

Major achievements – Implementation of NEP, 2020

School Education

1. **PM Schools for Rising India (PM SHRI)** – This scheme is to prepare around 14500 PM SHRI Schools in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, wide range of learning experiences are offered, good physical infrastructure and appropriate resources conducive to learning are available to all students. These schools are to be developed as vibrant schools focusing on all round development of children.

These schools to focus not only on cognitive development, but also creating holistic and well-rounded individuals equipped with key 21st century skills. Pedagogy and assessment adopted in these schools to be more experiential, holistic and competency based.

Further, these schools are to be developed as Green Schools incorporating environment friendly aspects like Energy efficient using solar panels and LED lightings, nutrition gardens with natural farming, waste management, plastic free, water conservation and harvesting, study of traditions/practices related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.

It is a centrally sponsored scheme which includes all categories of schools i.e. Primary, Elementary, Secondary and Senior Secondary school. The Scheme is proposed to be implemented over a period of 5 years w.e.f 2022-23 to 2026-27 with an outlay of Rs 27,360 crores. A total of 6448 schools across 30 State/ UTs/ Institutions (i.e., Kendriya Vidyalayas and Navodaya Vidyalayas) has been covered in the first phase.

2. **NIPUN Bharat:** Department of School Education and Literacy, Ministry of Education launched a **National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) on 5th July 2021**, for ensuring that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade 3, by 2026-27. This Mission, which was launched under the aegis of the centrally sponsored scheme of Samagra Shiksha, will focus on providing access and retaining children in foundational years of schooling; teacher capacity building; development of high quality and diversified Student and Teacher Resources/Learning Materials; and tracking the progress of each child in achieving learning outcomes. **A Foundational Learning Study (FLS) to assess the learning level of Class 3 students** in Foundational Literacy and Numeracy was administered by Ministry of Education and NCERT across States and Union Territories. The results for the Foundational Learning Study were published on 06th September, 2022 in the form of national, state and district reports. And the same will be used for **Codification of Learning Outcomes** for the foundational stage.
3. **Vidya Pravesh, a Three-month Play-based School Preparation Programme for Grade-I Children** has been developed as per the recommendations of the National

Education Policy (NEP) 2020. The purpose is to help teachers ensure that all children are exposed to a warm and welcoming environment when they enter Grade-I, particularly during the Covid-19 pandemic, leading to their smooth transition to school. The play-based pedagogy is a significant aspect of the programme that plays a vital role in creating a joyful and stress-free environment for children to learn, and also in addressing the learning needs of children with special needs or disabilities (Divyang). Focus is also given on learning in mother tongue or home language and allowing as many languages as children bring to the classroom, including sign language. The module is essentially around 12 weeks of developmentally appropriate instruction for the children entering of Grade I to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills. As on date, all States/UTs have implemented Vidya Pravesh from the year 2022-23. All states/UTs have implemented Vidya Pravesh. In 2022-23, 1,80,13,930 students from 8,77,793 schools participated across States/UTs

4. **NDEAR:** In an ever-changing world, where the learning needs of students and teachers have to keep pace with the times, the role of a diverse ecosystem to be able to deliver relevant and quality services in an agile manner is mandatory. In order to facilitate achieving the goals laid down by NEP 2020, National Digital Education Architecture (NDEAR) Blueprint was launched by Hon'ble Prime Minister on 29th July 2021 and is being envisioned to be a digital infrastructure for school education. The key projects leveraging NDEAR building blocks are DIKSHA, VSK, and Student/Teacher/School Registries etc. NDEAR building blocks extends its pillar to various solutions of our school education ecosystem that includes Live classes, Exemplar content linked to ETBs, Digital courses, Multi-channel chatbot, collaboration etc and Student Attendance Monitoring system, MADHU application for teaching/learning etc., are planned to be developed leveraging existing NDEAR building blocks. NDEAR compliant DIKSHA has witnessed 1500+ Micro courses, 5 billion+ Learning sessions, 12 billion+ QR codes, 20K+ ecosystem participants, 15K+ Micro improvements ongoing across the various linked building blocks.
5. **PM e-VIDYA:** A comprehensive initiative called PM e-VIDYA was launched by the department of school education and literacy on 17th May 2020 as a part of the Atma Nirbhar Bharat Programme, which unifies all efforts related to digital/online/on-air education to enable coherent multi-mode access to education. It includes: **DIKSHA** (Digital Infrastructure for Knowledge Sharing) as One Nation One Digital Platform for Education which is a storehouse of e-Books and e-Contents with over 3.17 lakh e-contents, 6,600 Energized Textbooks in 36 Languages (29 Indian languages and 7 Foreign Languages) with total Learning in minutes of about 6125+ crore minutes spanning across average daily page hits of 2.2+ crores and is amongst the 4 Digital Public Goods identified by Govt. of India, **12 Swayam Prabha TV Channels** under the one class, one TV channel initiative with more than 7000 programs produced and coherent access through multimodal delivery, the broadcasted content will be organised by chapter & topics on DIKSHA to ensure asynchronous usage by anyone, anytime, anywhere, **Radio/Community Radio broadcasting/Mobile Podcast** with 4000+ pieces of curriculum based radio programs (Classes 1 -12) disseminated/broadcasted on 398 Radio Stations (11 GyanVani FM Radio Stations, 255 Community Radio Stations and 132 All India Radio stations), Podcasts on iRadio and JioSaavn Mobile apps and 2900+ live programs have been broadcast on iRadio, and

For Children with special needs, 4200+ Indian Sign language (ISL) based contents, Talking books (in Daisy format) and 3860+ Audio Books have been developed. All 10,000 ISL dictionary words have been uploaded on DIKSHA. Additionally, one DTH channel is being operated specifically for hearing impaired students in sign language.

6. **Vidyanjali:** The National Educational Policy (NEP) 2020 seeks to introduce and bring about a transformative change across all levels of education in India, including through active involvement of the community as well as philanthropic sector in the attainment of its goals and objectives. The NEP, 2020, in different chapters, lays emphasis on volunteer participation. To connect the Government and Government aided schools through a community/volunteer management program, the Department has revamped **Vidyanjali portal** which aims to help the community/volunteers interact and connect directly with schools of their choice to share their knowledge and skills as well as contribute in the form of assets/material/equipment. Upon the expression of interest by a volunteer, the school authorities will assess the suitability of the volunteer for the service/activity and/or the specifications of the assets/material/equipment in accordance with the procedure as set out in these guidelines. At present, a total of 4,76,412 schools have onboarded while a total of 4,19,485 volunteers have registered, impacting 5561193 children.
7. **Integrated Teacher Education Programme (ITEP):** Recognition has been granted to 41 Central/State University/Institutions which include IITs, NITs, RIEs and Government Colleges for Integrated Teacher Education Programme (ITEP) as envisaged in NEP, 2020 from the academic session 2023-24. The ITEP is a Dual Major Programme -the first major is in Education with School Stage specialization and the second major is in an opted discipline. The admission to take place through NCET which will be conducted by NTA and curriculum framework and suggestive syllabi is being finalised.
8. **National Curriculum Framework for Foundational Stage (NCF FS):** NEP 2020 aims to promote holistic development of an individual and aims to make high quality education accessible to everyone. National Curriculum Framework (NCF) creates roadmap for the education system to make the NEP's vision and spirit a reality. NCF-FS launched on 20th October, 2022, is the first ever integrated Curriculum Framework for children between ages 3-8 in India. It is a direct outcome of the 5+3+3+4 'curricular and pedagogical' structure that NEP 2020 has come out with for School Education. Following which, **Jadui Pitara: Learning Teaching Material (Jadui Pitara)** based on NCF FS was launched on 20th Feb, 2023. It is a play-based learning teaching material tailored for children between the age group of 3 to 8 years.
9. **National Assessment Centre, PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development)** has been set up in NCERT as an independent constituent unit on 8th Feb, 2023, to fulfil the basic objectives of setting norms, standards, guidelines and implement activities related to student assessment along with other tasks as mandated by Para 4.41 of NEP-2020. 25 School Educational boards along with Secretaries/SPD nominees from 30

States/UTs attended the first national level consultative meeting on “School Assessment and Examination Practices and Equivalence of Boards across India” in May, 2023. A series of Regional workshops have been initiated for the School Education Boards on “Study on School Assessments and Examination Practices and Equivalence of Boards”. 20 School Education Boards from the three regions namely Northern, Western and Eastern have participated in this series. Under the advisory of Hon’ble Minister of Education and chairmanship of Education Secretary a National Level consultative/orientation meeting held with States’ Education Secretary for initiating the process for the conduct of State Education Achievement Survey (SEAS) 2023 at grade 3, 5, 8 and 10 in each States and Union Territories. The tentative date of conduct of SEAS in the States/UTs is 03rd November, 2023.

10. **Holistic Progress Card** - HPC has been developed with inputs from C.B.S.E., Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Sangathan, State representatives and Gyan Prabodhini. The ‘360-degree Holistic Progress Card’ was piloted in all States and UTs and also in the Kendriya Vidyalaya and the Navodaya Vidyalaya. Deliberations with State functionaries on the feedback from the pilot of Holistic Progress Card was sought in a workshop mode after the pilot. The HPC at the Foundational and Preparatory stage has been finalized for implementing from the year 2023-24.
11. **National Professional Standards for Teachers (NPST):** National Professional Standards for Teachers, as envisaged in Para 5.20 of NEP 2020, aims for equitable access to the highest-quality education for all learners. NPST ensures that all students at different levels/stages of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. It aims to determine all aspects of teacher career management including tenure, professional development efforts, salary increases, promotions, and other recognitions. It is a statement of quality and defines competencies of teachers at different stages/levels. The Guiding Document has been developed through extensive consultation with stakeholders, field level research and due deliberations. Thereafter, pilot study of NPST conducted covering 75 central government schools across the country (25 KVs, 25 JNVs, and 25 CBSE). The phase-wise implementation plan: Phase I- Implementation across schools managed by the Centre and other interested organizations/States; Phase II- States use contextualized NPST for teacher career management based on state-specific policies. III; and Phase III- Integration of NPST with teacher professional development and career management across the country.
12. **National Mission for Mentoring (NMM):** As mandated in NEP 2020 in Para 15.11 National Mission for Mentoring (NMM) is about the creation of a large pool of outstanding professionals willing to provide mentoring to schoolteachers. The NMM underlines the importance of the short and long-term mentoring/professional support in various modes - online, hybrid, physical, synchronous, asynchronous. It brings an opportunity to leverage cross learning amongst different individuals, leading to their continuous professional development. Mentoring is a process for the informal/formal transmission of knowledge and the psycho-social support perceived by the recipient as relevant to work, career or professional development. These potential mentors,

regardless of the age or position of the mentor and mentee, will contribute towards realizing 21st century developmental goals of our nation. "Bluebook on Mentoring" developed through extensive consultations with stakeholders, field level research and due deliberations. Thereafter, NMM was piloted in 30 central government schools across the country (15 KVs, 10 JNVs, and 5 CBSE). So far, 60 mentors have onboarded and the web portal is being made operational for conducting mentoring sessions.

13. **ULLAS (नव भारत साक्षरता कार्यक्रम) - Understanding of Lifelong Learning for All in Society "जन - जन साक्षर"**: A centrally sponsored scheme on Education for All (erstwhile known as Adult Education), "New India Literacy Programme or ULLAS" targeting all non-literates age 15 years and above, has been approved by the Government of India with a financial outlay of Rs.1037.90 crore for implementation during Fys 2022-23 to 2026-27, in alignment with NEP 2020. The scheme is being implemented in hybrid (Both in online and offline) mode through volunteerism. Volunteers will be Students of around 7 lakh schools registered under UDISE, Higher Education Institutions under UGC and Teacher Education Institutions under NCTE. Volunteers of NYSK, NSS and NCC will also be involved as Volunteer Teachers.

Higher Education

A. Learner-Centric Education

1. **National Credit Framework (NCrF)** jointly developed by the Regulators of School, Skill and Higher Education released on 10.04.2023– It provides framework for accumulation of credit from academic grade, skill programme and relevant experience. It will enable multi-disciplinary education, lifelong learning, recognition of prior learning in cohesion with multiple exit/entry, facilitate establishing equivalence and mobility across streams.

2. **National Higher Education Qualification Framework (NHEQF)** released on 11.05.2023 - It is an instrument for development, classification and recognition of qualification from Level 4.5 to 8 (1st yr. UG to Doctoral programme). Defines graduate attributes in terms of learning outcomes. It enables students, parents, HEIs, employers etc. to understand the nature and level of expected learning outcomes. It Facilitate national and international equivalence and comparability, inter/intra streams / institutional mobility, multiple learning pathways, lifelong learning, ensures confidence of Public in HE System

3. **Regulation on Academic Bank of Credit has been issued on 29.07.2021 and further amended on 28.12.2021** - ABC shall be a digital or virtual or online store-house entity of academic credit data base of Higher Education Institution with students as its stakeholder. It will provide authenticated records of credits earned by students from Registered Higher Education Institutions. ABC will ensure the opening, closure and validation of Academic Bank Accounts, credit verification, accumulation, and transfer or redemption. As of now 1413 Universities/INIs/HEIs are on boarded with 1.10 crore ABC ID.

4. **Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions” has been issued on 02.09.2022** - It will transform single-stream institutions into large multidisciplinary universities and strengthen the institutional infrastructure necessary for multidisciplinary education and research.

5. **Guidelines for pursuing two Academic Programmes simultaneously has been issued on 13.04.2022** - It will facilitate multiple pathways of learning involving both formal and non-formal education modes.

6. **Guidelines for Multiple Entry and Exit in Academic Programmes offered in the HEIs have been issued on 29.07.2021** – It will pave the way for seamless student mobility, between or within degree-granting HEIs and facilitate students to choose their learning trajectory. This initiative shall stem the dropout rate, improve GER by offering flexibility in curricula and novel course options to students in addition to discipline-specific specializations, by facilitating the encashment of credits earned when the learner resumes his/her programmes of study. A large number of Universities / HEIs have adopted it.

7. **Guidelines for Accessibility and Standards for Higher Education Institutions and Universities notified on 12.07.2022** – It ensures buildings and infrastructure facilities are disabled-friendly and accessible for all.

8. **Curriculum and Credit Framework for Undergraduate Programs has been issued on 12.12.2022** - It incorporates a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options. This will facilitate flexibility to move from one discipline of study to another, one institution to another, switch to alternative modes of learning (offline, ODL, & Online learning, and hybrid modes of learning), multiple entry and

exit options with UG (certificate/diploma/degree) and to choose the courses of their interest in all disciplines. 105 Universities have adopted it as per the data reported to UGC.

9. Minimum standards and procedures for award of Ph.D. degree regulations, 2022 has been issued on 07.11.2022 - These regulations are framed to encourage research scholars to become well-trained researchers and inquisitive explorers. Women candidates and persons with disability will be given extra time (additional 2 years) to finish their research. Candidates, who have scored above a CGPA of 7.5, can now apply for a PhD after completing a four-year Bachelor's degree. HEIs may decide their own selection procedure for Ph.D. admission of international students. It also provides for discontinuance of M. Phil programme.

10. Guidelines on MULYA PRAVAH 2.0 – “Inculcation of Human Values and Professional Ethics in Higher Education Institutions” has been issued on 12.05.2023 – It is intended to develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world, including universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), non-violence (ahimsa), scientific temper, citizenship values, life-skills, lessons in seva/service and participation in community service programmes as an integral part of a holistic education.

11. Guidelines and Curriculum Framework for Environment Education at Undergraduate level has been issued on 05.06.2023- The learning Outcome-based Curriculum and guidelines, which makes environmental education an integral part of curricula and encouraging environmental awareness and sensitivity towards its conservation and sustainable development. The guidelines also include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development.

12. AICTE has permitted 49 Engineering Courses across 12 States in 7 regional languages

13. MBBS Course has been started in Hindi

14. Common University Entrance Test conducted in 13 Languages and participated by 242 Universities.

15. JEE (Mains) and NEET (UG) conducted in 13 languages involving about more than 30 lakhs students

B. Digital Learning and Leveraging Technology

1. Open & Distance Learning Programmes and Online Programmes) Regulation, 2020 has been issued on 4.09.2020 and the same was subsequently amended notified on 01.07.2022 & 18.07.2022 - HEIs with 3.01 score on a 4-point scale of NAAC accreditation or top 100 HEI in NIRF in at least once in two preceding cycles may apply to offer ODL programme. HEI with NAAC Score 3.26 and above or having rank in top-100 in university category of NIRF at least twice in proceeding three cycles, are eligible without prior approval for offering Online Programme. HEIs having in existence for at least 3 years, with NAAC score of 3.01 on a 4-point scale or is in Top 100 in NIRF at least once in last two preceding cycles (at the time of application) are eligible to apply for offering Online Programme.

- ✓ 95 HEIs (71 recognized and 24 Category-I HEIs) are recognized entitled to offer 1149 ODL programmes.
- ✓ 66 HEIs are recognized / entitled to offer 371 online programmes.

2. UGC (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulation 2021 has been issued on 26.03.2021 - Under this regulation percentage of courses of MOOCs from the SWAYAM platform towards credit transfer is enhanced from 20 % to 40%. It provides flexibility and opportunity for lifelong learning. It also enables Institutions HEIs to offer multi-disciplinarity in their course.

- ✓ 288 Universities have adopted SWAYAM Courses for Credit Transfer.
- ✓ Around 86 lakhs learners are registered in the Jan 2022, July 2022 and Jan 2023 semester.
- ✓ More than 5 lakh students are taking exams and getting certified on SWAYAM in every year.

3. Technology enabled Enterprise Resource Planning (ERP) based Solutions for Governance of HEIs starting from Admission to Grant of Degree – Smarter Automation Engine for Universities (SAMARTH) is an ICT initiative sponsored by the Ministry of Education to revolutionize the current education management system by implementing an automation engine for various universities and other Higher Education Institutes. It will facilitate HEIs in administration of HEIs and management of students from admission to grant of degree. At present 1249 Univ. & HEIs are onboarded and covering in 27 States and 4 UTs. 7 State Higher Education departments are also onboarded.

C. Industry-Institute Collaboration

1. Guidelines for Higher Education Institutions to offer Apprenticeship / Internship embedded Degree Programme issued on 07.08.2020 – It aims to focus on outcome-based learning in degree programme and will enable students to demonstrate workforce professional abilities for potential employment. Regulation provides that at least 20% of the total credits for the degree programme should be assigned to apprenticeship/ internship. HEIs will have to ensure that in the apprenticeship/ internship embedded degree programme, at least 24 credits are being offered as core course which otherwise form a part of a regular undergraduate programme within the CBCS. It will enable bridging gap between industries and academics by exposing students to various opportunities available on campus. It will also enable Linkage of higher education with the requirements of the industry. 94 Institutions are offering Apprenticeship/Internship-embedded degree programmes.

2. Guidelines for engaging Professors of Practice in Universities and Colleges has been issued on 30.09.2022 – It aims bringing industry and other professional expertise into the academic institutions through a new category of positions called “Professor of Practice”. It will enable developing courses and curriculum to meet the industry and societal needs and enable the HEIs to work with industry experts on joint research projects. It will also bring in distinguished experts from various fields. A dedicated portal for Professor of Practice has been launched by UGC, having 6711 registered experts and 152 registered HEIs.

3. Guidelines for the establishment of RDC in universities and colleges has been issued on 04.03.2022 - The establishment of Research and Development Cell (RDC) in HEIs will enable attainment of targets of Atma-Nirbhar Bharat and is expected to play a pivotal role in catalysing multidisciplinary/ trans-disciplinary and translational research culture. It will enable liaison between researchers & relevant research funding agencies, extend guidance in preparation & submission of project proposals and post-sanctioning of the grants to oversee adherence to timelines. It will also develop an Institutional Research Information System for sharing the status of ongoing/ completed research projects/Programmes, expertise & resources, etc., making effective use of Information & Communication Technology (ICT) for preparing the database of in-house experts to provide industrial consultancy and services. Around 2500 HEIs and 300 Universities have established R&D Cells at their campuses.

4. Single Unified internship portal launched - All AICTE approved institutions have been asked to sign MoU with 5 Industries. More than 71883 Industries are registered and around 28.93 lakh internships have been offered.

5. Regular Industry-Institute engagement is being done to prepare and update curriculum for courses in Emerging Areas such as Artificial Intelligence (AI); Internet of Things (IoT); Block chain; Robotics; Quantum Computing; Data Sciences; Cyber Security; 3D Printing & Design; Augmented Reality (AR)/Virtual Reality (VR) etc.

6. AICTE has launched two new courses - Diploma in Integrated Circuit (IC) Manufacturing and BTech or BE (electronics) in VLSI design and technology. These two courses in semiconductor to make India self-reliant in chip manufacturing.

7. Also four-year online Bachelor of Science (BS) in Electronic Systems of IIT Madras (<https://study.iitm.ac.in/es/>) with the key objective to meet the significant and growing demand for skilled graduates in the electronics and embedded manufacturing sector in India. The program aligns with the India Semiconductor Mission to make India a global hub for electronics manufacturing and design. In most technical institutes, some courses on semiconductor were initially covered in conventional programmes such as BTech-Electronics Engineering, Electronics and Communication Engineering etc. All the recommendations of NEP, whether it is flexibility, job oriented, entrepreneurship oriented, credit framework is attached to this architecture, multiple entry and exits, and above all, affordability in Indian higher education system with quality and accessibility are present in this BS in Electronic Systems. In addition, Bachelor of Science (BS) Degree in Data Science, with options to exit earlier in foundation, diploma or BSc degree level, is being offered by IIT, Madras. For the first time, one can work towards an undergraduate degree / diploma from an IIT regardless of your age, location, or academic backgrounds. The course has unlimited seat.

8. Students graduating from this programme can find job opportunities in industries such as Automotive, Semiconductor, and Defence, among others, for positions like Electronic System Designer, Embedded System Developer, Electronic Hardware Specialist, System Testing Engineer, and Electronics Research Engineer. There is no upper age limit to study BS Electronic Systems at IIT Madras. Candidates who have passed Class 12 or equivalent with Maths and Physics can take admission.

D. Academic Research and Internationalisation

1. UGC Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2023 issued on 13.04.2023. The regulations provide for a simplified and transparent mechanism for conferment of Autonomous Status to Colleges.

2. Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes Regulations on 02.05.2022 - It inter-alia promotes enhanced academic collaboration with foreign higher educational institutions leading towards academic and research excellence in the Indian higher educational institutions. It aims to provide global exposure to students, internationalisation at home, multi-disciplinary education with an internationally relevant curriculum and enhance employability. It will also attract foreign students and improve the standing of Indian universities as internationalisation is an important parameter in rankings. Indian HEIs should be accredited by NAAC or equivalent agency with a minimum score of 3.01 on a 4-point scale/ Listed in the top 1000 of Times Higher Education or QS World University ranking or top 100 in university category of NIRF shall be eligible. Foreign HEI should be in top 1000 of Times Higher Education or QS World University ranking. 49 Universities / HEIs are offering programme out of 230 eligible Indian Universities.

3. Guidelines for admission and supernumerary seats of international students in undergraduate and postgraduate programmes in higher educational institutions in India has been issued on 30.9.2022 – It enable harnessing of opportunities to attract international students, academics and funding and to increase their international outreach. It will facilitate smooth and simple admission of international students, create a favorable environment for attracting international students to Indian HEIs, thereby making India a preferred destination for international students.

4. UGC (Institutions deemed to be Universities) Regulations, 2023 has been issued on 07.06.2023- This regulation is based on the principle of a “light but tight” regulatory framework and facilitates creation of many more quality-focused deemed to be universities in an objective and transparent manner. These regulations govern the process of declaration, establishment of off-campus centres, eligibility criteria, and governance for deemed universities. Institutions are encouraged to provide fee concessions, scholarships, and reserved seats for socially and economically deprived students. The revised regulations have also made it mandatory for deemed universities to register on Academic Bank of Credits (ABC). The institutions can offer Twinning Programmes, Joint Degree Programmes, and Dual Degree Programmes in accordance with the provisions stipulated in the regulations concerned. At present, there are 125 Deemed to be Universities.

5. Accreditation - Revised Accreditation Framework (RAF) with 70% quantitative & 30% qualitative assessment. 436 University and 9306 HEIs are accredited.

6. Institution’s Innovation Councils – In line with the recommendations of NEP, 2020 one of the recommendations is establishment of Institution’s Innovation Councils (IICs) to systematically foster the culture of innovation and start-up ecosystem. Applied research, innovation and entrepreneurship are integral to IICs. At present 7229 IICs have been set up in 28 States and 8 UTs.

7. IDEA (Idea Development, Evaluation & Application) Labs - AICTE-IDEA (Idea Development, Evaluation & Application) Labs has been set up in the technical institutions promoting multidisciplinary education & research, strong societal and industry linkage,

support the new age learning and encouraging STEM experiential learning among faculty members and students. AICTE co-funded round the clock operational IDEA Labs. A network among all AICTE IDEA labs has been created for knowledge sharing among faculty members and researchers. 104 IDEA labs have been set up in HEIs involving 10216 faculties and 115155 students.

8. MOUs on Mutual Recognition of Qualifications - A Mechanism for the Mutual Recognition of Qualifications between the Government of the Republic of India and the Government of Australia was signed on 02.03.2023. The objective of the Mechanism is to establish qualifications recognition arrangements to facilitate mobility of students and professionals between Australia and India. The Mechanism provides a framework for establishing level by level equivalence of educational and skill qualifications. In accordance with a Letter of Arrangement signed between the Government of the Republic of India and the Government of Australia for Education Qualifications Recognition on 17.03.2022, a Taskforce on Education Qualifications Recognition was established on 01.07.2022. The Taskforce was composed of senior officials from Education and Skill Ministries and Regulators from both sides. Many institutional levels Memoranda of Understanding (MoUs) are active between Indian and Australian Higher Education Institutions for research and academic collaborations in various areas like development of smart cities, Quantum technologies energy, water research and many others. Similar MoU of mutual recognition of qualification has been signed with UK also.

9. Universities participation in NIRF: In NIRF 2023 Agriculture and Allied Sector has been added as new subject. The existing portfolio of India Rankings has increased to 13 categories and subject domains. Number of unique applicants to India Rankings have increased from 2,426 in 2016 to 5,543 in 2023 whereas total number of applications for ranking in various categories have increased from 3,565 in 2016, to 8,686 in 2023.

10. Ranking of all HEIs in the top 400 has improved in QS 2023

- Number of Indian Univ./HEI increased from 13 (2015) to 45 (2024) in QS Ranking
- Indian HEIs in top 500 increased to 11 in 2024 as compared to 7 in 2015 QS Ranking
- India has improved its position in the QS World University Rankings by Subject, 2023, with 44 courses, in their respective subject categories, ranked among the Global top 100.
- 11 declared Institutes of Eminence (IoEs) account for 44 % of the 355 Programmes / courses ranked in QS World University Ranking by Subject.
- Indian universities in QS 2023-24 subject rankings saw an 18.7% rise making India the 2nd most represented Asian country with 66 ranked universities.
- India showed improvement in both publications and number of citations (a measure of impact) –
 - ✓ India is ranked 3rd globally in 2022, with 2,75,367 publications, as compared to 5th rank in 2016, with 157539 publications. (Source: Scimago Journal and Country Rank)
 - ✓ In number of citations India ranked 4th out of 113 countries as compared to 11th rank out of 94 countries in 2016.

11. Smart India Hackathon (SIH) - It is a nationwide innovation initiative that engages technology students to conceptualize innovative solutions for the challenges faced by

government and non-governmental organizations. This annual initiative started in 2017 and till date 5 editions have been successfully completed. SIH has now evolved into world's biggest Hackathon and largest 'Open Innovation' model and includes hardware and software editions. SIH offers a unique platform for students to test their educational learnings for real-world problem-solving ability and promotes a culture of 'product innovation,' 'problem-solving,' and 'out-of-the-box' thinking. The participation of students, institutions, professionals, mentors and problem statement provider organizations has been growing each year, with more than 30,000 teams (6 individuals per team) registered for the 2022 initiative. This initiative aligns with students' interests in innovation and entrepreneurship, and the Hon'ble Prime Minister graced by his presence in all editions of the SIH, thereby motivating and providing immense guidance for inculcating the spirit of innovation. In the last 5-6 years, hackathons have emerged as one of the biggest platforms for solving the challenges of our country. So far, around 365 organizations, 8127 institutions with more than 15 lakh students' participation in SIH. SIH has selected 6535 ideas solutions for 2145 problem statements. Problem statements (PSs) are submitted by Central & State Ministries, PSUs, Industries and NGOs on the SIH Portal. The Problem Statements (PSs) are reviewed by the concerned committee and publishes the finalised PSs

12. International Hackathons: Now Hackathon model is used for furthering our diplomatic engagements with other countries. India- Singapore, India-ASEAN and UNESCO India-Africa and Research Collaboration in high tech areas like semi-conductor with Taiwan / USA. The UNESCO INDIA – AFRICA Hackathon is an annual 36 hours event that brings together students, educators, teachers, and the research community of India and its African partners to tackle the common challenges faced by their countries and serves as a facilitator for cultural amalgamation. The UNESCO INDIA – AFRICA Hackathon provides a suitable platform allowing young innovators to come together and find solutions for social, environmental and technical problems faced by the collaborating nations. It serves as the foundation for creating potential start-ups with the potential to transform the world. It allows the participating students to unleash their creativity and explore new technologies to solve real-world problems under the guidance of experts - thus, spearheading business innovation in the modern world. More than 600 innovators from around 22 countries had participated in the 2022 edition held in November, 2022

13. 'KAVACH-2023' a unique national Hackathon to identify innovative concepts and technology solutions for addressing the security challenges of the 21st century faced by our intelligence agencies has been launched. KAVACH 2023 will have two phases. The submitted ideas will be evaluated by a group of experts in the field and only the innovative ideas will be selected for the Grand Finale or 2nd round. During the Grand Finale, selected participants are expected to build the solution to demonstrate their concepts and prove to the juries that their ideas are technically feasible and more importantly implementable. Best ideas will be declared winners. During this 36-hour hackathon, scheduled in the month of July-23, selected youths from education institutions across the country will participate to offer strong, safe and effective technology solutions using their technical expertise and innovative skills. Total Prize money worth Rs. 20,00,000 is announced for the winning teams.

14. India's first-of-its-kind, mega Research & Development Fair, known as 'InvenTiv' was organized at IIT-Delhi, where all 23 IITs from across the country presented 75 innovations at all stages of Technology Readiness Levels (TRL).

15. Short Courses on subjects like Indology, Indian Languages, AYUSH system of medicine, Yoga, Arts, Music, History, Culture, etc.

E. INDIAN KNOWLEDGE SYSTEM

1. Guidelines for Incorporating Indian Knowledge in Higher Education Curricula has been issued on 13.06.2023 – It emphasizes on the promotion of Indian Languages, Arts and Culture, and tries to remove the discontinuity in the flow of Indian Knowledge System (IKS) by integrating IKS into curriculums at all levels of education. It prescribes that every student enrolled in a UG or PG programme should be encouraged to take credit courses in IKS amounting in all to at least 5% of the total mandated credits (interested students may be allowed to take a larger fraction of the total mandated credits). At least 50% of the credits apportioned to the IKS should be related to the major discipline and should be accounted for the credits assigned to the major discipline. The medium of instruction for the IKS courses could be any of the Indian languages.

2. Guidelines for Training/Orientation of Faculty on Indian Knowledge System (IKS) has been issued on 13.04.2023 – It enables the faculties to generate a positive attitude towards IKS and promote interest in knowing and exploring more through induction programs and refresher courses.

3. Guidelines for Empanelment of Artists/Artisans-in-Residence in Higher Educational Institutions has been issued on 08.05.2023 - To create collaboration between Artists and HEIs, to develop an effective structure of art education, involving skilled Kala Gurus (कला गुरु) in teaching, research and other academic activities on a regular basis, which will synergize the artistic experience with the conventional education to be more productive and beneficial for the students.

4. Guidelines for the introduction of courses based on Indian heritage and culture has been issued on 08.05.2023 – to make people familiar with the rich cultural and intellectual heritage of India and offer short term multi-tier credit based modular programme with multiple entry and exit based on Indian heritage and culture to promote the interest of people from abroad to visit India. It includes dissemination and imparting of knowledge of various dimensions of learning in the spheres of Universal human values, Vedic Maths, Yoga, Ayurveda, Sanskrit, Indian Languages, sacrosanct religious regions located in the Indian subcontinent, Archaeological sites and monuments, Heritage of India, Indian Literature, Indian Sculpture, Indian Music and dance forms, Drama, Visual Arts, Performing Arts, Crafts and Craftsmanship etc.

NEP envisions that HEIs take into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. India, which was a leader of knowledge in the ancient times, must continue to be the torchbearer and knowledge leader in the coming future. Following KPIs will be tracked in this cluster:

- ✓ Provision of awarding minor degree to students who completes 18 to 20 credits in IKS has been made.
- ✓ 32 IKS Centres to catalyse original research, education and dissemination of IKS have been established
- ✓ 75 high end inter-disciplinary research like ancient metallurgy, ancient town planning and water resource management, ancient rasayanshastra etc. projects are undergoing
- ✓ Around 3227 internships on IKS have been offered.

- ✓ Conducted 30 workshops and National/International conference.
- ✓ More than 8000 HEIs have started adopting IKS into their curriculum and digitization of 1.5 Lakhs book.

Ministry of Skill Development and Entrepreneurship

NEP recognizes the importance of holistic development to foster the cognitive, socio-emotional, and physical skills of students. It promotes a multidisciplinary approach that encourages students to explore various subjects and develop well-rounded skill sets. Following are the aspects focusing on skill development under NEP, 2020

- a. Integration of vocational education with general education
- b. Convergence and integration of skills across disciplines/sectors
- c. Technology-enabled learning
- d. Entrepreneurship and life skills
- e. Teacher training and professional development
- f. Experiential learning through internship and apprenticeship
- g. Continuous evaluation
- h. Fostering global competence in skill development
- i. Inclusive and sustainable skills
- j. Skilling in regional languages
- k. Furthermore, it lays the foundation for a Credit Framework, facilitating mobility between general and vocational education, creating a seamless educational journey for students.

1. Integration of Vocational Education in General Education: The NEP emphasizes the integration of vocational education into general education to provide students with both academic and practical skills. Under Pradhan Mantri Kaushal Vikas Yojana (PMKVY 2022-23), Schools, Higher education Institutions, Colleges, Universities, institutions of national repute etc. are being onboarded as **Skill Hubs**, leveraging their existing infrastructure and domain experience to provide quality training under PMKVY. Today, there are close to 1000 Skill Hubs with 1 lakh candidates enrolled in them.

About 2000+ institutions have been allocated targets, including institutions of national repute such as IITs, IIITs, NITs, and central universities. ISM Dhanbad and IIT Guwahati have already started training in Assistant Mine Surveyor, Green House Operator, Self Employed Tailor, Social Media Associate job roles.

Skill India has also partnered with various universities for embedded programs on skill development for eg. with IGNOU.

2. Focus on holistic and employability skills: The NEP recognizes the importance of skill development for employability and career advancement. MSDE also launched its **Employability Skills (ES) curriculum** which has now been revised to make trainees more industry ready, and the duration of same has been revised to 120 hours, 180 hours (120 hours + 60 hours) and 60 hours for trades of duration 1 year, 2 year and 6 months respectively.

3. Skilling in Regional Languages: As part of its commitment to promote **linguistic diversity and inclusive education under NEP**, MSDE has successfully published 100 books in Bhartiya Bhasha. These books have been translated into 12 regional languages, including Bengali, Marathi, Telugu, Punjabi, Gujarati, Kannada, Hindi, Assamese, Malayalam, Odia, Tamil, and Urdu. This initiative ensures that skill development and entrepreneurship knowledge are accessible to a wider audience, breaking language barriers and fostering holistic growth across the nation.

4. **Technology Enabled Learning:** Recognizing the evolving demands of the current global market, **MSDE has developed over 330 new age courses specifically tailored to meet the needs of Industry 4.0.** These courses equip learners with the latest technological skills, preparing them for emerging job opportunities and empowering them to thrive in the digital economy. By bridging the skill gap and aligning training programs with industry requirements, MSDE is ensuring that Indian youth are future-ready and competitive on a global scale.

5. **Industry-Academia Collaboration:** The NEP emphasizes stronger collaboration between educational institutions and industries. The MSDE facilitates partnerships between academia and industry to ensure that the curriculum is aligned with industry requirements, provide internships and apprenticeships for students, and promote industry exposure. It has the **introduced on-the-job component** under its newly introduced courses like the **Customised Crash Course for COVID 19 Front line** workers where there was 21-days of theory-based classroom training is provided followed by approximately 90 days On-the-Job Training (OJT) in healthcare facility such as health centres, hospitals, diagnostic facilities, sample collection centres, etc. This supported the existing healthcare staff and also gave the students a hands on learning on the ground.

6. The **National Apprenticeship Promotion Scheme** also aims to promote apprenticeship training as a viable and effective mode of skill development. It encourages industries to engage apprentices and provides financial incentives to both employers and apprentices. This collaboration ensures that the training is aligned with industry requirements and helps bridge the gap between theoretical education and practical skills. Industry Clusters approach has been adopted for the first time in India to broaden apprenticeship in small and medium enterprises. 75 Industrial Clusters have been selected so far from participating states.

7. MSDE has forged significant collaborations with renowned organizations to strengthen skill development initiatives. **Noteworthy MoUs have been signed with Pearson, Infosys, Tata Consultancy Services, LinkedIn, CISCO, Microsoft, IBM, Amazon, deAsra, IITs,** and many others. These partnerships enable the ministry to leverage the expertise and resources of these entities, leading to the creation of innovative and industry-relevant skill development programs.

8. **Reskilling & Upskilling:** The NEP recognizes the critical need for reskilling and upskilling in the rapidly changing landscape of the 21st century. With technology driving transformation across industries and job markets becoming increasingly competitive, the policy emphasizes the importance of equipping individuals with relevant and future-ready skills. Reskilling and upskilling initiatives play a pivotal role in addressing skill gaps, ensuring employability, and fostering a culture of lifelong learning. Through collaborative efforts between academia, industry, and the government, the policy endeavors to create a workforce that is well-prepared for the challenges of the modern world and can thrive in diverse sectors, driving innovation, entrepreneurship, and inclusive development.

We have launched PMKVY 4.0, a program designed to skill a large number of youth in the next three years. The scheme is built on the pillars of on-the-job training, increased industry partnerships, and the introduction of new-age courses. We are introducing courses and

skilling programs in various fields, ranging from AI, blockchain, mobile repairing, to vehicle maintenance and management, catering to the diverse interests of the youth.

9. Inclusive and Sustainable skills: The NEP envisions skill development as a means to promote inclusive, sustainable development and environmental consciousness, nurturing skills related to environmental conservation, renewable energy, and ecological sustainability. Skill development will be inclusive and equitable, with a focus on providing equal opportunities for all students, including those from marginalized communities, to acquire essential skills for their personal and professional growth.

- To increase women participation in vocational skilling, fee relaxation for tuition and exams for women candidates under CITS/ CTS has been approved for session 2023-24 onwards.
- Skilling for jail inmates by NIESBUD
- Upskilling and skilling in digital literacy by NSDC for women in Jharkhand - Gramin Udyami Yojana
- Upskilling of transgenders under Jan Sikshan Sansthan and PMKVY
- Upskilling of segments like golden grass craftsmen, filigree art, bamboo artisans under SANKALP initiatives and PMKVY
- International Mobility: Livelihood program catering to global manpower requirement through FLDG

10. Entrepreneurship Education: The NEP encourages the development of an entrepreneurial mindset among students. MSDE under the Skill India Mission drives the entrepreneurship development agenda to ensure we have more job provide than job seekers.

- 21 NSTIs have been registered as NIESBUD centres for entrepreneurship courses and 33 NSTIs (and 2 extension centres) as NIOS and IGNOU centres for certifications higher education and degree certification courses.
- Summer Camps on Entrepreneurial Stimulation for School Students by NIESBUD
- Life Enrichment Programme on Entrepreneurship, Leadership & Happiness for School Students by NIESBUD
- Textbook on Entrepreneurship for Class IX – XII by NIESBUD: The Institute has developed the textbook on Entrepreneurship for students of Class IX, X, XII and XII with the National Council of Educational Research and Training (NCERT).

11. Continuous Teacher Training and professional development: The NEP recognizes the crucial role of teachers in fostering skill development. It emphasizes the need for comprehensive teacher training programs to equip educators with the knowledge and pedagogical skills necessary to support students' skill development effectively. MSDE offers training programs for teachers to upgrade their skills and align their teaching methodologies with the changing demands of the job market.

- 59 new Government Institute of Training of Trainers (IToTs) were affiliated for admissions from session 2022-23, which enhanced the seating capacity by 2320 under CITS
- NIMI has also been onboarded for conducting training of trainers under STRIVE on Employability Skills and Drone Technology.

- Model Career Progression guidelines for ITI trainers have been developed in consultation with stakeholders including ITI trainers, ITI Employee Associations, Industry bodies, State Directorates, the World Bank, and others.
- More than 25000 officials including Principals, Instructors have been trained in NSQF compliance across 36 states/UTs till date.

The Ministry of Skill Development and Entrepreneurship remains committed to its vision of creating a skilled and enterprising India. These achievements underscore the ministry's unwavering dedication to empowering the youth with the tools they need to succeed in an ever-changing world. Through innovative initiatives, strategic partnerships, and inclusive policies, MSDE is shaping the future of India's workforce and driving economic growth.

12. The Agnipath Scheme: In alignment with the norms set by the University Grants Commission (UGC) and adhering to the guidelines of the National Credit Framework / National Skill Qualification Framework (NSQF) as per the mandate under the National Education Policy 2020, the union cabinet introduced The Agnipath scheme which is intended to bring about a transformation in the armed forces, signifying a crucial and much-needed reform in the Indian military. This program provides a commendable opportunity for young individuals with aspirations to serve in the uniformed services, while also attracting highly talented youth who possess a strong grasp of contemporary technological advancements. Consequently, it facilitates the infusion of skilled, disciplined, and motivated manpower back into society. Moreover, the scheme is designed with multiple exit points, granting participants the ability to attain an Undergraduate Certificate upon successful completion of the first-year courses, an Undergraduate Diploma upon finishing the first and second-year courses, and a Degree upon fulfilling all the required courses within a three-year timeframe.
