 Children with Special Needs are enrolled in different Kendriya Vidyalayas.

Specially designed toilets and ramps are mandatory in all the Kendriya Vidyalayas to facilitate a comfortable stay for these children in the school. Teachers are continuously oriented towards caring for students with physical as well as learning disabilities, during the in-service training programmes.

National Institute of Open Schooling (NIOS) in Inclusive Education:

The Inclusive Education Policy for open schooling was adapted by NIOS in the year 2022, and in its phased implementation, Talking Books in DAISY & e-Pub format have been developed in 23 subjects at Secondary level, and 23 subjects at Senior Secondary level for the benefits of Learners with Blindness, Low Vision, and other reading difficulties.

Indian Sign Language (ISL) as a language subject has been offered to Deaf and Hard of Hearing Learners at Secondary level, NIOS introduced ISL as a language subject at Secondary level. For Deaf and Hard of Hearing Learners, study materials have been developed as videos in Indian Sign Language format in 8 subjects at Secondary level and 5 subjects at Senior Secondary level, both are available on NIOS website/YouTube channel; in the process 1250+ ISL videos at the Secondary and Senior Secondary level courses have been uploaded by NIOS on its YouTube channel.

For supporting education of Deaf and Hard of Hearing Learners in ISL, & to disseminate awareness of ISL across the country, NIOS also delivers one-hour live telecast (03:00 pm to 04:00 pm) in Indian Sign Language thrice a week on PM e-Vidya TV Channel (Channel No. 19).

Special benefits given to SC/ST/PwD for opting vocational programmes of NIOS:

Fee Concession for SC/ST/PwD Learners:

i) Learners from SC/ST/Ex-Servicemen/ PwD categories are eligible for a 33% fee concession for vocational courses of NIOS.

ii) The concession is applied to the total fee, reducing NIOS share without affecting the AVI/study centres share.

Education for Children with Disabilities:

National Guidelines and Implementation Framework on Equitable and Inclusive Education

The National Guidelines and Implementation Framework on Equitable and Inclusive Education (NGIFEIE) has been developed in alignment with the recommendations of the National Education Policy (NEP) 2020. The NGIFEIE (2024) is a comprehensive guide to achieving the vision of a school system that serves all learners, ensuring that no child is left behind. It is designed to ensure the effective and seamless implementation of the NEP 2020's recommendations concerning equitable and inclusive education for all students. The major components of the NGIFEIE are (a) Guidelines for Foundational Stage of Schooling, (b) Guidelines for Creating Inclusive Schools, (c) Guidelines for Home-based Education, (d) Guidelines for Teacher Education and (e) Guidelines for Collaboration with Different Organizations. The NGIFEIE will be helpful in providing the road-map for implementation of recommendations of the National Education Policy 2020 through Samagra Shiksha Scheme. This will provide a prototype map to the states for developing their annual work plan in their respective areas of intervention to realize equitable and inclusive at ground level in school. Students, teachers, parents, administrators, social worker, counsellor, volunteers, school/school complex management committee will benefit with collaborative approach of implementation of inclusive education approach from the foundational stage to secondary stage of school education.

Orientation Programme for States/UTs key functionaries on National Guidelines and Implementation framework on Equitable and Inclusive Education (NGIFEIE) for Implementation of recommendations of NEP (2020)

NGIFEIE has developed guidelines on five major components covering the Foundational Stage of Schooling, Creating Inclusive Schools, Home-based education, Teacher education and collaboration with different organizations. Keeping in view of the guidelines, five - days orientation programme on the National Guidelines and Implementation Framework on Equitable and Inclusive Education (NGIFEIE) was conducted for the southern and eastern states from 25th to 29th November, 2024 in RIE Mysuru in which State key functionaries of SCERTs/ DIETs and State/District level Inclusive Education Coordinators under Samagra Shiksha

participated. In total 34 participants working in the field of inclusive education participated from the nine states of India- Andhra Pradesh, Telangana, Goa, Maharashtra, Karnataka, Tamil Nadu, Odisha, West Bengal, and Kerala. Technical sessions were led by the resource persons from NIE, RIEs' and organizations working in inclusive education on several components covered in the guidelines. The second phase of this orientation programme for the northern states will be conducted shortly.

Capacity building of Special Education Teachers on Equitable and Inclusive Education in the Light of NEP 2020

Capacity building of Special Education Teachers on Equitable and Inclusive Education in the Light of NEP 2020 conducted in collaboration with NIEPID RC, Noida and NIEPID-RC, Mumbai on 25-29 November 2024 and on 10--14 December 2024, respectively. Total 120 Special Education Teachers were participated for the programme. The main objective of the programme is to conduct training need assessment of special education teachers pertaining to Equitable and Inclusive Education. To sensitize special education teachers on the concerns highlighted in NEP 2020 on Equitable and Inclusive Education. To orient them with pedagogical practices necessary for inclusion of children with disabilities in an inclusive classroom. The programme included Pre-test and Post-test assessments with feedback from the Participants.

Chapter-06

Administration

Administration

The Ministry of Education is under the overall charge of the Education Minister, assisted by 2 Ministers of State at present. There are two Departments in the Ministry of Education namely the Department of School Education & Literacy and the Department of Higher Education.

Each Department is headed by a Secretary to the Government of India. The 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.

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.

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 2024 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) Immovable property returns for calendar year 2024.

c) Verification of service books of employees of this Ministry retiring in coming months are under process in consultation with Pay & Accounts Office.

d) Ministry has started working on e-Office, Legal/ Court Cases Monitoring System and processing of payment through PFMS. Besides, an On-line system called "SPARROW" (Smart Performance Appraisal Report Recording Online Window) has been made fully operational for officers/ officials of AIS/ other services as well as for officers of CSS/CSSS/CSCS Cadres in this Ministry successfully. The APAR matters in respect of these Officers are being processed through this portal only. Also, an On-line system called "BHAVISHYA" is being used for Pension sanction and Payment Tracking System. Most of the modules of E-HRMS-2.0 have been successfully implemented and matters processed accordingly. In all the cases, Annual Performance Appraisal Reports received in the Branch were disclosed to officers concerned before these were forwarded to the concerned cadre controlling authorities for retention.

Training Cell

The E.IV Section (erstwhile Training Cell) under Establishment Branch process the training needs of the officers/staff members of Core Secretariat both the Departments i.e., Department of School Education and Literacy and the Department of Higher Education of the Ministry. The matter for training is liaised with Institutions like Institute of Secretariate Training and Management, Indian Institute of Public Administration (IIPA), National Informatics Centre (NIC), National Institute of Financial Management (NIFM), Faridabad and National Productivity Council etc. for nominating/ imparting training to the staff/officers of the two Departments in the areas of Management, Public Administration, Vigilance, Cash and Accounts, Personnel etc. based on request received through different quarters.

Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the Department of Personnel & Training, Department of Economic Affairs, etc. for short term and long-term training courses abroad under the Domestic Funding of Foreign Training, etc. During the year 2024, Officers/Officials of different grade were nominated/nomination forwarded for attending the various training which is briefed in tabular form as below:

Period from 01.01.2024 to 31.12.2024.

Sl. No.	Nomenclature of training	Training Institute/Sponsor	No. of Officers/ Officials attended
1.	Different Level Training Programme (A, B, D, E, F, Level I, II, III, IV etc.) conducted by DoP&T	ISTM, New Delhi	48
2.	Pre-Foundation/Foundation Training Programme for ASOs (DR/Steno 'D')	ISTM, New Delhi	42
3.	Mid Carrier Training Programme	Cadre Controlling Authority	04
4.	Miscellaneous Training	ISTM, etc.	09
5.	Five days refresher course for Lateral Entry	IIPA, New Delhi	03
6.	Induction training for Indian Cost & Account Service	Concerned Cadre controlling	01
7.	In Service Training	DoP&T, Training Division	02
	Total		**109**

Information & Facilitation Centre (IFC)

A National Informatics Centre Network (NICNET) based Information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of Education. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services i.e., guidelines of various Schemes/Programmes and Application Forms have been made available on the web-site of the Ministry. The data/ information can be accessed through computer having internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is www.education.gov.in.

Report on Implementation of RTI Act, 2005:

The Right to Information Act has been introduced on 12th October, 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of ₹ 10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i.e., School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005.

The Department has been overseeing the implementation of the RTI Act by its autonomous organization through Bureau Heads. From the year 2010-2011, the system for collecting information for Annual Report of Central Information Commission has been modified by them. It has to be furnished on Quarterly-basis and online. Online facility has been extended to autonomous

organizations under the Ministries. For meeting the purpose, Passwords to all Organizations have been assigned and intimated to them to upload the information on the site of CIC by themselves.

The following statement shows the year-wise receipt of applications/Appeals under the RTI Act, 2005 in the Ministry is as under: -

Year	Total No. of RTI applications & appeals received and action taken thereon
2006	359
2007	641
2008	1554
2009	2166
2010	3235
2011	4833
2012	3940
2013	11028
2014	17681
2015	16643
2016	16336
2017	13645
2018	13214
2019	13321
2020	12911
2021	17379
2022	19623
2023	18358
2024	19890 (Status upto 31.12.24 including offline & online applications & appeals)

Vigilance Activities

The Vigilance division in the Ministry of Education (MoE) is under the overall supervision of the Secretary (Higher Education), supported by a part time Chief Vigilance Officer of the rank of Joint Secretary. In addition, the team includes a Deputy Secretary/Director, two Under Secretaries and support staff.

During the period (Jan -Dec, 2024) under report, several references were received by the Vigilance Wing. These included referrals from the Central Vigilance Commission (CVC), Central Bureau of Investigation (CBI), as well as direct complaints from individuals. Complaints were also received under the Public Interest Disclosure Resolution (PIDR). These are currently at varying stages of investigation.

Part time Chief Vigilance Officers have been appointed in various Autonomous Organizations that operate under the governance/administrative jurisdiction of the MoE, reinforcing the Ministry's commitment to transparency and integrity.

The MoE observed Vigilance Awareness week from 28th October to 3rd November, 2024 with the theme "Culture of Integrity for Nation's Prosperity", and an oath ceremony administered to officials of the Department of Higher Education and Department of School Education & Literacy. The oath committed all participants to upload honesty and integrity in all public dealings.

Department of Official Language

Progressive use of Hindi

Both the Departments of the Ministry, viz., Department of Higher Education and Department of School Education and Literacy, pay due attention to the implementation of the Annual Programme issued by the Department of Official Language, Ministry of Home Affairs. Effective measures have been taken during the year for the progressive use of Hindi for official purposes in various sections of both the Departments and in the attached and subordinate institutions/universities/boards/ councils etc. Both the Departments of the Ministry, viz., Department of Higher Education and Department of School Education and Literacy have been notified under Rule 10(4) of the Official Language Rules, 1976.

Implementation of Official Language in the Ministry is being done as per the instructions the annual programme issued from time to time by the Department of Official Language, Ministry of Home Affairs

Various activities related to the implementation of Official Language Policy in the Ministry

(a) Meetings of the Departmental Official Language Implementation Committee are being held regularly under the chairmanship of Joint Secretary (Official Language) in the Ministry. Appropriate action is taken in compliance with the decisions taken in the meetings.

(b) Workshops are being organised regularly in the Ministry. Two session workshops as well as full day workshops have also been organised. Officers and staff of the Ministry participated in these workshops.

(c) 54 representatives from both the Departments of the Ministry of Education participated in the All-India Official Language Conference organized by the Department of Official Language, Ministry of Home Affairs at Bharat Mandapam, Delhi on 14-15 September, 2024.

(d) On the occasion of Hindi Diwas, a message was issued by the Honourable Education Minister and an appeal was issued by the Secretary, Department of Higher Education to promote the use of Hindi in official work.

(e) Hindi Fortnight was organized in the Ministry of Education from 14.09.2024 to 28.09.2024. During the fortnight, eight competitions viz. Hindi Essay Competition, Hindi Noting and drafting Competition, Hindi Typing Competition, Hindi Debate Competition, Self-Composed Poem Recitation Competition, Hindi Extempore Competition, Hindi Essay Competition (for Regular MTS) and Quiz Competition on Official Language and General Knowledge were organized. Hindi Typing, Hindi Extempore and Hindi Essay (for Regular MTS only) competitions were organized only for non-gazetted category while other five competitions were organized separately for officers and employees. Officers and employees of both the departments participated enthusiastically in these competitions. The winners of the competition were awarded first, second, third and two incentive prizes of ₹ 5000/-, ₹ 4000/-, ₹ 3000/- and ₹ 2000/- respectively.

(f) During the year, the Hon'ble Parliamentary Committee on Official Language conducted Official Language inspection of 76 attached and subordinate institutions/ universities/ boards/ councils etc. of Department of Higher Education, Ministry of Education, while 112 school of NVS and KVS under Department of School Education and Literacy were inspected by the Hon'ble Parliamentary Committee on Official Language.

(g) During this period, the Ministry has conducted Official Language inspection of 12 institutions/ universities/ boards/ councils etc. Besides, the Ministry was also represented in the meetings of Departmental Official Language Implementation Committees of the offices under this Ministry.

(h) In order to keep a watch on the status of progressive use of Official Language Hindi in subordinate institutions/ universities/ boards/ councils etc., the Ministry receives quarterly progress reports and minutes of meetings of their Official Language Implementation Committees and these reports are reviewed in the Ministry. Corrective measures have been suggested.

Translation work

In compliance with the Section 3(3) of the Official Languages Act, 1963, Hindi translation of Parliament Questions and Answers, Cabinet Notes, Demands for Grants, Annual Administrative Report, Notifications, General Orders, Press Releases etc. are prepared to lay in the Parliament and the Cabinet Secretariat.

Public Grievances

A grievance redressal machinery is in place in the Department of Higher Education under the Economic Advisor and Director (PG) who have been designated as Appellate Authority for Public Grievance and Public Grievance Officer respectively. The endeavour of Public Grievances

Division is to make the grievance Redressal mechanism more accessible, comprehensive, robust and user-friendly. The effort is to bring the citizens and government closer by empowering the citizen's voice and the officers through effectively coordinating with different Bureaus / Divisions / Organizations under the Department of Higher Education, Ministry of Education.

The Director (PG) is the Nodal Public Grievance Officer of the Department of Higher Education. He is accessible to the staff as well as the members of public to hear their problems every Wednesday between 10.00 a.m to 1.00 p.m. Further, anyone can meet the Nodal Public Grievance Officer during working hours on all working days. Several Nodal Grievance Resolution Officers (GROs) have been designated in the Department of Higher Education and autonomous / subordinate organisations under its control for ensuring the implementation of the policy of the Government regarding redress of the Public Grievances in its totality.

Upgraded CPGRAMS Version 7.0 is operational in the Department of Higher Education with its latest reforms done by the DARPG making the portal more citizen-centric. It gives option to the citizens to lodge their Grievances directly to the field level grievance officers in Autonomous Organizations / Subordinate Officers / Institutions / PSUs etc. under Ministry / Department. This option has improved the grievance Redressal time owing to reduced number of channels which a grievance had to pass through earlier to reach the concerned field level grievance officer. Upgraded Version 7.0 CPGRAMS with its latest reforms being more responsive system with the outcome of high rates of disposal and progressive reduction in average disposal time of grievances, DARPG has reduced the Redressal time of CPGRAMS grievances from 30 days to 21 days in normal course.

During the period under report (01.01.2024 to 31.12.2024) a total of 25389 grievances were received through PG Portal, viz. Centralized Public Grievances Redress and Monitoring System (CPGRAMS) and from various other sources, including Prime Minister's Office, Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners Welfare and also through the Integrated Grievance Redress Mechanism (INGRAM) portal development by Department of Consumer Affairs. Details of Public Grievances received from 1st January 2024 to 31st December 2024 are given in the following table:

Total grievances received on CPGRAM Portal (DSEHE)	Total Grievances received in physical form	Total grievances received on INGRAM portal	Total Appeals received on CPGRAM Portal (DSEHE)	Grand Total (Received)	Total grievances Disposed of on CPGRAM Portal (DSEHE)
(1)	(2)	(3)	(4)	(5) [(1) + (2) + (3) + (4)]	(6)
19619 [1248 (BF) + 18371]	150	1291 (Disposal – 1204)	4373 [287 (BF) + 4086]	25433	23965*@

** The average disposal time is 27 days @ Inclusive of 1204 disposal of INGRAM, 150 disposal of physical received PGs and 3993 disposals of Appeals*

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 Education have brought out their Citizen's/Client's Charters (CCC) to emphasize good governance and continuously strives to serve the citizens in an effective and efficient way so as not only to meet but to exceed their expectations. The Citizen/Client's Charters have been uploaded on the website of the Ministry.

Cyber Security in Ministry of Education

Ministry of Education like other Ministries and Departments of Government of India, increasingly relies on Information Communication Technology (ICT) for day to day functioning and any disruption of ICT due to malicious cyber related incidents has the potential to impact critical business functions and processes of the Ministry of Education. Therefore, Cyber Security is required to ensure that disruptions are infrequent, of minimal duration and manageable and cause the least damage possible.

Ministry of Education has a Cyber Cell functioning and comprising of Chief Information Security Officer (CISO), Deputy CISOs and Network/IT Team to establish a strategic framework and actions to prepare for, respond to, and recover from cyber incidents.

ACTIVITIES, ACHIEVMENTS AND MILESTONES

Cyber Cell, MoE during the year 2024 handled 38 reported incidents of Website Intrusion & Malware Propagation, Malicious Code, Phishing, Website Defacements, Unauthorized Network Scanning/Probing activities, Data Breach and Vulnerable Services and ensured their mitigation and remediation through the concerned organizations.12 advisories/SOP/guidelines have been shared so far with concerned organizations to fix the gaps in IT assets and their functionality.

A training and awareness programs for officials/ employees of MoE and other attached offices/ autonomous bodies was also conducted as part of Cyber Jagrukta Diwas on 9th October, 2024. The awareness programme aimed at sensitizing about Cyber Security threats and deployment of techniques and tools to minimize security risk. Officials of Cyber Cell, MoE participated in Workshops/Review Meetings / Conferences on Cyber Security as organized by various government agencies from time to time during the year. Cyber Security audit through Cert-In empaneled auditors for securing Critical Information Infrastructure (Applications / platforms and databases) of entities containing personal data against potential breach was taken up, completed and remediation ensured.

IT Asset Inventory and Map of IT Network is being maintained and updated from time to time. Nomination of CISOs / Dy.CISOs was ensured in 178 organisations under MoE.

Cyber Security Audit for all the IT Assets and Network Points was also completed during the year by Software Technology Parks of India (STPI) in MoE. Action has been initiated for remediation by fixing the vulnerabilities as per audit findings.

A robust firewall host policy has been implemented across all systems to enhance security. All systems have been equipped with Unified Endpoint Management (UEM) and Endpoint Detection and Response (EDR) tools to ensure comprehensive security in accordance with cyber security guidelines.

Chapter-07

C&AG Audit

C&AG Audit

Summary of pending Audit Observations made by C&AG/PAC

Department of Higher Education

Sl. No.	Name of the Institution	Gist of Paras
1.	Indian Institute of Information Technology, Design and Manufacturing, Kurnool	Activities of IIITDM, Kurnool **Para No. 4.4** **(Report No. 3 of 2024)**
2	Indian Institute of Technology - Madras	IIT Madras- Ministry of Sponsored Projects **(Para No.4.5)** **(Report No. 3 of 2024)**
3.	Visva Bharti University, Shanti Niketan, W.B	Non-deduction of Income Tax on Employer contribution to National Pension System. **(Para No.4.3)** **(Report No. 3 of 2024)**
4.	Visva Bharti University, Shanti Niketan, W.B	Short realization of lease rent – ₹ 79.31 lakh **(Para No.4.2)** **(Report No. 3 of 2024)**
5.	IITs - Kharagpur & Guwahati IIMs - Lucknow & Kashipur CUs - BBAU, AMU, BHU & University of Allahabad MNNIT, Allahabad IIEST, Shibpur	Irregular payment of ad-hoc bonus by Central Autonomous Bodies. **(PAC Paras No. 1,2,4,5,6 & 9) Report No. 62 (17th Lok Sabha)**
6.	--	Action taken by the government on the Observations/Recommendations of the Committee contained in their 62nd Report on Irregular payment of ad-hoc bonus **(PAC Paras No. 5, 8 & 15)** **Report No. 100 (17th Lok Sabha)**

Summary of pending Audit Observations made by C&AG/PAC

Department of School Education & Literacy

Sl. No	Name of the Institution	Gist of the Para.
1	National Institute of Open Schooling (NIOS)	Avoidable payment of ₹ 1.49 crore by NIOS. **(C&AG Para No. 2.8)** **(Report No. 25 of 2023)**
2.	Navodaya Vidyalaya Samiti (NVS)	Functioning of NVS, Noida (C&AG Para No. 4.1) (Report No. 3 of 2024)
3.	CPSEs	Construction of Toilets in Schools by CPSEs **{PAC Paras 1 to 20 (except Para 5)}** **Report No. 124 (17th Lok Sabha)**

Chapter-08

Budget

Budget

Status of Implementation of Announcements made in the Budget Speech 2024-25.

Department of Higher Education

<table>
<tr><th>Sl.No.</th><th>Para No.</th><th>Announcement made</th><th>Status</th></tr>
<tr><td>1</td><td>26</td><td>Education Loan

For helping our youth who have not been eligible for any benefit under government schemes and poli26cies, I am happy to announce a financial support for loans up to 10 lakhs for higher education in domestic institutions. E-vouchers for this purpose will be given directly to 1 lakh students every year for annual interest subvention of 3 per cent of the loan amount</td><td>Targets are as under:
<table>
<tr><th>Year</th><th>Amount</th><th>Claims</th></tr>
<tr><td>2024-25</td><td>0</td><td>25000</td></tr>
<tr><td>2025-26</td><td>75 cr.</td><td>125000</td></tr>
<tr><td colspan="2">Total</td><td>150000</td></tr>
</table>
The Cabinet has approved the PM Vidyalaxmi Scheme on 06/11/2024 to provide financial support to meritorious students so that financial constraints do not prevent any youth of India from pursuing quality higher education in accordance with budget announcements regarding “Para 26 regarding Education Loans.”

The Guidelines of PM Vidyalaxmi have been issued to all concerned. The portal for the scheme is being developed in consultation with DFS, Canara Bank and IBA.</td></tr>
<tr><td>2.</td><td>58</td><td><u>Digital Public Infrastructure Applications.</u>

Turning to the services sector, I propose, development of DPI applications at population scale for productivity gains, business opportunities, and innovation by the privet sector. These are planned in the areas of credit, e-commerce, education health, law and justice, logistic, MSME services delivery and Urban governance.</td><td>The Ministry of Education has established the following three schemes: -

1. Academic Bank of Credit, an academic service mechanism which is a digital/virtual/on-line entity to facilitate students to become its academic account holders thereby paving the way for seamless student mobility between or within degree-granting Higher Educational Institution through a formal system of credit redemption to promote distributed and flexible teaching/ learning.

2. SAMARTH, a Digital Public Infrastructure initiative established in collaboration with Delhi University, with the primary objective to provide an efficient and cost-effective Enterprise Resource Planning system for self-government and automation of routine processes.

3. SWAYAM Plus, an initiative designed to advance the digital learning ecosystem of the nation launched in collaboration with leading industry players and ed-tech companies, with the goal of providing employability and professional development focused programs.

NITI Aayog is the Nodal Department for this announcement. The Department of Higher Education takes steps in the matter in consultation with/as per the directions of NITI Aayog.</td></tr>
</table>

Department of School Education and Literacy

Para No	Budget Para	Status
58	Digital Public Infrastructure Applications Turning to the services sector, I propose development of DPI applications at population scale for productivity gains, business opportunities, and innovation by the private sector. These are planned in the areas of credit, ecommerce, education, health, law and justice, logistics, MSME, services delivery, and urban governance. "	**DIKSHA** Total Learning sessions on DIKSHA – 556.24 crores with total Learning in minutes on DIKSHA – 6,455.33+ crore minutes. The total number of page hits on DIKSHA are 820.25+ Cr till date. DIKSHA could smoothly handle such traffic owing to its robust tech stack, futuristic design, and dedicated groups of workforces even during the COVID-19 pandemic outbreak. DIKSHA currently hosts 7,116 textbooks energised with QR codes, including 389 NCERT textbooks and ETBs. There are more than 3.69 lakh digital contents on DIKSHA, including audio-visual content, reading and practice material, interactive resources, and lesson plans. These e-contents are available in 133 languages. For digital content to aid in the teaching and learning processes, a rich repository of varied resources was contributed by schools/ individual teachers, content partners, NGOs, corporates under CSR under Vidya Daan against the various content requirements of NCERT/ CBSE/ States/ UTs. As of date, more than 2.63 lakh content pieces have been contributed under Vidya Daan and1.50 lakh content pieces have been approved. National Institute of Open Schooling (NIOS), an autonomous body under MoE, has also been on board to DIKSHA as a separate tenant under which more than 3,300 contents (videos+pdfs+e-textbooks) have been uploaded for Secondary (equivalent to 10th grade) and Senior Secondary level (equivalent to 12th grade). NIOS aims to leverage DIKSHA to make education equitable and inclusive for the marginalised and disadvantaged groups. NIOS offers a broad spectrum of courses of study in general, vocational and continuing education and life enrichment courses up to pre-degree level. **PM e Vidya DTH Channels** PM eVIDYA initiative was announced by the Hon'ble Finance Minister, Government of India on 17th May 2020 as part of Atma Nirbhar Bharat Abhiyaan or Self-Reliant India Movement announced by the Hon'ble Prime Minister on 12th May 2020. As part of the Hon'ble Prime Minister's appeal for Aapda me Avsar in the difficult times of the pandemic and to attain the goals of Aatma Nirbhar Bharat Abhiyan, the Hon'ble Finance Minister exclusively mentioned that the initiative aimed to ensure learning for all, with equity, to cover all students at all levels of education and in all geographical locations, even in the remotest parts of the country. The 12 DTH TV Channels are running all across the country from 1st Sept. 2020. The channels are also available on the Jio TV mobile app. In the budget announcement of 2022-23, the GoI had announced 200 DTH TV channels to ensure quality education accessible to all the learners of the country in various languages of India. The Hon'ble Minister of Education, Govt. of India launched these 200 DTH TV channels on 9th March, 2024. A dedicated Tamil language TV channel as part of the PM eVidya initiative (channel no. 34 of 200 PM eVidya DTH TV channels) was launched to learn Indian languages by Dr. Sukanta Majumdar, Hon'ble Minister of State for Education and Development of North Eastern Region, Government of India and Shri Jayant Chaudhary, Hon'ble Minister of State (Independent Charge) for Skill Development & Entrepreneurship and Minister of State for Education, Government of India on July 29, 2024. Out of 14 channels allocated to NCERT, a dedicated channel for

Para No	Budget Para	Status
		Adult Education- ULLAS (Channel no. 14) was launched on 8th September 2024 by Shri Jayant Chaudhary, Hon'ble Minister of State (Independent Charge) for Skill Development and Entrepreneurship, and Minister of State for Education, Government of India. On 6th, December 2024 PM eVidya Channel no 31 for Indian Sign Language was launched by Hon'ble Minister of Education, Sh. Dharmendra Pradhan in the present of Sh. Jayant Chaudhar, Hon'ble Minister of State (Independent Charge) for Skill Development and Entrepreneurship, and Minister of State for Education, Government of India. NCERT also delivers eContents for learners through 14 PM eVIDYA DTH TV channels (One Class, One Channel from classes I to XII), including skill development and adult education that delivers class-wise eContents on a 24x7 basis. These are linked to DIKSHA through QR codes. To enable coherence, the telecast/broadcast content is uploaded on DIKSHA, where this content is accessible any time, even after the live broadcast, along with additional digital resources. Learners can even scan the QR code on their TV screen and access contents on DIKSHA as part of coherent access to digital contents anytime and anywhere. A total no. of more than 7,100 programs have been produced for PM eVIDYA 12 DTH TV Channels and the same has been uploaded on DIKSHA. Besides telecast of recorded programs, the 12 PM eVidya DTH Channels also run live interactive sessions by experts on various subjects relevant to classes 1-12. About 1,608 live interactive sessions have been conducted from April 2024 till December 2024 and telecasted on PM eVIDYA DTH TV Channels. So far, 10,465 live sessions have been conducted and telecasted on PM eVIDYA DTH TV Channels (till 30th December, 2024). In terms of IVRS and E-mail-based Support, about 82,146 calls and 1286 emails were received so far (as on 25th December 2024), to enquire about telecast of educational programmes through PM eVIDYA IVRS and have been responded Radio broadcasts of curricular and co-curricular programmes are also done through 400 Radio Stations (11 GyanVani FM Radio Stations, 257 Community Radio Stations and 132 All India Radio stations, Podcasts) on iRadio and JioSaavn Mobile apps. **NDEAR-VSK** National Digital Education Architecture (NDEAR) compliant Rashtriya Vidya Samiksha Kendra (RVSK) was launched on 9th March, 2024 by Hon'ble Union Education Minister. VSK at CIET-NCERT provides key stakeholders an institutional avenue that enables integrated and shared 'seeing' for amplifying data-based decision making and bringing in transformative impact towards outcomes (https://vsk.ndear.gov.in). The RVSK is envisioned as a "Super Connector" that amplifies the existing capabilities of people and systems, enabling transformative impact towards outcomes. The main benefits of the NDEAR RVSK are: 1. Actionable Insights: Empowering administrators and teachers with data-driven decision-making capabilities at central and state levels, 2. Enhanced Academic Performance: Improving academic performance by empowering teachers and schools through effective resource utilization, 3. Efficient Data Capture: Implementing data phygitisation for efficient data capture, digitizing information from physical documents like attendance registers and mark sheets.

Para No	Budget Para	Status
		This significantly reduces the time from data collection to entry, streamlining the process and 4. Empowering Field Level Staff: with insights relevant to their programs/schemes, guiding them to take actions that positively impact educational outcomes. Currently the following programs are onboarded on RVSK: 1) NISHTHA 2) DIKSHA-ETB & E-content 3) Micro-Improvements 4) PM POSHAN 5) NAS 6) UDISE+ 7) PGI 8) NIPUN BHARAT 9) NCERT Quiz 10) NCF 11) PRASHAST 12) PM SHRI. More National Educational programs are also identified for being integrated to RVSK soon. Significant progress has been achieved in the implementation of Vidya Samiksha Kendra's across the country, so far 32 VSKs in States and UTs have been made operational and the remaining 4 States and UTs are in the process of operationalizing their VSKs. **Parameter** / **States/UTs** / **Central Autonomous Bodies** / **Total** Target / 36 / 4 / 40 Achieved / 32 / 2 / 34 Yet to be Operational / 4 / 2 / 6 The Vidya Samiksha Kendra follows a holistic 6A Educational data capturing framework, i.e., collating near real time educational datasets like Attendance, Assessment, Accreditation, Administration and Adaptive learning which would in turn by feeding to an Artificial Intelligence model for drawing recommendations and analysis to enable stakeholders in making data driven decisions. VSK also collects and analyzes data from key educational schemes of the Department of School Education and Literacy (DoSE&L) such as PM POSHAN, PM SHRI, UDISE+, DIKSHA, NISHTHA, PRASHAST, NAS, PGI etc. At RVSK, the integration with states and UTs have started with student and teacher attendance. So far 24 States and UTs are connected to RVSK through attendance APIs and are analyzed for visualizing multiple KPIs. Approximately 2.13 lakh schools, 12.33 lakh teachers, and 2.12 crore students report data daily to the RVSK. Ongoing efforts, including capacity building and teacher training, aim to further increase daily reporting. Additionally, weekly, and monthly reports are shared with States to enhance reporting accuracy and improve data mapping percentages. The integration of assessment and administration datasets is currently being piloted in select mature states. A digital readiness survey and an in-depth study of the various digital tools used by states to capture educational data have also been conducted to explore further integration possibilities. Technology has become a game-changer in modern education, and the Vidya Samiksha Kendra is a shining example of how digital solutions can transform the way we govern education. VSK is built on cutting-edge technology that leverages artificial intelligence (AI), machine learning (ML), and big data analytics to generate actionable insights. The predictive analytics capabilities of VSK allow us to foresee potential challenges, such as rising dropout rates or teacher shortages, and take proactive steps to address them.

Para No	Budget Para	Status
		Virtual Labs on DIKSHA • 288 virtual lab experiments including simulations and 961 other resources like lab manual pdfs,videos etc are available on DIKSHA (9 new experiments are in the pipeline) • About 76 online sessions for integrating virtual labs in teaching learning process have been conducted on PM eVIDYA DTH TV Channels and NCERT YouTube channels. **6. NCF tech plat: New National Curriculum and Pedagogical framework for school, early childhood and teachers** 1. Thirty-two (32) states have successfully completed the baseline target of 3000 Mobile survey/s and overall survey completed are 1,36,010 across States/ UTs 2. Thirty-two (32) States have initiated, and Twenty-Nine (29) States have successfully completed the District Consultation Report (DCR) 3. The total number of State DCR submitted are 1561/1608. 4. Thirty (30) States/ UTs have initiated the formulation of the State Focus group and Twenty-nine (29) States/ UTs have successfully Onboarded the Member Secretaries. 5. Twenty-Six (26) States/ UTs have initiated the formulation of the State Steering Committee and Twenty-Two (22) states have completed the onboarding of the State Steering Committee/s member Secretaries. One hundred Sixty (160/192) National DCR successfully submitted 7. Six hundred Fourteen (614) PDFs of the State Focus Group position paper/s uploaded by 26 States/ UTs in the NCF tech platform 8. Seven hundred Twenty-four (724) State position papers e-templates have been submitted by 29 States/ UTs 9. Received and uploaded Twenty-Eight (28) inputs from the Ministries/ Ancillary groups 10. 5.75 Crores push notification sent to the active users in e-pathshala application 11. DiSaNC outreach strategy listed below: a) About 12,77,353 responses have been received b) 28 crores emails sent to users in Sampark Database of MeitY c) 10 crore SMS sent to mobile numbers in NIC database 12. Status of SCF for Foundational Stage (Final document published & available for public on SCERT's website) **Uttarakhand** • Maharashtra • Rajasthan • Meghalaya • Assam

Para No	Budget Para	Status
		• Goa • Gujrat 13. Updates from states on SCF-FS • Jammu & Kashmir: SCF FS is being contextualized in collaboration with JKBoSE; SCERT has drafted the recommendations & suggestions for SCF FS. • Jharkhand: NCF-FS has been contextualized • Chhattisgarh: Final draft is prepared and is under review process • Gujarat: Gujarat has uploaded SCF- FS on its official website. • Class 3, and Class 6 textbooks & Bridge Month Courses Grade 6 based on NEP-2020, NCF-FS 2022, NCF-FS 2023 • Union Territory of Ladakh has translated NCF-FS into Bhoti language. • Rajasthan has uploaded the SCF-FS on its website. • Meghalaya has uploaded the SCF-FS on its website. • Maharashtra has uploaded the final SCF for FS on its website. • Assam has uploaded the SCF-FS on its website. • Goa has uploaded the SCF- Foundation Stage on its website • Tripura is adopting NCF- FS • West Bengal has translated NCF-FS in Bengali Language. • Mizoram has translated NCF-FS and is in the final stage of editing. 14. Status of SCF for School Education (Final document published & available for public on SCERT's website). • Maharashtra. • Rajasthan 15. Updates from states on SCF-SE • Jharkhand: In the process of adopting NCF-SE • Chhattisgarh: Final Draft is prepared and is under review process for SCF- SE • Maharashtra has prepared SCF- SE and uploaded it on official website. • Rajasthan has uploaded the SCF-SE on its website • Goa has uploaded the report of the Committee Constituted to Develop the Goa SCF- SE. • J & K is in preparation of SCF- SE and will be finalized soon. • Tripura is adopting NCF-SE. • Union Territory of Ladakh is translating NCF- SE in Bhoti Language and will be finalized soon. • West Bengal has translated NCF-SE in Bengali language.

Para No	Budget Para	Status
		eContent for DIVYANG in Indian Sign Language (ISL): In order to enhance the inclusivity and to cater to the learning needs of differently-abled learners of the country, NCERT entered into an MoU with ISLRTC, under the (Ministry of Social Justice and Empowerment) with the purpose to convert NCERT textbooks into ISL. About 1112 textbook based ISL videos, based on the principles of Universal Design of Learning (UDL) have been recorded and uploaded on DIKSHA and telecast on PMeVIDYA channels, simultaneously. A dictionary of about 10500 ISL words prepared in collaboration with ISLRTC is available on DIKSHA. About 1119 live sessions on Teaching-Learning Interventions for Inclusive classrooms have been transmitted covering about 559.5 hours with a mandatory ISL interpreter. A mobile app, PRASHAST, was launched for the Screening of disabilities for Schools, on 30 December 2024, which has 11,28,874 registered users. **Psychosocial Support through PM eVIDYA and IVRS: Manodarpan and Sahyog** In order to provide Psychosocial Support for Mental Health & Well Being of Students during the COVID Outbreak and beyond, the Manodarpan initiative has been launched by the MoE, GoI. The Hon'ble Union Minister of Education inaugurated the Manodarpan initiative on July 21, 2020. The Hon'ble Minister of Education also launched the National Toll-free Helpline (8448440632). A dedicated Manodarpan Cell was set up in the National Council of Educational Research and Training (NCERT) to carry out the activities of the Manodarpan initiative as envisaged. A webpage named 'Manodarpan - Psychosocial Support for Mental Health and Well-being during the COVID Outbreak and Beyond' (https://manodarpan.education.gov.in) has been created on the website of the Ministry of Education. The webpage contains advisory, practical tips, posters, videos, dos and don'ts for psychosocial support, and FAQs. A National Toll-free Helpline (8448440632) has also been set up. This unique helpline is manned by a pool of experienced Counsellors/ Psychologists and other mental health professionals and will continue beyond the COVID-19 situation. Through this helpline, tele-counselling will be provided to the students to address their mental health and psychosocial issues. About 350 experienced counsellors have been enrolled to manage the National Helpline. Webinars and Live discussion forums are being held regularly in collaboration with CIET on PM eVIDYA channels and the 'NCERT Official' YouTube channel, with the purpose to sensitise and supporting the stakeholders. Under this initiative, 194 webinar sessions have been transmitted on PM eVidya channels #6 and 11 covering 289.5 hours. A meeting of Working Group Members and Faculty of Manodarpan Cell, NCERT was held on 15 November, 2022 to discuss the future activities to be undertaken under the Manodarpan initiative. Till date, 43,708 calls have been received on IVRS calls and callers have been tele-counselled.

Para No	Budget Para	Status

		Continuous Professional Development (CPD) Courses on DIKSHA
		
		NISHTHA
		
		The Department of School Education and Literacy, Ministry of Education launched a National Mission to improve learning outcomes at the Elementary level through an Integrated Teacher Training Programme called NISHTHA – National Initiative for School Heads' and Teachers' Holistic Advancement on 21st August, 2019. NISHTHA Elementary - Teachers and School Heads of Class 1 to 8 with a coverage of 17, 73, 312 in face-to-face mode and 22, 64, 564 in online.
		
		• NISHTHA Secondary - Teachers and School Heads of Class 9 to 12 with the coverage of 7, 64, 278
		• NISHTHA FLN - Teachers and School Heads of Pre- Primary to Class 5 with a coverage of 13, 41, 744
		• NISHTHA ECCE - Master trainers: CRC, BRC, DIET Faculty (from DRU Branch for AE & NFE), POs, CDPOs and Supervisors from ICDS set up with a coverage of 1, 41, 427
		• NISHTHA Inclusive Education (Face to Face mode) All Teachers and School Heads - pilot completed covering around 339 SRGs trained across 33 states/ UTs
		• NISHTHA Educational Technology:
		  • During 2023-24, NISHTHA ET Level 1 - pilot completed covering 189 teachers from 32 States/UTs and 6 ABs under MoE, MoD, MoTA. Programme launched on 16 Dec 2024 and the online courses will be implemented from January, 2025 to cover all 90 Lakh teachers
		  • During 2024-25, pilot of NISHTHA Educational Technology - Level 2 is initiated and in phase 1, about 38 prospective NRG from 9 northern states/ UTs are being trained in face-to-face mode.
		• NISHTHA Kaushal (Skill launched on 16 Dec 2024
		
		Generic CPD on DIKSHA:
		
		As per NEP 2022, Continuous professional development courses for teachers, teacher educators and other stakeholders are offered through DIKSHA by NCERT (https://ciet.ncert.gov.in/onlinecourses). Four Generic CPD online courses are offered through DIKSHA and till date 7,53,285 certificates are issued.
		
		Online training on ET/ ICT: Starting from July 2021 to March 2024, 42 online trainings have been conducted. During these training sessions, the sessions were followed up by a post training assessment and those who scored 70% and above were certified. Around 8,99,871 learners are benefitted during 2021-24 from these online training on ET and ICT. (https://ciet.ncert.gov.in/w&t)
		
		During the year 2024-25, around 13 online trainings are conducted and for certification a micro course of 5 hours is launched through DIKSHA and those whose 70% and above were certified. Around 1,52,096 learners have benefitted till date from these micro courses on ET and ICT.

Para No	Budget Para	Status
		School MOOCs on SWAYAM The National Council of Educational Research and Training (NCERT) is one of the national coordinators of Government of India's self-learning platform SWAYAM. On SWAYAM, NCERT is offering MOOCs for Class XI and XII. Thirteen cycles are completed and 4,73,415 are benefiited till September 2024. Cycle 14 is in progress and till date 10,046 have enrolled **Orientation on Cyber Safety and Security** Central Institute of Educational Technology (CIET-NCERT) is organizing an online training on Cyber safety and security every month since October 2021. Starting from April 2022 till March 2024, 32 trainings have been conducted so far. During these training sessions, the sessions were followed up by a post training assessment and those whose 70% and above were certified. Around 3,83,348 learners are benefitted during 2022-24 from these online training on Cyber Safety and training. During the year 2024-25, around fourteen online trainings are conducted and for certification a micro course of 5 hours is launched through DIKSHA and those whose 70% and above were certified. Around 2,24,048 learners are benefitted till date from these micro courses on Cyber Safety and Security. NCERT has also developed guidelines cyber safety for teacher, students, schools and parents **https://ciet.ncert.gov.in/w&t** **Delivery of digital resources through ePathshala** ePathshala initiative of the Ministry of Education, GoI is to disseminate Digital Books and eContents. Using the ePathshala web portal (https://epathshala.nic.in/) and mobile app (Android, iOS, Windows), students, teachers, teacher educators and parents can access more than 696 digital books, including 377 NCERT e-textbooks (classes I to XII) and 6,664 audios and videos of NCERT as free and open resources in various languages (Hindi, English, Sanskrit and Urdu). ePathshala (https://epathshala.nic.in/) portal has nearly 22.40 crore visitors and 60 lakh app downloads. **eJaadui Pitara:** eJaadui Pitara is an educational treasure trove developed by the National Council of Educational Research and Training (NCERT) in India. Designed specifically for parents and teachers, it empowers them to create engaging, enjoyable, and interactive learning experiences for children aged 3-8 years to mentor them on the values and goals of National Curriculum Framework for Foundational Stage (NCF-FS) 2022 at the grassroots level. 1. As per the vision of NEP 2020, pedagogy of storytelling, art integration and toy integration is used. • Total devices downloaded the app is 2,99,832 2. Uses Multiple Access Points: - • Mobile App: Download the free app for a wide variety of educational content, • Dial-Up Service (IVRS): For those without internet access, listen to daily

Para No	Budget Para	Status
		AI-powered Assistance: Get help from AI-powered bots on WhatsApp and Telegram, providing age-appropriate activity suggestions and answering questions on early childhood development. 3. Total plays 21,45,507 and IVRS Calls21,285. Story bot has been used 46,510 times, teacher bot 62,993 times and parent bot 47,550 times Bharat On the Moon Portal – Apna Chandrayaan: The journey of Chandrayaan-3 embodies qualities such as grit, determination, scientific temper, curiosity, problem-solving, and creativity—attributes that education at all levels aims to cultivate. To inspire the current generation of Indian school children in Science, Technology, Engineering, Art and Mathematics, the NCERT, under the auspices of DoSEL, MoE, Govt. of India, has developed a portal called Bharat on the Moon (https://bharatonthemoon.ncert.gov.in/). The portal was launched on 17th October 2023, by the Minister of Education, GoI. This portal offers a wide range of activities designed to engage and educate students, making learning interactive and exciting. These activities serve as valuable support material for the schooling system, providing resources for students, teachers, educators, and school leaders. By integrating these activities into their learning environments, schools and parents can promote the holistic development of every child, fostering a deeper interest in scientific exploration and innovation. The portal contains e-Resources of ISRO on maiden National Space Day; art connect activities; Quiz in multiple languages; Space themed Jigsaw Puzzles; Graphic Novels; e-Magazine "Sapno Ki Udaan" and Special Modules developed by NCERT on various topics like Chandrayaan Utsav; Naari Shakti, Viksit Bharat, G20 in multiple languages. S. No. / Activities / Statistics 1. / No. of Visitors / 9913662 2. / No of Users Played Quiz / 2582033 3. / No of Certificates Issued / 1785383 4. / No of Art Connects Downloads / 1054188 5. / No of Novels Downloads / 270239 6. / No of Modules Downloads / 157040

BUDGET PROVISIONS

Sl. No.	Name of the Scheme/Autonomous Body	Regular BE 2024-25	RE 2024-25	BE 2025-26
	Centre's Expenditure			
	Establishment Expenditure of the centre			
1	Secretariat- Social Services	162.50	156.73	172.28
2	Directorate of Hindi	16.54	20.95	25.25
3	Commission for Scientific and Technical Terminology	15.05	17.11	17.77
4	Central Institute of Indian Languages, Mysore and Regional Language Centers	46.07	40.81	48.60
5	Educational Institutions Abroad*	11.35	9.39	11.17

Sl. No.	Name of the Scheme/Autonomous Body	Regular BE 2024-25	RE 2024-25	BE 2025-26
	Total- Establishment Expenditure of the centre	251.51	244.99	275.07
	Central Sector Schemes/ Projects			
	Higher Education			
1	National Research Professors	0.27	0.25	0.24
2	World Class Institutions	1800.00	1000.00	475.12
3	Prime Minister's Girls' Hostel	2.00	2.00	2.00
4	Indian Knowledge System	10.00	10.00	50.00
5	Glue Grant for Higher Education Institutions	1.00	1.00	1.00
	Total-Higher Education	**1813.27**	**1013.25**	**528.36**
	Student Financial Aid			
6	Pradhan Mantri Uchchatar Shiksha Protsahan (PM-USP)	1558.00	1000.00	1550.00
7	PM Research Fellowship	350.00	282.40	600.00
	Total-Student Financial Aid	**1908.00**	**1282.40**	**2150.00**
	Digital India- e-Learning			
8	National Mission in Education through ICT	480.00	630.00	655.00
9	Higher Education Statistics And Public Information System (HESPIS)	15.00	10.00	10.00
10	Academic Bank of Credits	10.00	10.00	16.00
	Total-Digital India- e-Learning	**505.00**	**650.00**	**681.00**
	Research & Innovation			
11	National Initiative for Design Innovation	10.00	10.00	10.00
12	Unnat Bharat Abhiyan	4.00	4.00	6.00
13	Swachata Action Plan (SAP)	1.00	1.00	1.00
14	Implementation of the IMPRINT Research Initiative (IMPacting Research INnovation & Technology)	10.00	2.50	0.00
15	Scheme for Promotion of Academic and Research Collaboration(SPARC)	100.00	40.00	50.00
16	Scheme for Transformational and Advanced Research in Sciences (STARS)	30.00	15.00	40.00
17	Multidisciplinary Education and Research Improvement in Technical Education-EAP (MERITE)	200.00	2.00	220.00
	Total-Research & Innovation	**355.00**	**74.50**	**327.00**
18	Malaviya Mission Teachers Training Programme (MMTTP)	100.00	50.00	70.00
19	Global Initiative for Academic Network	10.00	5.00	15.00
20	National Apprenticeship Training Scheme	600.00	750.00	1178.00

Sl. No.	Name of the Scheme/Autonomous Body	Regular BE 2024-25	RE 2024-25	BE 2025-26
21	Study in India	20.00	12.00	14.00
22	ASEAN Fellowship	2.66	2.00	2.52
23	Champion Services Sector Scheme-Education Services-Internationalization of Higher Education	104.00	104.00	0.00
24	Establishment of 3 Centres of Excellence (CoES)in Artificial Intelligence (AI)	255.00	110.00	200.00
	Total- Central Sector Schemes/ Projects	**5672.93**	**4053.15**	**5165.88**
	Transfers to States/UTs			
	Centrally Sponsored Schemes			
25	Pradhan Mantri Uchchatar Shisha Abhiyan (PM-USHA)	1814.94	895.00	1490.00
	Total- Schemes	**7487.87**	**4948.15**	**6655.88**
	Other Central Sector Expenditure-Autonomous Bodies			
	Statutory and Regulatory Bodies			
1	Support to University Grants Commission (UGC)	2500.00	3014.00	3335.97
2	All India Council for Technical Education (AICTE)	400.00	137.50	200.00
	Total-Statutory and Regulatory Bodies	**2900.00**	**3151.50**	**3535.97**
	Autonomus Bodies			
3(a)	Grants to Central Universities (CUs)	15558.00	15622.73	16324.17
3(b)	Grants to IMS BHU	370.00	374.89	367.14
	Total- Central Universities	**15928.00**	**15997.62**	**16691.31**
4	Deemed Universities Promoted by Central Government	596.00	573.00	604.00
	Indian Institutes of Technology			
5	Support to Indian Institutes of Technology	10202.50	10345.13	11349.00
	IIT, Hyderabad (EAP)	122.00	122.00	0.00
	Total-Indian Institutes of Technology	**10324.50**	**10467.13**	**11349.00**
6	Support to Indian Institutes of Management	212.21	227.89	251.89
7	Support to National Institutes of Technology (NITs) and IIEST	5040.00	5375.80	5687.47
8	Support to Indian Institutes of Science for Education & Research (IISERs)	1540.00	1479.75	1353.33
9	Support to Indian Institute of Science (IISc)	875.77	805.77	856.50
10	Central for Nano-Science and Engineering (CeNSE)	42.50	42.50	43.50
11	Support to Indian Institutes of Information Technology (Allahabad, Gwalior, Jabalpur & Kanchipuram)	315.91	351.67	407.00
12	Setting up Indian Institutes of Information Technology in PPP mode	200.00	87.76	115.20

Sl. No.	Name of the Scheme/Autonomous Body	Regular BE 2024-25	RE 2024-25	BE 2025-26
13	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	315.00	321.70	332.80
14	Grants to Institutes for Promotion of Indian Languages	310.10	308.44	347.03
15	Bharatiya Bhasha University & Institute of Translation	0.00	0.00	0.00
16	National Institute of Industrial Engineering, Mumbai	37.45	38.85	0.00
17	Schools of Planning & Architecture	185.87	154.50	169.00
18	National Institutes of Technical Teachers Training & Research	110.00	156.50	159.00
19	Board of Apprenticeship Training, Bombay, Calcutta, Madras and Kanpur	38.76	37.15	43.00
20	Indira Gandhi National Open University (IGNOU)	140.00	130.00	147.00
21	National Digital University	100.00	25.00	25.00
22	**Assistance to Other Institutions**			
(i)	Association of Indian Universities	2.00	2.00	2.00
(ii)	National Book Trust	69.30	69.30	70.70
(iii)	Grants for Book Promotion Activities and Voluntary Agencies	0.03	0.03	0.03
(iv)	National University of Educational Planning and Administration (NUEPA)/National Institute of Education Planning and Administration (NIEPA)	73.00	73.00	74.00
(v)	Auroville Management	59.00	11.00	60.00
(vi)	National Commission for Minority Educational Institutions	7.00	7.00	7.00
(vii)	Assistance to Other Institutes including SLIET, NERIST, NIFFT & CIT Kokrajhar	355.00	379.00	400.27
	Assistance to Other Institutions-Total	**565.33**	**541.33**	**614.00**
	Total- Autonomous Bodies	**39777.40**	**40273.86**	**42732.00**
	Other Central Expenditure (OCE)-Other than Abs			
1	National Institutional Ranking Framework	5.00	2.50	5.00
2	Planning, Administration & Global Engagement			
(i)	Initiatives for Global Engagement	51.00	29.80	36.75
(ii)	Expenditure on Seminars, Committees Meetings etc. / TA/DA to Non-Official Members	0.60	0.60	0.50
(iii)	Shastri Indo- Canadian Institute	1.00	0.00	0.00
(iv)	Refund of Income Tax and Customs Duty to United States Education Foundation in India	1.64	1.00	1.50
(v)	Contribution to UNESCO	30.00	30.00	30.00
(vi)	Deputation and Delegation to UNESCO Conferences etc.	0.80	0.50	0.80

Sl. No.	Name of the Scheme/Autonomous Body	Regular BE 2024-25	RE 2024-25	BE 2025-26
(vii)	Visit of Foreign Delegation to India	0.15	0.15	0.15
(viii)	Holding of meetings of Committees/ Conference and organisations of exhibition in furtherance of UNESCO's aims and objectives	0.30	0.30	0.30
(ix)	Asian Institute of Technology, Bangkok	0.50	0.50	0.00
(x)	Commonwealth of Learning	12.00	5.00	5.00
	Other Central Expenditure (OCE)-Other than AB Total	**102.99**	**70.35**	**80.00**
	Total- Other Central Sector Expenditure	**39880.39**	**40344.21**	**42812.00**
	Grand Total	**47619.77**	**45537.35**	**49742.95**
* An advance of ₹ 945 Cr from Contingency Fund of India has also been drawn for the scheme ONOS in FY 2024-25.				

DEPARTMENT OF SCHOOL EDUCATION & LITERACY

In Crore

Sl. No.	Centrally Sponsored Schemes	BE 2024-25	RE 2024-25	BE 2025-26
A	**Schemes**			
I	**Centrally Sponsored Schemes**			
1	Samagra Shiksha	37500.00	37010.00	41250.00
2	Pradhan Mantri Poshan Shakti Nirman (PM-POSHAN)	12467.39	10000.00	12500.00
3	NILP	160.00	120.00	160.00
4	STARS	1250.00	850.00	1250.00
5	PM SHRI	6050.00	4500.00	7500.00
	Total Centrally Sponsored Schemes	**57427.39**	**52480.00**	**62660.00**
II	**Central Sector Schemes**			
6	National Means Cum Merit Scholarship Scheme	377.00	352.60	374.00
7	Pradhan Mantri Innovative Learning Programme (DHRUV)	0.01	7.50	55.00
	Total Central Sector Schemes	**377.01**	**360.10**	**429.00**
	Total Schemes	**57804.40**	**52840.10**	**63089.00**
B	**Non-Schemes**			
III	**Other Central Sector Expenditure**			
8	Kendriya Vidyalaya Sangathan (KVS)	9302.67	8727.00	9503.84
9	Navodaya Vidyalaya Samiti (NVS)	5800.00	5370.79	5305.23
10	NCERT	510.00	560.77	593.71
11	National Bal Bhawan	26.00	24.33	27.80

Sl. No.	Centrally Sponsored Schemes	BE 2024-25	RE 2024-25	BE 2025-26
	Total Autonomous Bodies	**15638.67**	**14682.89**	**15430.58**
IV	Establishment Expenditure			
12	Secretariat	55.02	48.20	52.51
13	Directorate of Adult Education	0.01	0.01	0.01
	Total - Establishment	**55.03**	**48.21**	**52.52**
	Total Non-Schemes	**15693.70**	**14731.10**	**15483.10**
	Grand Total	**73498.10**	**67571.20**	**78572.10**

MINISTRY OF EDUCATION

(Shri Dharmendra Pradhan)

MINISTER OF STATE FOR EDUCATION

Dr. Sukanta Majumdar | **Shri Jayant Chaudhary**

Department of School Education & Literacy

Shri Sanjay Kumar
IAS (BH: 1990) Secretary (SE&L)

Shri Anil Kumar Singhal
IAS (AP:1993)AS (SS-II)

- Samagra Shiksha: Policy, Budget, Planning & infrastructure, including Annual PAB Calendar
- PMS or PRABANDH system
- Implementation of NEP(SARTHAQ) & RTE Act
- PM SHRI & Model Schools
- World Bank projects/STARS, UNICEF & External Aided Projects,
- Access including universalisation, Out of school children, residential schools and hostels
- Swachh Vidyalaya Component
- Matters related to TSG of Samagra Shiksha
- Matters related to implementation of Samagra Shiksha in States of UP, Goa, Kerala, Punjab, Maharashtra, MP, Haryana , HP, Gujarat & Rajasthan including PAB meetings.
- Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of L&J, Drinking Water & Sanitation, Coal, Power, New & Renewable Energy, Panchayati Raj, Telecom and Rural Development.

Shri Anandrao Vishnu Patil
IAS (TN: 1998) AS (PMPY & Digital)

- PM e-Vidya, NDEAR, VSK & all digital education initiatives of DSEL
- PM Poshan for all States and UTs
- Health and Nutrition component of Samagra Shiksha
- All School Boards, matters relating to Private Schools, including Lawrence and Sanawar School.
- PARAKH:
- NAS
- SAS (All school boards)
- All events and interventions of ABs like Manodarpan, Mental Health and Wellbeing, Rangotasav, Language Festival, Kala Utsav, Toy based pedagogy etc.
- NTSE
- DHRUV: Gifted/ Talented children
- Matters related to implementation of Samagra Shiksha in Manipur, Meghalaya, Mizoram, Tripura, Nagaland, Assam, Arunachal Pradesh & Sikkim including PAB meeting
- Nodal officer for residual work not allotted to anyone relating to Ministry/ Department of F & PD, Food Processing Industries, H&FW, AYUSH, MeITY, DPIIT, Defence, DAE, MSME, Railways, Environment, Forest and Climate Change and DoNER

Ms. Archana Sharma Awasthi
IRS (IT) (1994) JS (SS-I & AE)

- Education for all and Literacy, ULLAS(NILP), Directorate of Adult Education(DAE)
- NCF for AE
- NIPUN Bharat Mission, FLN, ECCE
- Gender & Equity
- KGBV
- Components of Samagra Shiksha including –
- ICT, Smart Class Rooms, Promotion of Sports/Games/Play, Fit India campaign/Yoga in Schools, Promotion of Reading / Libraries, Community mobilization including SMC/SMDC, Rashtriya Avishkar Abhiyan, Appointment of Language Teachers (ALT) Scheme
- ADB (ASPIRE)
- Matters relating to COVID-19
- G20 EdWG related issues
- National Digital Library
- Matters related to implementation of Samagra Shiksha in States of West Bengal, Odisha & Chhattisgarh including PAB meetings
- Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of Tribal Affairs, Youth Affairs and Sports, Science & Technology, Minority Affairs & WCD.

Ms. Amarpreet Duggal
IPoS (1999) JS (Coord & Media)

- Coordination & Parliamentary work of Dept. of School Education & Literacy including, e-office, National Component, all reviews by PM, Sectoral Group of Secretaries, etc.
- e-Samiksha, LIMBS, CPGRAMS portals
- Media
- Eco and Youth Clubs
- National Bal Bhawan (NBB)
- Administration & International Cooperation relating to D/o SE&L.
- Matters relating to Ease of Doing Business and reducing the burden of compliance
- AKAM
- Matters related to implementation of Samagra Shiksha in States/UTs of Uttarakhand, Bihar, Jharkhand, Tamil Nadu., Karnataka, AP & Telangana including PAB meetings
- Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of Parliamentary Affairs, DoPT, DARPG, External Affairs, Information & Broadcasting, Capacity building Commission, Civil Aviation, Corporate Affairs, Culture, Tourism , MyGov.

Ms. Prachi Pandey
IA&AS (2001) JS (Institutions & Training)

- NCERT, KVS, NVS, CBSE, NIOS, NCTE
- NCF for FS, SE, TE, AE
- Vice-Chairperson KVS
- All aspects of Vocational Education
- All aspects of teacher education, teacher recruitment and training of untrained teachers, DIETs/ SCERTs/CRC/BRC
- National Foundation for Teacher Welfare (NFTW)
- National Award to Teachers (NAT)
- Swachh Vidyalaya Puraskar
- Pariksha Pe Charcha
- Annual report on DoSEL – new initiatives by autonomous bodies.
- Preparation of India report on Innovation in TE through NCTE
- Nodal officer for residual work not allotted to anyone relating to the Ministries/Depts of Higher Education, MSDE, Consumer

Affairs, Labour and

Employment, Road Transport and Highways, Steel, Textiles, Chemical & Fertilizers, Earth Sciences, Animal Husbandry, Dairying and Fisheries, Mines, Petroleum & Natural Gas .

Ms. A. Srija
IES(1996) EA (SE&L)

- Budget Analysis and Announcements
- Economic Analysis
- National Means-cum-Merit Scholarship Scheme
- Interventions for CWSN, Inclusion report
- NIC & Portals in the Department including Vidyanjali, SHAGUN, Vidya Amrit, etc
- Work related to DBT
- Ek Bharat Shrestha Bharat including Preparation of India report on EBSB, Preparation of annual – India School Education convergence report by studying Ministries/ Departments schemes & Suggesting Convergence
- Aspirational Districts & Blocks
- Matters related to implementation of Samagra Shiksha in UTs of J&K, Ladakh Chandigarh, Delhi, Puducherry, DNH&DD, Lakshadweep, A&N Islands including PAB meetings, UT Administration Coordination
- Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of MHA, Economic Affairs, NITI Aayog, UIDAI, Agriculture & Farmers Welfare, Finance Commission, Cooperation, Heavy Industries & Public Enterprises, Housing & Urban Affairs, SJ & E

Shri V. Hegde
ISS(2000) DDG (Stats)

- Global Index, Analysis of reports concerning to School Education
- UDISE+, UDISE
- Performance Grading Index
- Student registry
- Monitoring of OOMF
- Publications "Examination Results", "Educational Statistics at a Glance", "Selected Information on School Education", Index of Service (Education), Production, Population Projection
- Sustainable Development Goals (SDGs)
- Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of Statistics and Programme Implementation, Commerce & Coordination with other Ministries for education related indices.
- Supply of data to UNESCO Institute of Statistics (UIS) and other International Agencies

MINISTRY OF EDUCATION
(Shri Dharmendra Pradhan)

MINISTER OF STATE FOR EDUCATION

Dr. Sukanta Majumdar | **Shri Jayant Chaudhary**

Department of Higher Education

Dr. Vineet Joshi, IAS (MN:1992)
Secretary (HE)

Shri Sunil Kumar Barnwal
IAS (JH:1997)
AS (Education)

- Central Universities, NTA, HEFA, MERITE,
- Deemed Universities^^, Research Council^^,HECI Bill* , NEP* , UGC* , RUSA** Personnel^ Administration, General Administration^

[* through JS(HE)]
[^ through JS(Admin)]
[** through Adviser (Cost)]
[^^ through JS (Mgt & MC & Scholarship)]

VACANT
JS (P& ICC)

- ICC, Policy, EBSB, Media & Publicity, Languages

Shri P.K.Banerjee,
(IES: 1993),
JS (Mgt & MC & Scholarship)

- Management, Minorities, Scholarship, Vigilance, Deemed Universities*, Research Councils*

[*Reporting through AS(E)]

Ms. Rina Soniowal Kouli
IInfoS (1994)
JS (HE)

- EQUIP, PMMMNMIT, HE/U-Policy, HE/CDN, Parliamentary Matters and Coordination, NEP*, HECI Bill*, UGC*

[*Reporting through AS(E)]

Ms. Saumya Gupta
IAS (TR:2004)
JS(TE)

- IITs, TE, TC, Skill Development in HE, IKS, Research Coordination, IIITs, Unnat Bharat Abhiyan, IISERs, IISc, STARS, NITs, SPA

Shri Sanjog Kapoor
IRS(IT):99)
JS & FA

- IFD, Budget, Budget Announcements and Monitoring.

Shri Govind Jaiswal
IAS (UT:2007) JS(TEL)
EA(HE)

- TEL, BOAT, SLIET, CIT, NITTTR, NBT, ISBN, Book Promotion, AICTE, NBA, EdCIL etc.

Shri Mrutyunjay Behera
(IES:2001)
EA(HE)

- DL, AIU, Annual Report Public Grievances, SC/ST Cell, NER, PWD, FDI in Education Matters relating to all Ministries, Cabinet/EFC/ Policy notes of all other Ministries/ Departments.

Shri Syed Ekram Rizwi
JS(Admin)

- Official Language, Padma Awards, General Administration (S&S)*, Personnel Administration*, CMIS, CISO

[*Reporting through AS(E)]

Ms. Navanita Gogoi
IES (1998),
DDG(Stats)

- Statistics

Ms. Manmohan Kaur
ICoAS
Adviser (Cost)

- RUSA*, Various Matters related to Ministries allotted to AS(E)

[*Reporting through AS(E)]

Shri Bhupal Nanda
ICAS(1993)
Pr. CCA

- Accounts Organization

सत्यमेव जयते

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