

HARYANA VIDHAN SABHA

SUBJECT COMMITTEE ON EDUCATION, TECHNICAL EDUCATION, VOCATIONAL EDUCATION, MEDICAL EDUCATION AND HEALTH SERVICES.

(2023-2024)

(NINETH REPORT)

ON

**HEALTH SERVICES, MEDICAL EDUCATION &
RESEARCH, SCHOOL EDUCATION AND
HIGHER EDUCATION DEPARTMENTS**



(Presented to the House on 28th FEBRUARY, 2024)

**HARYANA VIDHAN SABHA SECRETARIAT
CHANDIGARH**

(i)

HARYANA VIDHAN SABHA SECRETARIAT CHANDGARH.

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**COMPOSITION OF THE SUBJECT COMMITTEE ON EDUCATION TECHNICAL
EDUCATION, VOCATIONAL EDUCATION, MEDICAL EDUCATION AND HEALTH
SERVICES.**

(Constituted on 26th April, 2023 for the year 2023-2024)

CHAIRPERSON

1. *Shri Ishwar Singh, M.L.A.

MEMBERS

2. Shri Jagdish Nayar, M.L.A.
3. Smt. Nirmal Rani, M.L.A.
4. **Shri Laxman Napa, M.L.A.
5. Shri Shamsher Singh Gogi, M.L.A.
6. Smt. Shailly, M.L.A.
7. Shri Shispal Singh, M.L.A.
8. Shri Nayan Pal Rawat, M.L.A.

SPECIAL INVITEE

1. Moh. Ilyas, M.L.A.
2. *** Smt. Naina Singh Chautala, M.L.A.

*Nominated vide Notification No.HVS/Education & Health Services/1/2023-2024/35 dated 17th May, 2023.

**Nominated vide Notification No. HVS/Education & Health Services/1/2023-2024/142 dated 1th June, 2023.

***Nominated vide Notification No. HVS/Education & Health Services/1/2023-2024/34 dated 17th May, 2023.

SECRETARIAT

1. Shri Rajender Kumar Nandal, Secretary.
2. Smt. Pardeep Kaur, Under Secretar

(iv)

(v)

INTRODUCTION

1. I, Ishwar Singh, Chairperson of the Subject Committee on Education, Technical Education, Vocational Education, Medical Education and Health Services having been authorized by the Committee in this behalf, present the Nineth Report of the Subject Committee on Education, Technical Education, Vocational Education, Medical Education and Health Services.
2. The Committee considered and approved this Report at their sitting held on 6th February, 2024.
3. A brief record of the proceedings of the meetings of the Committee has been kept separately in the Haryana Vidhan Sabha Secretariat.
4. The Committee would like to express their thanks to the Government Officers and other representatives of Health Services, School Education, Medical Education & Research and Higher Education Departments who appeared for oral evidence before them for the cooperation in giving information to the Committee.
5. The Committee is also thankful to the Secretary, Under Secretary and other Officials of Haryana Vidhan Sabha Secretariat.

Chandigarh:
The 6th February, 2024

ISHWAR SINGH,
Chairperson,

The Subject Committee on Education,
Technical Education, Vocational Education,
Medical Education and Health Services.

Report

The Subject Committee on Education, Technical Education Vocational Education, Medical Education and Health Services for the year 2023-2024 consisting of nine members and two Special Invitees were nominated by the Hon'ble Speaker, Haryana Vidhan Sabha on under Rule 279-A of the Rules of Procedure & Conduct of Business in the Haryana Legislative Assembly.

The Functions of the Committee are as under:-

- (i) to scrutinize the demands for grants;
- (ii) to examine the working of these departments and to suggest measures for improvements in administration and in different programmes/schemes/projects;
- (iii) to examine legislation;
- (iv) to advice Government on a question of policy or legislation on which Government may consult a Committee;
- (v) to discuss generally and formulate view on-
 - (a) State's Five Year Plan Programme relating to these departments and their implementation;
 - (b) Report of Public Undertaking under these department;
 - (c) Reports of any statutory or other body, including any Commission of Inquiry, which are laid before the House relating to these departments and
 - (d) Annual Performances Reports of these Departments.

The Subject Committee held 39 sittings during the year 2023-2024 (till finalization of the Report)

HEALTH SERVICES DEPARTMENT

The Committee discussed its scope and functions and framed the following questionnaires:-

1. What is the status of Health check-up Programme for all the students in Schools and Colleges?
 - (i) Period of check-up quarterly/six monthly,
 - (ii) Haemoglobin/vision/dental/ear,
 - (iii) immunization of students in schools as like Vaccination,
 - (iv) Anaemia-iron and Folic acid tablets distribution system,
 - (v) Deworming-albendazole Tablets providing system.
2. Whether Health Department provides Sanitary Napkin and other facilities for women in rural areas? How much budget has been kept for this?
3. What is the policy of Health Department regarding Health check-up Programme of Senior Citizen -above 80 years, for Mewat and Shivalik areas and for women in rural areas?
4. There was a scheme in Health Department according to this scheme Malaria teams routinely visited door to door to collect the samples of Malaria. Whether this scheme has been closed, if yes, what are the reasons there on?
5. What is the provision made by the Health Department to provide medical amenities in the specifically in slum rural areas in the state?
6. How many Government Hospitals/PHC/CHC in the state which are running in the Panchayat Bhawan/Dharamshala's buildings or in any other common places? What is the reason behind it?
7. What are the guidelines issued by Health Department for referral services for the patients? It is generally noticed that in Government Hospitals doctors refer the patients to PGI or other tertiary care Hospitals instead of treating them in local Hospitals even when specialists are available there.
8. What steps have been taken by the Health Department for IEC activities to improve community outreach; as Nasha mukat Haryana, TB-mukat Haryana, Anaemia-mukat Haryana, awareness camps for road accidents, Health and wellness centres-vyayamshalas, eye check-up camps, ear check-up camps, dental check-up camps, basic lab tests, Mobile x-ray machines and Mobile ECG machines. Has Health Department any policy to help the disabled persons?
9. What steps are being taken by Health Department for monitoring of immunization programme-especially in Mewat and Shivalik areas and monitoring of Institutional deliveries in rural areas and slums in urban areas?
10. Whether cashless health benefits programmes for employees and for Ayushman Bharat beneficiaries are completely successful in the state?
11. Supply the information about the vacant posts of ANM's, MPHW's, ASHA workers, Pharmacists, Radiographers, Lab Technicians in Government Hospitals, PHC's and CHC's in the state.

12. Supply the information category wise and Hospital wise vacancies of Superintendent, Assistants, clerks, peons, sweepers and chowkidars in the state.
13. How many total numbers of Ayushman cards have been made in the state? And how many deserving beneficiaries have remained without Ayushman card still? When will be completed all this process?
14. Explain district wise details of Medicine stock in the state. How much shortage in the stock of Medicine in the state?
15. How much Ultrasound specialists are available in the state and how much station are laying vacant still? Even various specialists/SMO's/MO's/ AMO's Ayurvedic/ BDS's Dental/CHO's Community Health Officers posts are laying vacant. What steps have been taken by the Health Department to fulfil the vacant posts? What is the short-term plan to provide these Doctors or what is long term plan for providing Doctors (through HPSC) by Health Department?
16. What are the criteria to open new Sub Health Centres/Primary Health Centres/Community Health Centres/Sub Divisional Health Centres?
17. What are the criteria to upgrade Sub Health Centres/Primary Health Centres/Community Health Centres/Sub Divisional Health Centres?
18. What is the action plan in Budget for opening new Sub Health Centres/Primary Health Centres/Community Health Centres/Sub Divisional Health Centres in the state?
19. What is the action plan in Budget for maintenance of already established Sub Health Centres/Primary Health Centres/Community Health Centres/Sub Divisional Health Centres in the state?

The Committee discussed its scope and functions and framed the following questionnaires:-

1. The Committee has not yet received the reply of the Recommendations/ Observations of Eighth Report of the Committee vide letter no. HVS/E&H/19/ 2022-2023/5870-71 dated 18th April, 2023. Supply the reply.
2. Give the detailed reply about vacant posts of Doctors, Surgeons, Nurses and Paramedical staff in Civil Hospitals, CHC 's and PHC's in the state. There are 43 sanctioned posts of doctors out of which 19 posts are lying vacant in Civil Hospitals Naraingarh.
3. There are no X-ray machine, no Radiologist and no child-specialist Doctor available in Civil Hospitals Naraingarh. When will be available these facilities in Civil Hospitals Naraingarh?
4. When will be the posts of Doctors and Paramedical staff filled up at Primary Health Centres Village JhoJhu Kalan and Gopi in Badhada, district Bhiwani?
5. When will be established the Division level Hospital at Badhada, Distict- Bhiwani?
6. Civil Hospital Dadri is facing lack of lot of facilities as Eye care centre, operation theatre, Ambulance control room, Ultrasound Machine, X-ray Machine and Specialist Doctors etc.
7. Has any proposal pending to build up Primary Health Centres at villages Birihi Kalan, Chiria and Baghwana in Badhada, District- Bhiwani?

8. When will construction work be started to build Trauma centre and 100 beds Hospital at Assandh district Karnal as per announcement of Haryana Government?
9. Volume of work in the Department and its subordinate offices covering the period of budget estimates. The budget estimates for the last four years head –wise may also be supplied.
10. Scheme or projects which the Department has undertaken. (the names and details of the Scheme, the estimate of expenditure and period within which likely to be completed, yield if any, progress made to date, should be stated)
11. Actual expenditure incurred under each sub-head of estimates during the preceding four years.
12. Reasons for variations, if any, between the actual of the past four years and the current estimates.
13. Annual Reports, if any issued by the Department on its working.
14. Documents pertaining to current State's five years plan programme relating to Department and their implantation.
15. List of Government Medical Colleges along with the total number of sanctioned, regular, adhoc and temporary posts for teaching and non-teaching staff in the state of Haryana.
16. How many total no. of students in each Government Medical College in the state? Also supply student-teachers ratio details of Government Medical colleges to the Committee.
17. In our state there is a Haryana State Pharmacy Council which issues drug licence to the eligible students but the process of online creates many problems to the students. Haryana State Pharmacy Council has not facilitated to the students for their application status inquiry and non-cooperative attitude for receiving their phone calls. Many complaints of the applicants are still pending. What steps in this regard have been taken by Medical Education & Research Department?
18. The Committee has not yet received the reply of the Recommendations/ Observations of Eight Report of the Committee vide letter no. HVS/E&H/ 19/2022-2023/5868-69 dated 18th April, 2023. Supply the reply.

The Committee discussed its scope and functions and framed the following questionnaires:-

1. How many cases of Dengue have registered in this year and in past two years? What are all the action taken by the department to prevent the dengue this year? How many deaths have been registered due to dengue this year till 31st October, 2023 and supply comparative district-wise details of last two years also.
2. How many cases of chikungunya have registered in this year and in past two years? What are all the action taken by the department to prevent the chikungunya this year? How many deaths have been registered due to chikungunya this year till 31st October, 2023 and supply comparative district-wise details of last two years also.

**Replies of Health Services Department
Action Taken Report of Health Department**

Observations/Recommendations of the Subject Committee on Education Technical
Education Vocational Education,

Medical Education and Health Services

Sr. No.	Observations/Recommendations of the Committee	R Reply
1	<p>The Committee discussed in oral examination regarding the action taken report/steps taken by the Health Department during Covid-19, epidemic. The Committee had directed the Health Department to increase the vaccination camp(s), appropriate preparation regarding Ventilators, Oxygen cylinders and Isolation centres for the patients wherever the Committee conducted its spot visit at Rohtak and Nuh (Mewat) during the Covid-19, epidemic.</p> <p>Health Department explained that the Booster dose to the people of 18 years to 59 years has been given free of cost from 15th April, 2022 and appropriate steps have been taken regarding Covid -19.</p>	<p>Health Department is adhering to national guidelines, as circulated by Ministry of Health & Family Welfare, Government of India on regular basis.</p>
2	<p>During the oral examination the Committee discussed the matter of blood donation camps which were organized by private organizations. The Health Services Department had been directed by Committee that a proper monitoring system should have been there so that the sale and purchase of the blood can be stopped. Health Department replied that the guidelines have already been prepared to monitor blood collection in the blood donation camps by the various NGO's/ organizations at district headquarters and have been circulated to districts for compliance. Four Regional Committees at Hisar, Faridabad, Rohtak and Karnal have also been constituted to monitor the activities of private/charitable blood centres.</p>	<p>It is intimated that all the Civil Surgeons already have the record of the blood units collected through voluntary and replacement donations in their respective districts. The inventory of blood bank is regularly maintained & updated; and the record is available with Blood Bank in-charge and respective CMO.</p> <p>It is also informed that as per the Drugs & Cosmetics Act, 1940 and Rules 1945, the sale and purchase of blood is completely banned. Directions in this regard have been reissued to all CMOs for strict compliance. Accordingly, it is ensured that guidelines are followed strictly for blood donation and storage, by all the Civil Surgeons.</p>

	<p>The Chairperson of the Committee further recommended that all the Chief Medical Officers should have the complete record of the blood where it is consumed. All the data should be kept safe in the concerned Chief Medical Officer headquarters.</p> <p>The sale and purchase of blood should be completely stopped. The Committee stressed that blood donation is a noble act for whole mankind and no irregularities should be in this connection.</p>					
3	<p>The Committee discussed about the action taken report in the matter of Thalassemia and Haemophilia patients by Health Services Department. In its 7th Report the Committee recommended that Department should be proposed before the Government to provide the financial aid/pension to the patients who are suffering from Thalassemia and Haemophilia disease.</p> <p>The representatives of Health Department told that recommendations of the committee were also accepted by Hon'ble Chief Minister, Haryana and announced monthly pension for the patients suffering from Thalassemia & Hemophilia.</p> <p>The Committee further recommended that all concerned Chief Medical should maintain an adequate system to provide free medicine and free blood to the patients who are suffering from Thalassemia and Hemophilia disease. A proper record of medicines should be maintained by the C.M.O. offices and signatures of the family members of the patients should be in office record.</p>	<p>The Civil Surgeons are already providing blood free of cost to all the registered Thalassemia and Haemophilia patients, as per the guidelines.</p> <ul style="list-style-type: none">• The recommendations of the Committee pertaining to maintenance of proper record of medicines and taking signatures of family members of the patients are strictly being followed by all the Civil Surgeons.• With regard to the monthly financial assistance to these patients, it is informed that Hon'ble Chief Minister, Haryana has already announced monthly pension of Rs. 2500/-. The proposal along with data of registered patients has been shared with the Department of Social Justice & Empowerment, which will be disbursing the pension. However, the matter is under consideration for concurrence of Financial Department, after which monthly pension will be released.				
4	<p>The Committee discussed the matter of vacant posts in Government Hospitals. A large</p>	<p>The current staff position of the MBBS doctors and specialists is tabulated below:</p> <table><tr><td>Post</td><td>Sanctioned Posts</td><td>Filled Posts</td><td>Vacant Posts</td></tr></table>	Post	Sanctioned Posts	Filled Posts	Vacant Posts
Post	Sanctioned Posts	Filled Posts	Vacant Posts			

number of posts of Doctors, Nurses and Paramedical staff are lying vacant. The Committee also considered the matter of shortage of Ultrasound & X-ray Machines in Government Hospitals which causes a lot of problems to the poor people. The Committee recommended that Health Services Department should make serious efforts to fulfill the vacant posts of Doctors, Nurse and Paramedical staff very soon. The matter of the shortage of Ultrasound & X-ray Machines in Government Hospital should also be solved.	MBBS	3903	2078	830
	Specialists		995	
	In view of shortage of doctors in Civil Hospitals, the recruitment process to fill 1252 posts of Medical Officers was initiated in 2022, in which 968 appointment letters were issued, out of which, 783 M.O.s have joined their duties at various Civil Hospitals across the state. A total of 224 appointment letters have been issued to candidates from SC quota, out of which 195 candidates have joined their duties. It is also stated that to fill the vacant posts, appointment to candidates from waiting list is also under consideration. The vacancy in District Kaithal will be filled as soon as these waitlisted candidates join the duties. The current status of available specialists, is tabulated below:			
	Specialty	Norms	Currently available	
	Radiologist	34	25	
	Gynecologist	321	109	
	General Surgeon	289	83	
	Pediatrician	290	73	
	It is pertinent to mention here that specialists are only chosen among the Medical Officers for which the eligibility is M.B.B.S.			
	In view of shortage of specialists in the state, the posts of specialists are filled at Civil Hospitals on priority and then in Sub Divisional Hospitals, depending upon their availability. In respect of non-availability of radiologist, gynecologist, surgeon, pediatrician, medical specialists at Sub-Divisional Hospital, Guhla, it is informed that the process to start recruitment for medical officers is underway, after which the specialists will be posted in Sub-Divisional Hospital. Moreover, the requisition to fill vacant posts of paramedics has been sent to Haryana Public Services Commission and Haryana Staff Selection Commission. It is also highlighted here that creation of specialists' cadre for specialist-doctors is under consideration, according to which specialist doctors will be getting better remuneration.			

Q. No.	Question	Reply
1	<p>What is the status of Health check-up Programme for all the students in Schools and Colleges?</p> <p>(i) Period of check-up quarterly/six monthly,</p> <p>(ii) Haemoglobin/vision/dental/ear,</p> <p>(iii) immunization of students in schools as like Vaccination,</p> <p>(iv) Anaemia-iron and Folic acid tablets distribution system,</p> <p>(v) Deworming-albendazole</p>	<p>(i) The health check-up of the students studying in Govt./Govt. aided schools is done under Rashtriya Bal Swasthya Karyakram (RBSK), on annual basis. Health check-up for preschool children is done in Anganwadi's twice a year. Check-up of around 40 Lakh children has been done in FY 2022-23.</p> <p>(ii) The health check-up is done by RBSK Mobile Health Teams in Govt./Govt. aided schools, covering 4 Ds- Defects at birth, Deficiencies, Diseases, and Developmental delays including disability and Adolescent Health Concerns, as per the RBSK (GoI) guidelines. The check-up includes Hemoglobin measurement, checkup for Vision Impairment, Dental caries, Hearing Impairment/Congenital Deafness /Otitis Media for ear related ailments.</p>

Tablets providing system.	<p>(iii) Immunization of students in school:</p> <ul style="list-style-type: none"> Tetanus and Diphtheria (Td) vaccine is administered to protect teenage students (10-11 years and 16-17 years) against tetanus and diphtheria. School going children of age group 10-11 years and 16-17 years are administered Td vaccine and the coverage for the same in FY 2022-23 is as below: <table border="1" data-bbox="755 581 1307 709"> <thead> <tr> <th>Vaccine</th> <th>Doses Administered</th> </tr> </thead> <tbody> <tr> <td>Td 10 (10-11 years)</td> <td>4,20,160</td> </tr> <tr> <td>Td 16 (16-17 years)</td> <td>3,41,512</td> </tr> </tbody> </table> <p>(iv) Iron & Folic Acid tablet distribution system:</p> <p>Weekly Iron Folic Acid Supplementation (WIFS) program is being implemented in all govt. schools for children aged 10-19 years and for out of school adolescent girls in Anganwadi centres. In this program, IFA blue tablet containing 60 mg of elemental iron + 500 mcg of folic acid is given to 16.57 lakh targeted beneficiaries on every Wednesday under direct supervision of teacher and Anganwadi worker for 52 weeks. Program is being extended to private schools in 5 districts (Ambala, Panipat, Panchkula, Karnal & Yamunanagar) and will be extended in rest of districts in phased manner. As per Anemia Mukh Bharat score card for FY 2022-23, WIFS Haryana is having 87.3% coverage.</p> <p>Therapeutic - State has allocated additional IFA Blue tablets stock to districts for therapeutic purpose. These IFA blue tablets are given for therapeutic treatment to anemic adolescents along with counselling for iron rich diet.</p> <p>WIFS Junior</p> <p>Programmatic Approach (IFA Pink tablet)- In Haryana, Weekly Iron Folic Acid Supplementation (WIFS Junior program) is being implemented for all the students of govt. schools (1st -5th class). In this program, a pink coloured sugar-coated tablet containing 45 mg of elemental iron + 400 mcg of folic acid is provided to 14.24 lakh targeted beneficiaries on every Wednesday under direct supervision of school teacher for 52 weeks. WIFS pink tablets program is also implemented for private school students in 8 districts (Fatehabad, Kurukshetra, Palwal, Panchkula, Yamunanagar, Karnal, Mahendragarh & Rewari) in FY 2022-23 and will be extended in rest of districts in phased manner.</p> <p>Therapeutic (IFA Pink tablet)-Besides programmatic approach, State has allocated additional IFA pink tablets stock to the districts for therapeutic purpose. These IFA pink tablets are given for treatment to anaemic children (1st – 5th class) with counselling for iron rich diet.</p> <p>(v) Deworming- Albendazole tablets providing system- Biannual deworming of targeted 98 lakh children of 1-19 years is being done every year through the platform of schools and Anganwadi centres. Last round of National Deworming Day (NDD) was conducted in May 2022 and during this round, 98.70% children of 1-19 years of age were dewormed.</p>	Vaccine	Doses Administered	Td 10 (10-11 years)	4,20,160	Td 16 (16-17 years)	3,41,512
Vaccine	Doses Administered						
Td 10 (10-11 years)	4,20,160						
Td 16 (16-17 years)	3,41,512						

2	Whether Health Department provides Sanitary Napkin and other facilities for women in rural areas? How much budget has been kept for this?	<p>Yes, Health Department runs 'Menstrual Hygiene Scheme' (MHS), which is a Govt-sponsored scheme to provide low cost sanitary napkin packets @ Rs. 6 to rural adolescent girls through ASHA workers.</p> <p>Besides this, free of cost sanitary napkins to women of BPL category (10-45 yrs) are also being provided by WCD and to school girls by Education Department.</p>
3	What is the policy of Health Department regarding Health check-up Programme of Senior Citizen -above 80 years, for Mewat and Shivalik areas and for women in rural areas?	<p>It is apprised that Health Department has implemented 'National Programme for Health Care of the Elderly' (NPHCE) is implemented in all 22 districts including Mewat & Shivalik areas of Haryana. Under the programme, various services are being provided to 60 years & above population. Some of the services are enumerated below:</p> <ul style="list-style-type: none"> • Senior Citizen Corners have been established at all 22 District Civil Hospitals (DCH), where NCD-cum-Geriatric Clinics are functioning. • There is provision of separate queue for elderly at Registration counters, Out Patient Departments (OPDs), Pharmacy counters & Sample collection points in laboratories. • There is also provision of wheel chairs, ramp/ railings, adequate waiting areas with display of signage and Hospital/Sanitary attendants to help the needy elderly patients. • 10-beds are earmarked for geriatric patients in all District Civil Hospitals. • Physiotherapy Units are also functional in all DCHs. • Rehabilitation services are being provided at various CHCs through Multi-Rehabilitation Workers (MRW). • The above said facilities have been strengthened with equipment and human resource including Physiotherapists/ Multi-Rehabilitation Workers (MRW) for provision of elderly care. • Periodic home visits and health education camps are also conducted to generate public awareness and provision of services. • Capacity building and training of human resource including Medical Officers, Staff Nurses, Community Health Officers (CHOs) & Multi-Purpose Health Workers in geriatric healthcare, especially Comprehensive Geriatric Assessment (CGA) is being carried out. • IEC material disseminated to all districts to generate public awareness on promotive, preventive and rehabilitative aspects of Geriatric Care. • International Day of Older Persons (IDOP) is observed every year on 1st October, on which multispecialty camps are organized for the assessment of elderly population & awareness is generated. <p>It is also apprised that Cataract is the leading cause of blindness; and most common type of cataract is age related, which is found in population of age more than 50 years. Under the National Programme of Control of Blindness (NPCB), screening of population of more than 50 years is done to actively search for blind, especially the persons having cataract by government health workers and NGOs. Free cataract surgery services are provided in government institutions and NGO hospitals.</p>

		As part of a State Flagship Programme, ' NIROGI Haryana Yojna ', complete comprehensive check-up of all senior citizens belonging to antodaya families is being undertaken in all 22 districts.
4	There was a scheme in Health Department according to this scheme Malaria teams routinely visited door to door to collect the samples of Malaria. Whether this scheme has been closed, if yes, what are the reasons there on?	No, the scheme has not been closed. Door to Door visits are being done by MPHW (Male) for collection of Blood Slides for Malaria diagnosis. During the year 2022, total 31,91,759 Blood Slides were collected, more than the target of 10% of population. During the current year, 17,41,405 blood slides have been collected till June 2023. There has been significant reduction in Malaria incidence since 2015 i.e. from 9308 malaria cases in 2015 to 52 malaria cases in 2022. No death due to malaria has been reported in the State since 2016.
5	What is the provision made by the Health Department to provide medical amenities specifically in slum rural areas in the state?	<p>For the provision of quality primary health care services to urban poor including migrant labourers, homeless, rag pickers, sex workers, rickshaw pullers, construction workers, street children, etc. residing in urban slums, NUHM program is running across Haryana as a submission of NHM. Under NUHM, all the services delivered are being provided through Urban PHCs. A total of 107 Urban-PHCs (staffed by 1 M.O, 1 Staff Nurse, 1 Pharmacist, 1 Lab Technician, 1 Information Assistant cum Account Assistant, 1 Class-IV and 4-5 ANMs for outreach sessions) are operational across Haryana with average monthly OPD of approximately 2500-3000. Each U-PHC is functional for a population of approximately 50,000 to 60,000 and is preferably located within a slum or within half a kilometer radius, catering to a slum population of approximately 25,000-30,000.</p> <ul style="list-style-type: none"> Each UPHC is providing a package of preventive, promotive and curative care with all National Health Programmes, referral services, laboratory services, counselling services, services for non-communicable diseases, family planning, social mobilization and community level activities. All the UPHCs have been upgraded to Health Wellness Centres (HWC) to provide 12 Comprehensive Primary Health Care (CPHC) services. Yoga sessions are being held at all the UPHCs regularly. E-sanjeevani teleconsultation services have been initiated at all the UPHCs. Health days are celebrated as per health days' calendar issued by MoHFW under which various health awareness activities like marathon, cyclathon, health talks, etc. are held. <p>Urban Health Nutrition Days- 2 UHNDs per ANM per month are celebrated for providing Health Education, Child Growth Monitoring, Nutrition Supplementation, Nutrition Counselling, education on Water Sanitation and Hygiene. Routine Immunization sessions, Ante-natal registration & care, promotion of institutional deliveries, Post-natal care are also covered.</p> <p>Special Outreach Camps- For providing services of specialist doctors (Gynecologists, Orthopedics, Dentists, Dermatologists etc.), 2 camps are being organized every month in the catering areas of the Urban Primary Health Centres. Screening & treatment of NCDs, basic lab investigations (using portable/disposable kits), and drug dispensing is done with the help of Nurses, Lab technicians, Clinical psychologist, Medical social workers, Pharmacists. Dedicated GPS-enabled vehicles (E-rickshaw) equipped with miking have been hired for conducting immunization sessions in urban slums in all districts.</p>

		<p>Vulnerability Assessment in Urban Slums- The Vulnerability Mapping and Assessment has been done in collaboration with PGIMER Chandigarh to assess the differential vulnerability of urban slum households and to understand problems faced by the poor and marginalized in accessing to health & social well-being related services.</p> <p>IEC/ BCC: Documentary on NUHM and 3 Television commercials on special outreach camps, UHNDs and reducing home deliveries in urban areas has been completed and telecasted on Radio, TV channels to increase community awareness.</p> <p>UNDER XV Finance Commission: The Fifteenth Finance Commission (FC-XV) has recommended grants through Local Governments will be spread over the five-year period from FY 2021-22 to FY 2025-26 and will facilitate strengthening of health system at the grass-root level. 199 Urban HWCs have been approved, which are expected to increase its reach in the urban areas and cover the vulnerable and the marginalized by acting as satellite centres to be established under the UPHCs. Presently, 67 UHWCs are operational and rest under process, which will be operationalized soon. Each UHWCs will be staffed by 1 Medical Officer, 1 staff nurse, MPHW(M) and support staff. 14 point of care tests will be made available at UHWCs along with provision of 12 comprehensive primary health care services.</p> <p>Status of HR:</p> <table><tr><th rowspan="2">S. N o.</th><th rowspan="2">Category of staff</th><th colspan="2">At UPHCs</th><th colspan="2">At UHWCs</th></tr><tr><th>Appr oved</th><th>In-position</th><th>Approved</th><th>In-position</th></tr><tr><td>1</td><td>Medical Officer</td><td>106</td><td>88</td><td>199</td><td>92</td></tr><tr><td>2</td><td>Staff Nurse</td><td>146</td><td>141</td><td>199</td><td>Recruitment withheld</td></tr><tr><td>3</td><td>Lab Tech.</td><td>109</td><td>103</td><td colspan="2" rowspan="2">No provision of LT and Pharmacist at UHWCs</td></tr><tr><td>4</td><td>Pharmacist</td><td>105</td><td>100</td></tr><tr><td>5</td><td>AA cum IA</td><td>109</td><td>98</td><td colspan="2">Not approved in SRoP 2023-24</td></tr><tr><td>6</td><td>Class IV</td><td>109</td><td>97</td><td>199</td><td rowspan="2">Indent placed on HKRNL</td></tr><tr><td>7</td><td>ANM</td><td>767</td><td>708</td><td>199 MPHW(M)</td></tr><tr><td>8</td><td>Urban ASHA</td><td>2676</td><td>2635</td><td colspan="2">No provision of ANMs or ASHAs for UHWCs</td></tr></table>	S. N o.	Category of staff	At UPHCs		At UHWCs		Appr oved	In-position	Approved	In-position	1	Medical Officer	106	88	199	92	2	Staff Nurse	146	141	199	Recruitment withheld	3	Lab Tech.	109	103	No provision of LT and Pharmacist at UHWCs		4	Pharmacist	105	100	5	AA cum IA	109	98	Not approved in SRoP 2023-24		6	Class IV	109	97	199	Indent placed on HKRNL	7	ANM	767	708	199 MPHW(M)	8	Urban ASHA	2676	2635	No provision of ANMs or ASHAs for UHWCs	
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6	How many Government Hospitals/PHC/ CHC in the state which are running in the Panchayat Bhawan/ Dharamshala's buildings or in any other common places? What is the reason behind it?	<p>A total of 61 health facilities are currently running in rented / panchayat buildings, either due to non-availability of land or the new buildings are under construction. The detail of such health institutions is given below:</p> <table><tr><th>District</th><th>Name of health institutions</th></tr><tr><td>Ambala</td><td>One PHC - Chandsouli is running in Panchayat building.</td></tr><tr><td>Bhiwani</td><td>Nil</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Charkhi Dadri</td><td>Nil</td></tr><tr><td>Gurugram</td><td>3 PHCs - Bhondsi, Badshapur and Palra running in other than Govt. building</td></tr></table>	District	Name of health institutions	Ambala	One PHC - Chandsouli is running in Panchayat building.	Bhiwani	Nil									Charkhi Dadri	Nil	Gurugram	3 PHCs - Bhondsi, Badshapur and Palra running in other than Govt. building																																					
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		Faridabad	PHC Fatehpur Billoch running in private building.
		Fatehabad	5 PHCs - Samain, Mamupur, Meond Kalan, Bangaon and Kulan
		Hisar	Nil
		Jind	7 PHCs - Dhanori, Amargarh, Danoda Kalan, Uchana Khurd, Kinana, Nidana, Rajana Kalan running in Panchayat building
		Jhajjar	2 PHCs - Chudani and Majra-D is running in Dharamshala and rent free building.
		Kaithal	6 PHCs - Kharkan, Dhand, Badsikri, Pharal, Sajuma and Teek running in panchayat building.
		Karnal	3 PHCs - Padda running in Govt. School, PHC Ramba and PHC Bayana running in Panchayat Bhawan
		Kurukshetra	4 PHCs- Thaska Miranji, Deegh, Kalsana and Dhurala running in Panchayat building
		Mewat	Nil
		Narnaul	3 PHCs - Dongra Ahir, Dhanaunda is running in panchayat building and PHC Kanti running in Dharamsala
		Panipat	6 PHCs - Kabri, Chulkana, Ugrakheri, Israna & Raikalan running in panchayat building and PHC Barana running in Mandir.
		Panchkula	Nil
		Palwal	Nil
		Rewari	8 PHCs - PHC Mansani (Pvt. Building), PHC Tankri (Rent free Pvt. Building), PHC Sangwari, Guriyani, Rattanthal, Siha, Bhotwas Ahir and Lilidh running in Panchayat building.
		Rohtak	PHC Pilana is running in panchayat building.
		Sonepat	9 PHCs -Nahari, Khewra, Khanda, Datauli, Sargathal, Khanpur, Farmana, Moi majri and Rajlu Ghari are running in Panchayat buildings.
		Sirsa	PHC Goriwala is running in building provided by trust.
		Yamunanagar	PHC Sabapur is running in school building.
		Total	61 health facilities
7	What are the guidelines issued by Health Department for referral services for the patients? It is generally noticed that in Government Hospitals doctors refer the patients to PGI or other tertiary care Hospitals instead of treating them in local Hospitals even when specialists are available there.	<p>The guidelines for implementation of Referral Transport Scheme have been revised vide letter no. NHM/Ref. Trans/2019-20/24/365-385 dated 14/05/2019, a copy of the same is annexed herewith at (Annexure-I). Additionally, the instructions regarding provision of free transportation services from Govt. health facilities to tertiary health facility have been issued to all the Civil Surgeons of Haryana vide letter no. NHM/Ref. Trans/2022-23/49-69 dated 22/04/2022 (Annexure-II). In house team has developed a RT Software, where patient transport data is being entered by the Control Room operators of each district. The details of call landed for ambulance services are updated and the type of total calls is bifurcated in to calls for pregnant women, referral cases, road side accidents, sick child, sick neonate, back home and others.</p>	

		<p>Additionally, a mechanism has been created to monitor the referrals from each district, to have a check on undue referrals from various health facilities. Civil Surgeons send report of referrals from each health facility with justification, which is compiled and evaluated at State Headquarter. The referrals are being closely monitored and being pointed out to the concerned PMO/ MS/ Facility In-charge. The cases of undue referrals have considerably reduced since close monitoring.</p>
8	<p>What steps have been taken by the Health Department for IEC activities to improve community outreach; as Nasha mukat Haryana, TB-mukat Haryana, Anaemia-mukat Haryana, awareness camps for road accidents, Health and wellness centres-vyayamshalas, eye check-up camps, ear check-up camps, dental check-up camps, basic lab tests, Mobile x-ray machines and Mobile ECG machines. Has Health Department any policy to help the disabled persons?</p>	<ol style="list-style-type: none"> <p>For Nasha Mukat Haryana- Department of Social Justice & Empowerment (Now SEWA) is the nodal department for de-addiction centers and IEC activities are also being carried out by SEWA department. Health Department looks after the treatment aspect and helps to generate awareness among general public regarding bad effects of drugs. Teams from the District Mental Health Program from the Civil Hospitals of each district conduct activities and targeted interventions in schools, colleges and workplaces in the districts to generate awareness about hazards of drug addiction on a regular basis. Newspaper advertisements, Radio Jingles through 94.3 My FM Radio, airing of audio Jingles through Passenger Information System at district bus stands across Haryana is being conducted from time to time.</p> <ul style="list-style-type: none"> Govt. of India has launched the National Tele-Mental Health Program (Tele- MANAS) to develop the digital mental health network throughout India. Tele-MANAS provides counselling and treatment services for mental health and de-addiction problems through a Toll Free 24x7 telephone network (14416). 'Swasth Man Swasth Tan' is one of the campaigns approved by Govt. of India with primary focus on janbhagidari. The District Mental Health Units act as a platform to increase community outreach with special focus on one component or demographic every month. Special events are organized on one day of every month through walkathon/cycle rallies, creative artwork sessions, street plays, nukkad natak, distribution of educational material, counselling sessions for suicide, substance abuse, depression, etc. <p>For elimination of TB - various IEC activities are carried out, such as, Gram Sabha Meetings, BDO sensitization meetings, Zila Parishad Meetings, Community Meetings, Patients provider meetings, Nikshay/TB Diwas on 24th of every month, School/college based activities, NGOs/provider meetings, Wall paintings/writings, Radio campaigns (AIR & FM channels), Advertisements through Newspaper/TV channels, TB messages on back of post office pass books, Dedicated Wall calendar for TB Disease displaying TB Sign symptoms, Toll Free Number and Arogya Sathi App, TB Forum meetings, Miking , Bus stand announcements, TB awareness at Cinema Halls, Bus panels display on TB, Adoption of TB patients by providing community support under Pradhan Mantri TB Mukat Bharat Abhiyaan, Active case findings, Involve TB Survivors/champions for TB awareness related activities, Awareness messages on Social media handles of TB Mukat Bharat – Haryana, etc.</p> <p>Under Anemia Mukat Haryana - IEC-BCC activities are being carried out round the year, across all districts. These include display of advertisements in Newspapers, Social Media awareness collateral posts (on twitter/Facebook), SMS (Health care staff including Staff of Education and WCD department and parents/caregivers), TVCs played through</p>

		<p>EDUSET platform, Customized Radio jingles aired on various Radio Channels (MY FM, RED FM, Radio Dhamal and Desh Bhagat Radio), short videos on Anemia Mukh Haryana, Radio interview on private FM Channels, Anemia Mukh Haryana messages by Radio Jockey (RJ) on Radio private FM channels, Press releases in newspapers by O/O NHM, on "Anemia Elimination Week". Articles on Anemia Mukh Haryana in monthly NHM magazines and Anaemia Mukh Haryana Booklet. A dedicated wall calendar 2023 on Anemia Mukh Haryana has also been published.</p> <p>4. With regard to the benefits to disabled persons - Health Department mandate is for assessment and certification of disabled persons, the same is ensured by the district medical authorities. Whereas, SEWA Department is the nodal department for the persons with disabilities. However, it is ensured that the persons with disabilities are attended on priority in all the healthcare facilities and all the health facilities are being made disabled-friendly.</p> <p>Likewise, IEC activities like Radio jingles, advertisements in Newspapers, Airing of Audio Jingles through passenger Information System etc. for other programmes are also carried out to spread awareness among general public.</p>
9	What steps are being taken by Health Department for monitoring of immunization programme-especially in Mewat and Shivalik areas and monitoring of Institutional deliveries in rural areas and slums in urban areas?	<p>A. Monitoring of Immunization Programme:</p> <p>State level activities-</p> <ul style="list-style-type: none"> • State Review Meetings- Meetings are held in every quarter with Civil Surgeon, District Immunization officer and Urban Nodal officer to review the Immunization status, performance of Mobilizer Mitras and actions taken for improving Routine Immunization coverage in the district • Special Immunization Week (SIWs) –SIWs are being held at regularly, with an objective to improve immunization coverage among 0-2 years, to cover all unvaccinated, drop out & left out children (0-2 years) and pregnant women and vaccinate children with booster doses of Diphtheria & Tetanus booster (DPT-at 5 yrs), Tetanus and adult diphtheria (Td) vaccine for the age of 10 & 16 years covering all left outs, drop outs & due beneficiaries. • Supervision- State Nodal officers visit the districts regularly to monitor the progress of immunization program, identify gaps and provide supportive supervision for corrective actions. • State Task Force- Task Force meetings are held periodically with all line departments for support & successful implementation of all health programs <p>Immunization activities in District Mewat-</p> <ul style="list-style-type: none"> • Mobilizer Mitras- 100 Mobilizer Mitras have been deployed in district Nuh for Community mobilization and awareness generation to improve the Routine immunization. This Project was started from February 2019, with technical support of CORE, as special Intervention to improve the Routine immunization coverage in Nuh. • Awareness Camps- In view of the multiple Measles outbreaks in the district, an awareness camps were held in the district Nuh, in all the villages on every Tuesday and Thursday between 15th to 30th Nov 2022, wherein the concerned staffs from Health & ICDS Department will conduct the community meetings, distribute pamphlets and educate people about the Measles disease, its preventive and therapeutic aspect, as well as its

		<p>public health importance.</p> <ul style="list-style-type: none"> • SIW is conducted in every quarter to cover any drop out or left out children. • District Task Force and religious / influencer meetings are held periodically for support in implementing immunization activities in Nuh. <p>Immunization activities in District Shivalik Areas (PHC Morni, District Panchkula)</p> <ul style="list-style-type: none"> • Weekly District Task Force meetings by District Immunization officer and fortnightly by Civil Surgeon • Dy. Civil Surgeons are deputed once a week for supervision & monitoring of Child Health & Immunization programme. • Staff of PHC Morni have been trained in all programmes related to Child Health & Immunization. • Frequent meetings regarding programme updates are held regularly. • It is ensured that Immunization session is organized in all areas of Shivalik areas, once a month. • SIW is conducted in every quarter to cover any drop out or left out children. • Mobilization of beneficiaries to session sites is ensured by ASHA. <p>B. Monitoring of Institutional Deliveries in Rural areas and slums in Urban Areas:</p> <ul style="list-style-type: none"> • The institutional delivery rate of state has increased from 96.5% in 2021-22 to 97.5% in 2022-23 (Source- HMIS). • The Home delivery rate is high in Districts Nuh and Palwal. With continuous efforts there is also improvement in institutional deliveries in these districts. In district Nuh institutional deliveries have shown improvement from 72.6% to 85.7%. Also in Palwal, the institutional delivery rate has increased from 74.9% to 88.1% (Source HMIS). • To increase the institutional deliveries sanction of 1668 additional staff nurses have been accorded for 416 health facilities in the state in 2023-24 (till July 23). • In Nuh sanction of 139 additional staff nurses have been accorded for 23 health facilities to enable 24X7 delivery services. Similarly, in Palwal, sanction of additional 80 Staff nurses has been accorded for nineteen 24x7 health facilities. • The HMIS data is being continuously monitored at SHQ NHM for analysis of various health indicators including institutional delivery rate. • Also for increasing institutional deliveries in urban areas, sanction of 47 staff nurses at 13 urban PHCs have been accorded.
10	Whether cashless health benefits programmes for employees and for Ayushman Bharat beneficiaries are completely successful in the state?	<p>The Comprehensive Cashless Health Scheme for Haryana Government employees, pensioners and their dependents is in its final stage, the inputs taken from the stakeholders, various Departments, Unions and Public Sector Insurance Companies have been incorporated and sent for approval of Hon'ble Chief Minister, Haryana and concurrence of Finance Department.</p> <p>The Ayushman Bharat: Pradhan Mantri Jan Aarogya Yojna is being implemented in the state of Haryana since 23.09.2018. The same is running very successfully and it is evident from the fact that till 31.07.2023, a total of 8,48,022 beneficiaries have availed medical facilities for the expenditure of</p>

		Rs. 1175.48 cr. In fact, Haryana was the 1 st state to launch this scheme and is a frontrunner among all the states of country in running the said scheme successfully.
11	Supply the information about the vacant posts of ANM's, MPHW's, ASHA workers, Pharmacists, Radiographers, Lab Technicians in Government Hospitals, PHC's and CHC's in the state.	Detailed staff position of various cadres of Health Department is depicted in Annexure-III.
12	Supply the information category wise and Hospital wise vacancies of Superintendent, Assistants, clerks, peons, sweepers and chowkidars in the state.	Detailed staff position of various cadres of Health Department is depicted in Annexure-III.
13	How many total numbers of Ayushman cards have been made in the state? And how many deserving beneficiaries have remained without Ayushman card still? When will be completed all this process?	<p>The beneficiaries for the Ayushman Bharat: Pradhan Mantri Jan Arogya Yojna have been identified on the basis of SECC data of 2011, which has been frozen by Government of India. Accordingly, there are a total of 1,12,42,690 eligible beneficiaries in the State of Haryana. Out of which, 85,15,565 cards have already been generated and 27,27,125 are pending. More than ¾ target has been achieved, and remaining are being covered.</p> <p>It is also informed that Haryana has launched a state sponsored CHIRAYU scheme, wherein, the antodaya families (having annual income less than 1.80 lakhs) are being provided health insurance with a coverage of Rs. 5 lakhs per family per year, similar to AB:PMJAY.</p>
14	Explain district wise details of Medicine stock in the state. How much shortage in the stock of Medicine in the state?	<p>It is informed that a centralized procurement agency i.e. Haryana Medical Services Corporation Limited (HMSCL) has been established by Govt. of Haryana for centralized procurement of medicines & consumables (as per EDL) and equipment required for Govt. health facilities. HMSCL procures the essential medicines in view of previous year's consumption pattern and as per the district demand received on ODIMS (Online Drug Inventory & Supply Chain Management System) portal. In case of non-availability of medicines in warehouses, Civil Surgeons procure the same after obtaining Non-Availability Certificate (NAC) from O/o HMSCL to maintain the supply chain. Moreover, necessary budget for procurement of essential medicines is being provided to the Civil Surgeons through MMIY scheme as well as from State budget. The district wise details of medicine stock in the State (as received from Civil Surgeons) is attached at FLAG 'A'. However, the status of medicines availability is dynamic in nature as medicines availability in health facilities may vary on day to day basis, in view of patients' footfall and in view of purchase pipeline.</p> <p>The revised Essential Medicine List (EML) contains 459 Medicines, 252 Medical Consumables to be used in routine OPD, IPD & emergency and medical consumables along with 230 drugs used under the specific programmes, 88 dental materials, 36 linen items and 52 Covid-19 items, which are being provided free at various health facilities. Presently, there are 346 items available in stock at the warehouse level, as per the dpmu web portal.</p>

		The procurement of medicines is a continuous process and done as per the availability and demand, so as to overcome the shortage in the state. As on date there are 277 items which are having valid HMSCL Rate Contract and for 502 items, tender has been floated. For items which are not available in Warehouse, Non-Availability Certificate (NAC) is being issued from time to time on the request raised by the respective district, enabling them for local purchase, and to ensure that items are available.
15	How much Ultrasound specialists are available in the state and how much station are laying specialists/SMO's/MO's/AMO's vacant still? Even various Ayurvedic/BDS's/Dental/CHO's Community Health Officers posts are laying vacant. What steps have been taken by the Health Department to fulfil the vacant posts? What is the short-term plan to provide these Doctors or what is long term plan for providing Doctors (through HPSC) by Health Department?	<p>Detailed staff position of various cadres of Health Department is depicted in Annexure-III.</p> <p>Necessary efforts to fill up the vacant posts are being taken by Health Department. However, it is informed that the recruitment of various medical and paramedical posts is carried out by Haryana Public Service Commission and Haryana Staff Selection Commission. The recruitment of Medical Officers was taken out of purview of HPSC and is being carried out by the Departmental High Power Committee, which has recently concluded recruitment process for 1252 posts of Medical Officers, out of which 783 candidates have joined; 29 candidates, out of waiting list, are being issued appointment letters. The next process for recruitment for presently vacant 820 posts of Medical Officers will be initiated soon.</p> <p>For recruitment of doctors on contractual basis under NHM, the monthly remuneration has been increased from existing 1 lakh to 1.5 lakhs and in some difficult areas (e.g. Mewat), it has been increased from 1.5 lakhs to 2 lakhs. For paramedical staff, requisitions have been sent to HSSC. Few sanctions have been provided through HKRNL e.g. 100 posts of Radiographers.</p>
16	What are the criteria to open new Sub Health Centres/Primary Health Centres/Community Health Centres/ Sub Divisional Health Centres?	As per Indian Public Standards (IPHS) Guidelines' 2022; the criterion to open a new Sub Health Centre (SHC) is un-served rural population of 5000. For Primary Health Center (PHC) the population criterion is 30,000. For Community Health Center (CHC) the population norms mentioned in IPHS guidelines are rural population of 1,00,000-1,20,000. In addition, there is requirement of clear land of 0.5 acre for SHC, 1.15 acre for PHC and 2.30 acre for CHC. A built up building is also required for running the health facility till construction is complete. As per IPHS, 50 bedded hospitals should be opened in urban area, for population of 2.5 lakh in non-metro and 5 lakhs in metro cities.
17	What are the criteria to upgrade Sub Health Centres/Primary Health Centres/Community Health Centres/Sub Divisional Health Centres?	The criteria for upgrade of SHC, PHC, Sub-Divisional Health centers, are same as for opening of new centers, as described in para 15 above. The IPHS Guidelines mention that additional beds should be added in existing hospital when bed occupancy of existing hospital has crossed 70%.
18	What is the action plan in Budget for opening new Sub Health Centres/ Primary Health Centres/Community Health Centres/Sub Divisional Health Centres in the state?	Rs. 280 Cr. have been approved in the current FY for construction in the capital head 4210.

19	What is the action plan in Budget for maintenance of already established Sub Health Centres/ Primary Health Centres/ Community Health Centres/ Sub Divisional Health Centres in the state?	<p>The funds for repair of SHCs/PHCs/CHCs/SDHs are provided under the state budget head "2210-Medical and Public Health-01-Urban Health Services- Allopathy 110-Hospital & dispensaries (49)- Strengthening of Urban Hospital & Dispensaries (FY 2023-24) Minor Work". Funds in amount of Rs. 20 Crore are budgeted under above head in FY-2023-24 and sanction amounting of Rs. 3.61Cr. has been issued till date.</p> <p>Additionally, since Financial Year 2005-06 onwards, the National Health Mission is providing Annual Maintenance Grants (AMG) in the form of Untied Funds to each & every health facility (i.e. District Civil Hospitals/DCHs, Sub Divisional Hospitals/ SDHs, Community Health Centres/CHCs, Primary Health Centres/PHCs, Sub-Health Centres-cum-Health & Wellness Centres/SHC-HWCs), as per the prescribed norms of the Govt. of India. The details thereof are given below:</p> <table><tr><th colspan="4">Un-tied Fund (FY 2023-24) for maintenance of Health Facilities in the State</th></tr><tr><th>Type of Health Facilities</th><th>No. of Health Facilities (for which untied fund was sanctioned)</th><th>Unit Cost (per Health Facility)</th><th>Total Sanctioned Funds (in Rs.)</th></tr><tr><td>DCHs</td><td>23</td><td>Rs. 5,00,000 each</td><td>1,15,00,000</td></tr><tr><td>SDHs</td><td>28</td><td>Rs. 2,50,000 each</td><td>70,00,000</td></tr><tr><td>CHCs</td><td>135</td><td>Rs. 2,50,000 each</td><td>3,37,50,000</td></tr><tr><td>PHCs</td><td>388</td><td>Rs. 1,75,000 each</td><td>6,89,50,000</td></tr><tr><td>SHC-HWCs</td><td>2173</td><td>Rs. 50,000 each</td><td rowspan="3">13,71,20,000</td></tr><tr><td>SHC-Non HWC</td><td>466</td><td>Rs. 10,000 each</td></tr><tr><td>Govt. & Non-rented SHCs (HWC/Non-HWC)</td><td>2381</td><td>Rs. 10,000 each</td></tr><tr><td>Others Facilities*</td><td>4</td><td>Rs. 2,50,000 each</td><td>10,00,000</td></tr><tr><td>Total</td><td>5598</td><td>-</td><td>Rs. 25,93,20,000 /- (Twenty-Five Crores Ninety-Three Lakhs Twenty Thousand Only)</td></tr></table>	Un-tied Fund (FY 2023-24) for maintenance of Health Facilities in the State				Type of Health Facilities	No. of Health Facilities (for which untied fund was sanctioned)	Unit Cost (per Health Facility)	Total Sanctioned Funds (in Rs.)	DCHs	23	Rs. 5,00,000 each	1,15,00,000	SDHs	28	Rs. 2,50,000 each	70,00,000	CHCs	135	Rs. 2,50,000 each	3,37,50,000	PHCs	388	Rs. 1,75,000 each	6,89,50,000	SHC-HWCs	2173	Rs. 50,000 each	13,71,20,000	SHC-Non HWC	466	Rs. 10,000 each	Govt. & Non-rented SHCs (HWC/Non-HWC)	2381	Rs. 10,000 each	Others Facilities*	4	Rs. 2,50,000 each	10,00,000	Total	5598	-	Rs. 25,93,20,000 /- (Twenty-Five Crores Ninety-Three Lakhs Twenty Thousand Only)
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20	Whether Mobile Clinic Medical facilities providing by Health Department especially in Mewat and Siwalik areas/ slum areas/ Sc Basti's?	<p>The details of Mobile Medical Unit (MMU) are, as follows:</p> <p>Introduction</p> <ul style="list-style-type: none">• Mobile Medical Unit (MMU) are meant to provide essential services in underserved and un-served areas.• 59 Mobile Medical Units are operational in the state (1 MMU should be made available on every 2 CHCs).• Timing of visit: - 9.00 AM to 5.00 PM (including travelling time).																																										

		<ul style="list-style-type: none">In case of big village, staff will change the place of MMU in the same village, so that maximum number of people of that village can utilize the services on MMU. The MMUs are stationed at Community Health Centers (CHC)s. The MMUs are monitored by Fleet Manager under the supervision of Deputy Civil Surgeon, NHM.Human Resource for MMU: One Doctor (BAMS), One Staff Nurse, One Pharmacist, One Lab Technician, One ANM and One driver posted on each MMU. <p>Services Provided:</p> <ul style="list-style-type: none">OPDs, Family planning, ANC check-up, PNC check-up, treatment and referral of sick child, Immunization, Lab Tests etc.24 villages and adjoining small villages/ brick-kilns/ dhanis have been identified for each MMU in district with population of 3000 or more.Lab tests: Hemoglobin, Urine Test, Blood Group, HIV Test, WIDAL, Cholesterol, Uric Acid, Urine for Sugar, Blood Sugar, Urine for Pregnancy, and Urine for Albumin etc.MMUPRS: online portal Mobile Medical Units Patient Reporting System has been implemented to capture the name wise reporting of each and every patient visiting the Mobile Medical Unit (MMUs) for any treatment and services. <p>Achievements:</p> <table><tr><th>Financial year</th><th>Total Records</th><th>Child Health</th><th>Family Planning</th><th>Immunization</th><th>Routine OPD</th><th>Other</th><th>Maternal Health</th><th>Lab Tests</th></tr><tr><td>2022-23</td><td>259942</td><td>7020</td><td>9919</td><td>10457</td><td>168573</td><td>49270</td><td>14703</td><td>118751</td></tr><tr><td>2023-24 (till 19.07.2023)</td><td>118511</td><td>2534</td><td>3468</td><td>3940</td><td>75788</td><td>26587</td><td>6194</td><td>51185</td></tr></table>	Financial year	Total Records	Child Health	Family Planning	Immunization	Routine OPD	Other	Maternal Health	Lab Tests	2022-23	259942	7020	9919	10457	168573	49270	14703	118751	2023-24 (till 19.07.2023)	118511	2534	3468	3940	75788	26587	6194	51185
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2022-23	259942	7020	9919	10457	168573	49270	14703	118751																					
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21	Provision of support staff (Paramedical staff category wise) in Hospitals through HKRAN/HSSC.	<p>The current position of Paramedical Staff, as per HKRNL portal, is as follows-</p> <ol style="list-style-type: none">1) Pharmacist- 332) Lab Technician-1223) Radiographer-102 (2 filled +100 posts recruitment is under process)4) ECG Technician-25) CSSD Technician-32																											

Sr. No.	Name of Post		Regular			NHM			HKRNL		Grand Total		
			Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled %
1	Doctors	Senior Medical Officer	636	387	249	-	-	-	-	636	387	249	61
2		Medical Officer	3903	3073	830	197	167	30	-	4100	3240	860	79
3		Specialist	-	995#	-	179	69	110	-	179	69	110	-
		Sub-total	4539	3460	1079	376	217	159	-	4915	3702	1213	75
4		Sr. Dental Surgeon/ Dy. Civil Surgeon (D)	53	39	14	-	-	-	-	53	39	14	74
5		Dental Surgeon	713	649	65	2	1	1	-	715	650	66	91
		Sub-total	766	687	79	2	1	1	-	768	688	80	90
6		Micro-biologist	-	-	-	14	9	5	-	14	9	5	64
7		AMO (RBSK)	-	-	-	422	390	32	-	422	390	32	92
8		Medical Officer (Ayush)	-	-	-	194	184	10	-	194	184	10	95
9		Adolescent Health Officer	-	-	-	9	9	0	-	9	9	0	100
10		MLSP cum Community Health Officer	-	-	-	2104	1940	164	-	2104	1940	164	92
Total No. of Doctors			5305	4147	1158	3121	2750	371	-	8426	6922	1504	82
11	Nurses	Matron	33	6	27	-	-	-	-	33	6	27	18
12		Assistant Matron	21	4	17	-	-	-	-	21	4	17	19
13		Nursing Sister	464	452	12	-	-	-	-	464	452	12	97
14		DPHN	12	0	12	-	-	-	-	12	0	12	0
15		PHN	154	25	129	-	-	-	-	154	25	129	16
16		Staff Nurse	4797	3297	1500	2640	2165	475	-	7437	5462	1975	73
Total No. of Nurses			5481	3784	1697	2640	2165	475	-	8121	5949	2172	73

Sr. No.	Name of Post		Regular			NHM			HKRNL		Grand Total		
			Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled %
17	Para-medical staff	Chief Pharmacy Officers	22	20	2	-	-	-	-	22	20	2	91
18		Pharmacy Officers	1085	703	382	414	346	68	33	1532	1082	450	69
19		Pharmacist Ayush	-	-	-	164	155	9	-	164	155	9	95
20		EMT	-	-	-	978	636	342	-	978	636	342	65
21		Senior Lab Technician	39	13	26	-	-	-	-	39	13	26	33
22		Medical Laboratory Technologist	1303	788	515	646	354	292	122	2071	1264	807	61
23		Lab Attendant	32	5	27	4	1	3	-	36	6	30	17
24		OTA	461	223	238	2	2	0	-	463	225	238	49
25		TB Health Visitor	36	11	25	108	101	7	-	144	112	32	78
26		Dietician	54	9	45	1	0	1	-	55	9	46	16
27		Physio-therapist	62	7	55	42	40	2	-	104	47	57	45
28		Social Worker	33	0	33	-	-	-		33	0	33	0
29		ECG Technician	136	28	108	-	-	-	2	138	30	108	22
30		Audiologist	-	-	-	22	10	12	-	22	10	12	45
31		Epidemiologist	-	-	-	22	20	2	-	22	20	2	91
32		Psychologist	-	-	-	43	25	18	-	43	25	18	58
33		Counsellor	-	-	-	151	141	10	-	151	141	10	93
34		Panchkarma Specialist	-	-	-	22	17	5	-	22	17	5	77
35		Homeopathy Specialist	-	-	-	21	19	2	-	21	19	2	86
36		Yoga Specialist	-	-	-	21	19	2	-	21	19	2	86
37		Radiographer*	350	95	255	2	2	0	2+100*	454	99	355	22
38		Ophthalmic Assistant	223	101	122	10	9	1	-	233	110	123	47

Sr. No.	Name of Post	Regular			NHM			HKRNL		Grand Total		
		Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled %
39	Optometrist	-	-	-	22	12	10	-	22	12	10	55
40		290	96	194	-	-	-	-	290	96	194	33
41		64	25	39	-	-	-	-	64	25	39	39
42		-	-	-	-	-	-	32	-	32	0	-
43		-	-	-	-	-	-	75	-	75	0	-
44	MPHW/ ANM	2720	2180	480	3698	3296	402	-	6418	5476	882	85
45		590	306	191	8	4	4	-	598	310	195	52
46		2732	2240	492	-	-	-	-	2732	2240	492	82
47		559	540	19	-	-	-	-	559	540	19	97
48	Ministerial Staff	26	11	15	-	-	-	-	26	11	15	42
49		81	69	12	-	-	-	-	81	69	12	85
50		583	291	292	-	-	-	-	583	291	292	50
51		815	525	290	2	2	0	-	817	527	290	65
52		220	113	107	2	2	0	-	222	115	107	52
53		25	25	0	-	-	-	-	25	25	0	100
54		126	13	113	-	-	-	-	126	13	113	10
55		23	17	6	-	-	-	-	23	17	6	65
56		139	68	56	3	2	1	-	142	70	57	49
57		125	62	63	-	-	-	-	125	62	63	50
58		-	-	-	395	354	41	-	395	354	41	90
59		-	-	-	562	541	21	-	562	541	21	96
60		-	-	-	358	311	47	-	358	311	47	87
61		-	-	-	21	20	1	-	21	20	1	95
62		-	-	-	-	-	-	718	-	718	-	-

Sr. No.	Name of Post		Regular			NHM			HKRNL		Grand Total		
			Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled %
63	Others	District Family Welfare Education Officer	6	2	4	-	-	-	-	6	2	4	33
64		Family Welfare Extension Educator	82	51	31	-	-	-	-	82	51	31	62
65		Health Education Extension Educator	2	1	1	-	-	-	-	2	1	1	50
66		Social Science Instructor	1	1	0	-	-	-	-	1	1	0	100
67		Control Room Operator	-	-	-	84	83	1	-	84	83	1	99
68		District Data Manager	-	-	-	22	20	2	-	22	20	2	91
69		STLS/ STS	-	-	-	171	162	9	-	171	162	9	95
70		District ASHA Coordinator	-	-	-	22	22	0	-	22	22	0	100
71		Block ASHA Coordinator	-	-	-	113	109	4	-	113	109	4	96
72		District Account Manager	-	-	-	22	21	1	-	22	21	1	95
73		DEIC Manager	-	-	-	22	20	2	-	22	20	2	91
74		Program Manager	-	-	-	22	19	3	-	22	19	3	86
75		Fleet Manager	-	-	-	22	20	2	-	22	20	2	91
76		Monitoring & Evaluation Manager	-	-	-	47	42	5	-	47	42	5	89
77		PPM Coordinator	-	-	-	21	20	1	-	21	20	1	95
78		Program Coordinator	-	-	-	43	30	13	-	43	30	13	70
79		RBSK Coordinator	-	-	-	22	19	3	-	22	19	3	86
80		Plumber**	17	7	10	-	-	-	168	185	175	10	95
81		Driver	429	144	285	1786	1426	360	4	2219	1574	645	71

Sr. No.	Name of Post	Regular			NHM			HKRNL		Grand Total		
		Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Filled %
82	Class IV	-	-	-	610	456	154	13	623	469	154	75
83	ASHA worker	-	-	-	20677	20350	327	-	20677	20350	327	98
84	Sweeper**	-	-	-	-	-	-	3865	-	3865	-	-
85	Sewer Man**	-	-	-	-	-	-	193	-	193	-	-
86	Security Guard**	-	-	-	-	-	-	1558	-	1558	-	-
87	Ward Servant**	-	-	-	-	-	-	3896	-	3896	-	-
88	Dhobi**	-	-	-	-	-	-	229	-	229	-	-
89	Electrician**	-	-	-	-	-	-	422	-	422	-	-
90	Liftman**	-	-	-	-	-	-	102	-	102	-	-
91	Gardener (Mali)**	-	-	-	-	-	-	207	-	207	-	-
92	Telephone Attendant**	-	-	-	-	-	-	103	-	103	-	-

Regular Specialists have been included in Senior Medical Officers/ Medical Officers.

*Recruitment of 100 Radiographers through HKRN is under process.

**The posts under HKRNL are filled against vacancy of sanctioned posts under regular/ NHM.

HEALTH SERVICES DEPARTMENTS

Observations/Recommendations of the Committee

1. In the oral examination with the representatives of Health Services Department the matter of opening the Blood Bank at Block level as District Headquarter level. Shri Shamsheer Singh Gogi, a Member of the Committee raised the point that some time patients have great need of blood and the distance of District Headquarter is far-away and such situation is very crucial for the patients. Blood is very essential commodity for the patient to save life. The committee's other Members also showed great concern in this connection.

The chairperson of the Committee recommended that Health Department should make such norms so that Blood Banks can be opened at Block level also. The Chairperson further directed the Health Services Department that the Blood storage centre must open at Guhla (Kaithal), Assand (Karnal), Ratia (Fatehabad), Gohana (Sonapat) and Naraingarh (Ambala) so that the life of critical patient can be saved.

2. During the oral examination the Committee showed its great concern regarding the large number of vacant posts of Specialist Doctors, SMO's, MO's, AMO's, Radiologists, Anaesthesiologists, Paediatrician, Gynaecologists, Child specialists, Pharmacists and Dental Surgeons in Government Hospitals in the state. The Civil Hospitals, Primary Health Centres and Community Health Centres are facing problems due to shortage of Staff Nurse, ANM's, MPHW's, Lab Technicians and other Paramedical staff. The Additional Chief Secretary, Health Services Department told that Specialist Doctors are leaving Government Services and joining the private sector where they can get high wages instead of Government sector. In this connection the Health Department is looking forward to make some other alternate as contractual recruitment.

The Committee felt that Health Services are basic needs of the people. The Chairperson of the Committee recommended that Health Services Department must aware about this problem and make a strong policy accordingly and doctors should bound to do their services in the Government Hospitals at least for ten years so that people can be facilitate with good health services in the state.

3. During the oral examination with Health Services Department the Chairperson of the Committee raised the matter of many irregularities came out in admission process of diploma and degrees in Pharmacy and M. Pharma courses in Haryana State Pharmacy council.

The Committee recommended that the students of Haryana state should be preferred in admission process. It is noticed that some time other state students are succeeded to get admission inspite of Haryana.

4. During the oral examination with representatives of Health Services Department the issue of Dengue and Malaria diseases has raised by Chairperson of the Committee and discussed about their outbreak on human life. Shri Shamsheer Singh Gogi, Member of the Committee pointed out that Health Services Department has not maintained proper record of Dengue patients. There are a lot of Dengue patients who suffering in the rural area. The Chairperson inquired whether it spreads mostly in the slum areas. He also pointed out that a great terror prevalent among the people regarding Dengue diseases. Additional Chief Secretary, Health Services Department pleaded that the Dengue

patients are less than previous years and explained that it is infectious/vector born diseases.

The Chairperson of the Committee directed that awareness among people regarding Dengue diseases should make by making publicity about this. The Health Services Department should publish pamphlets and to organise Seminars/meetings so that rumour about this disease cannot spread. The Committee also recommended that the appropriate steps must be taken to check this type of disease because every year it effects on human beings. The Health Department should take precautionary steps before the spreading of Dengue every year.

5. During the oral examination of the Committee, Shri Shishpal Singh a member of the Committee raised the issue of misusing Ayushman Cards by the Private Hospitals and they are extracting unnecessary money from the Ayushman Cards holders than treatment of the patients. People have been mis-led by them. Even on the Portal the Private Hospitals fill the misleading record, in this way the misused the Government funds also which were allotted to the poor people. Smt. Nirmal Rani member of the Committee pointed out that the publicity of the panelled Ayushman Hospitals by the Health Department should be ensure among the people so that more people can get benefits of this scheme.

The Committee recommended that a monitoring Committee should form which can watch every irregularity regarding Ayushman Card holders. It is very necessary to organise the regularly meeting at all the district head quarter in the state and final report should be submitted in the Director General, Health Services. The Ayushman Card holders must be guided to use Ayushman Card.

6. In the oral examination with Additional Chief Secretary, Health Services Department the Chairperson of the Committee asked about progress report about the Ayush University, Kurukshetra. Chairperson pointed out that farmers have donated about 90 Acres land for Ayush University, Kurukshetra but except boundary wall nothing has been done in four years. That is why the farmers who have given land free of cost are demoralized because ambitions could not be met. Additional Chief Secretary, Health Services Department replied that it is lengthy and time taking process when first time tenders were called there was a scam in this process due to process has been stopped. Now Government has identified the agency named Haryana State Industrial Development Corporation (H.S.I.D.C.) and also given the work orders by Health Department.

The Chairperson strongly recommended that Health Services Department should take an initiative to complete the work of Ayush University, Kurukshetra very speedily so that the purpose of this can be fulfil and people can take advantage of this. A monitoring Committee should form in this regard

7. The Chairperson of the Committee pointed out about the sanitary Napkin pads with the representatives of Health Services Department. The diseases like breast cancer and cervical cancer are also spreading in the state like Haryana particularly in slum areas.

The Committee recommended that it is the duty of Health Services Department to aware the people in slum areas about sanitary Napkin pads benefits and should provide sanitary Napkin pads among poor people free of cost. The Committee directed the Health Department that they should visit Schools to educate the young students. The Health Services Department also should conscious about the diseases like breast cancer and

cervical cancer. The Seminars and direct interaction should make with people to aware about these diseases and what type of precautions they can adopt regarding this.

8. During the oral examination the Committee shows its great concern with Health Services Department about Tuberculosis (TB) cases come out in the state recently and discussed thoroughly that people are facing difficulties in getting medicines in Government Hospitals & its after maths on people. Additional Chief Secretary, Health Services Department explained that 79 thousands of Tuberculosis (TB) cases came state and WHO targeted to eliminate this disease up to 2030. The Chairperson of the Committee asked that if it spreads in the slum areas.

The Chairperson recommended that Health Department should take necessary steps to provide the medicines for Tuberculosis (TB) patients.

SPOT VISIT/INSPECTION AND MEETING AT KAITHAL OF THE COMMITTEE

The Subject Committee on Education, Technical Education, Vocational Education, Medical Education and Health Services was conducted a spot visit/inspection and meeting with Deputy Commissioner, Kaithal, the Director General, Health Services, SDM Kaithal, Chief Medical Officer, Kaithal and other representatives of Health Department regarding implementation of the Government Health Schemes and projects at ground level in the rural areas. The Chairperson stressed that monitoring of Schemes and projects is essential so that problems can be solved and it is the responsibility of the Committee to give valuable directions/suggestions. The Director General, Health Services said that Ayushman Bharat scheme is proved very good scheme for poor people in the state. The Chairperson of the Committee said that there is no doubt about the Ayushman Bharat scheme but the question is that implementation of this scheme is not properly and so many irregularities have come out. For example a very serious matter of Sygnus Hospital Kaithal came to in our knowledge of Chairperson of the Committee. Sygnus Hospital Kaithal charged Rupees 10,000/(Ten Thousands) from a patient's Ayushman card without giving him any treatment. Chairperson of the Committee said that it was a bogus case of charging payment and Licence should be cancelled of such Hospitals. The Chairperson of the Committee asked about the criteria to empanel private Hospitals under Ayushman Bharat Scheme. It did come into notice that when Ayushman Bharat team/Health Department conducts an inspection/interview to select private Hospital for empanelment some of the Private Hospitals have manipulated by showing bogus specialist doctors but in practically there are no such type of doctors are employee of said Hospitals. It is very serious matter and fare method should adopt in this connection. The Chairperson also directed that supply the whole criteria of Ayushman Bharat Scheme for empanelment the private Hospitals to the Committee.

MEDICAL EDUCATION & RESEARCH DEPARTMENT

The Committee discussed its scope and functions and framed the following questionnaires:-

1. The organization of the Department and its subordinate offices, (The information should be shown in the form of diagram chart supported by short explanatory notes.
2. The functions of the Department and its subordinate offices.
3. Broad details on which the budget estimates for the current year are based, along with the budget estimates head wise.
4. Volume of work in the Department and its subordinate offices covering the period of budget estimates. The budget estimates for the last four years head –wise may also be supplied.
5. Scheme or projects which the Department has undertaken. (the names and details of the Scheme, the estimate of expenditure and period within which likely to be completed, yield if any, progress made to date, should be stated)
6. Actual expenditure incurred under each sub-head of estimates during the preceding four years.
7. Reasons for variations, if any, between the actual of the past four years and the current estimates.
8. Annual Reports, if any issued by the Department on its working.
9. Acts and Rules concerning the Department.
10. Documents pertaining to current State's five years plan programme relating to Department and their implantation.
11. List of Government Medical Colleges along with the total number of sanctioned, regular, adhoc and temporary posts for teaching and non-teaching staff in the state of Haryana.
12. How many total no. of students in each Government Medical College in the state? Also supply student-teachers ratio details of Government Medical colleges to the Committee.
13. In our state there is a Haryana State Pharmacy Council which issues drug licence to the eligible students but the process of online creates many problems to the students. Haryana State Pharmacy Council has not facilitated to the students for their application status inquiry and non-cooperative attitude for receiving their phone calls. Many complaints of the applicants are still pending. What steps in this regard have been taken by Medical Education & Research Department?
14. The Committee has not yet received the reply of the Recommendations/ Observations of Eight Report of the Committee vide letter no. HVS/E&H/19/2022-2023/5868-69 dated 18th April, 2023. Supply the reply.

Replies of the Medical Education & Research Department
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14.	The Committee has not yet received the reply of the Recommendations/Observation of Eight Report of the Committee vide letter no.HVS/E&H/19/2022-2023/5868-69 dated 18 th April, 2023. Supply the reply.	366-397

Information Point No.2.**The main functions of the Department are as under:-**

1. Regulate all schools, colleges and universities in Govt., Semi Govt., autonomous and private sector relating to Health and Medical Education.
2. Formulation of policies for ensuring quality Medical Education means education in the field of medical, dental allopathic, homoeopathic, Ayurvedic, Nursing, Pharmaceutical, physiotherapy, Para-Medical, Para-Dental, Para-Clinical and Hospital Administration etc.
3. Administration and control of all Government schools, colleges, universities relating to Health and Medical Education.
4. Regulation of admissions, fee matter and examination in private and Government, semi Government and Government aided and autonomous institutions functioning in Haryana.
5. Arranging funds for development of medical education and research and encouraging investment through public Private Partnership.
6. Mobilization of funds from Government of India/donor agencies etc.
7. Mapping of human research needs in medical education sector and planning of human resources development according to the needs of the State.
8. Initiating new schemes for promoting welfare of students and faculty in medical education & research.
9. Regulation and standardization of Medication education, Designing of Syllabus, duration of various courses and introduction of new subjects, allocation of seats in various courses in different institutions.
10. Regulating/formulating policies regarding opening, running and closing and affiliation of medical educational institutions.
11. Issuing/renewal/cancellation of LOI, NOC or Essentiality Certificate regarding establishment of Medical Education Institutions under Central Govt./State Govt./Semi Govt./Autonomous organizations and in Private Sector.
12. To ensure that all Medical, Paramedical, Dental, Para Dental, Nursing Institution/Universities in the state affiliated to any authorized affiliating Agency within the State or out of the state, take NOC from the State Govt. for establishing an institution in the State.
13. To ensure fairness and quality of education and safeguard the interest of students, periodical intutions of and obtaining periodical returns from all institutions including Government/Private/Autonomous and universities.
14. To establish and administer Agency, Authority, Boards, Corporation Council, Directorate etc. under the aegis of Department of Medical Education & Research.
15. Inter-state and intra state coordination in the medical education sector.
16. Mapping and registration of existing and upcoming institutions in Haryana.
17. To conduct examinations, frame rules thereof and to award certificates/diplomas.
18. Get the audit (academic or/and accounts) conducted in Private, Autonomous and Government Institution imparting medical education in Haryana.
19. To register pass out students of nursing, Para-medical etc. and frame rules thereof and to establish mechanism for that.

**MEDICAL EDUCATION & RESEARCH
PART-1 STATE SCHEMES**

(1)

Code No. 1-1-3032-2210-05-105-94-51

Name of the Scheme **Maharaja Agarsen Institute of Medical Research & Education, Agroha,**

The Maharaja Agrasen Govt. Aided Medical College, Agroha (Hisar) was established on 01.06.1990 by the Govt. and the Society. It is the first Public-Private Partnership model in Haryana which was established to run the medical college. Govt. is contributing 99% for the recurring expenditure and 50% for the non-recurring expenditure. At present we are running a MBBS course with intake of 100 students per year and have Post Graduation (MD/MS) in 12 subjects and DNB in 5 subjects. The institute has fully operational 700 bed capacity hospitals the main goal to be achieved is as under:

- a. To provide quality medical education to the graduates and post graduates students;
- b. To provide medical aid to the poor and rural people of the state and nearby states at cheapest rate;
- c. To make timely payment to the establishment and other running and maintenance expenditure

The expected outcome will be as under:

- a. 100 MBBS students, 10 PG and 7 DNB students will be passed out;
- b. OPD target of 450000 plus patients and IPD target of 50000 patients.

(2)

Code No. 1-1-0000-2210-05-199-99-51 (Mukhya Mantri Muft Ilaj Yojna) and 1-1-0000-2210-05-199-99-51-43-Creation of Capital Outlay

Name of the Scheme **Grant-in-Aid to Maharaja Agarsen Institutes of Medical Education & Research, Agroha,**

- The main objective of the scheme is to provide free medical aid to the poor and rural people of the State. The fund will be utilized for purchasing of hospital expendables (i.e. cotton, bandage, chemicals, reagents, medicines, x-ray films, O.T. expendables etc. through HMSCL/E-tender etc.
- The institute is having an OPD of atleast 1500-2000 patients per day and a IPD of 325 to 350 patients per day. The institute is making efforts so that maximum poor and rural people could get the treatment free of cost under this scheme. The institute is situated in rural area and the no. of BPL and economically poor patients are in abundance which are being treated at free of cost as per the scheme.
- The expected target is 450000 plus patients and IPD target of 50000 patients.

- The institute is a Govt. aided institute and the Govt. is providing grant in aid as per the agreement entered on 01.06.1990 in which Govt. is contributing 50% for the non-recurring expenditure (capital expenditure). The institute is spread over 267 acres of land.
- The objective is to develop the required infrastructure in the institute as per NMC norms and essential requirement. To upgrade the medical facilities and studies of UG as well as PG and DNB students an estimated amount of Rs. 450.00 lakhs would be required for purchasing of essential new machinery & equipments, furniture's& fixtures etc.
- An estimated amount of Rs. 100.00 lakhs would be required during the year 2023-24 for purchasing of one 54 seaters bus for carrying of patients from the nearby villages for treatment and one well equipped Ambulance for transportation of patients. These two vehicles will be replaced by existing 1 bus and 1 ambulance which will be condemned during the F.Y. 2023-24.
- A provision of Rs. 1800.00 lakhs would be required for construction of hostels as no. of PG seats have been increased from 24 to 52 students and DNB seats have been increased from 11 seats to 27 seats. Therefore, to accommodate them hostels are required to be constructed. Also, provision have been made for Construction of Super Specialty block (1st phase) and construction of Administration block.
- The expenditure will be shared by the Society and the Govt. in ratio of 50:50 as per the agreement. Hence, only 50% demand of the Govt. is projected.

(3)

Code No. 1-1-3141-2210-05-105-83-51

Name of the Scheme Establishment of the Office of the Director
Research & Medical Education, Haryana

To facilitate the Directorate of Medical Education Institution in the Haryana State, the Government has set up the office of Director, Medical Education & Research Haryana at Panchkula. At present, this directorate is dealing with different issues pertaining to four Government Medical Colleges namely BPS Women Medical College, Khanpur Kalan, Sonipat, SHKM, Government Medical College at Nalhar (Nuh), Kalpana Chawla Medical College,(Karnal) Shri Atal Bihari Vajpayee Govt. Medical College, Chhainsa (Faridabab) and in addition to this, the Directorate is also dealing with Establishment of Nursing School / College / MPHW Male and Para-Medical Colleges in the State and Grant-in-Aid to Pt. B.D. Sharma University of Health Sciences, Rohtak, Pt. Deen Dayal Updhaya University of Health Sciences, Kutail(Karnal), Maharaja Agrasen Govt. aided Medical College, Agroha (Hisar) and NOC to the Nursing/ Physiotherapy colleges in the State.

(4)

Code No. 1-1-3134-2210-05-105-82-51

Name of the Scheme Establishment of BPS Women Medical College,
Khanpur Kalan, Sonipat

The Government of Haryana has started new Medical Colleges, Out of which one is BPS Government Medical College for Women, Khanpur Kalan (Sonipat). There is no income under the above said scheme. The main object of the scheme is to provide education to the women and to provide medical facilities in the rural area surrounding the Institute. It was made operational on 1st September, 2011 as a 100 bedded Hospital. Now it is fully operational with 500 bedded capacities. At present, the college is running an MBBS course with intake of 120 students and MD/MS course with intake of 27 Students and DNB course with intake of 27 students. There is 2000-2500 OPD per day, which is increasing day by day. To give the optimum health services, payment to establishment and expenditure on various primary units, the required budget is proposed for the year 2023-24.

(5)

Code No.**1-1-3140-2210-05-105-81-51****Name of the Scheme****Establishment of Mewat Medical College at Nalhar**

The Government of Haryana has started new Medical Colleges, out of which one is SHKM Government Medical College, Nalhar (Nuh). The main objective of the scheme was to provide education to the MBBS students and to provide medical facilities in the rural area surrounding the Institute. The hospital of SHKM GMC was made operational on August, 2012 with 500 bedded facilities. At present the college is running MBBS course with intake of 120 students per year, MD/MS course with intake of 21 Students and DNB course with intake of 30 students. Now, the hospital is fully operational with 500 bedded facilities. There is an OPD of approximate 1200-1500 patients per day, which is increasing day by day. To give the optimum health services, payment to establishment and expenditure on various primary unit, the required budget is proposed for 2023-24.

(6)

Code No.**1-1-3180-2210-05-105-78-51****Name of the Scheme****Establishment of Kalpana Chawla Medical College, Karnal**

Kalpana Chawla Government Medical College, Karnal was established on 01.11.2012 and now is a full fledged running Medical College and Hospital having 536 bedded and Govt. has sanctioned 967 posts of different categories, 120 seats of under graduate (MBBS) and 37 seats of Post Graduate (DNB and MD/ MS) 4 super specialties posts in order to provide better Medical Facilities to the resident of Haryana and other states. The first batch of MBBS was started in 2017. During COVID-19 pandemic, Haryana Govt. had declared this institute as COVID-19 Hospital for Karnal, Yamuna Nagar, Kurukshetra and Ambala. KCGMCH has provided best treatment to the patients not only to Haryana but from Delhi and UP also. The average of OPD in KCGMCH, Karnal is 2500 per day which is increasing day by day and IPD admission is approx. 400 per day, and occupancy is 100%. To give the optimum health services to patients and medical education to

students, payment to establishment and expenditure on various primary units, the required budget is proposed for 2023-24.

(7)

Code No. 1-1-3195-2210-05-105-76-99

Name of the Scheme Mukhya Mantri Muft Ilaz Yojana - Kalpana Chawla Government Medical College, Karnal

Mukhya Mantri Muft Ilaz Yojna services shall be provided completely free to all the patients i.e. Surgeries Laboratory Investigation, Indoor Services and Drugs and Consumables items. Under this scheme, the college is providing free health care to the BPL and poor patients as per the policy of the Government. It includes hospital expenditure (i.e. cotton, bandage, chemicals, reagents, medicines, x-ray films, O.T. expenditure) etc. Since the number of patients has increased, therefore, the expenditure for treatment have increased. The funds are required for the purchasing of medicines and consumables items through HMSCL / Rate contract/ GeM & day to day expenditure for running of hospital for the financial year 2023-24.

(8)

Code No. 1-1-3195-2210-05-105-76-98

Name of the Scheme Mukhya Mantri Muft Ilaz Yojana for SHKM Government Medical College, Nalhar, Mewat.

Mukhya Mantri Muft Ilaz Yojna services shall be provided completely free to all the patients i.e. Surgeries Laboratory Investigation, Indoor Services and Drugs and Consumables items. Under this scheme, the college is providing free health care to the BPL and poor patients as per the policy of the Government. It includes hospital expenditure (i.e. cotton, bandage, chemicals, reagents, medicines, x-ray films, O.T. expenditure) etc. Since the number of patients has increased, therefore, the expenditure for treatment have increased. The funds are required for the purchasing of medicines and consumables items through HMSCL / Rate contract/ GeM & day to day expenditure for running of hospital for the financial year 2023-24.

(9)

Code No. 1-1-3195-2210-05-105-76-97

Name of the Scheme Mukhya Mantri Muft Ilaz Yojana for Pt. B.D. Sharma University of Health Sciences, Rohtak

Mukhya Mantri Muft Ilaz Yojna services shall be provided completely free to all the patients i.e. Surgeries Laboratory Investigation, Indoor Services and Drugs and Consumables items. Under this scheme, the college is providing free health care to the BPL and poor patients as per the policy of the Government. It includes hospital expenditure (i.e. cotton, bandage, chemicals, reagents, medicines, x-ray films, O.T. expenditure) etc. Since the number of patients has increased, therefore, the expenditure for treatment have increased. The funds are required for the purchasing of medicines and

consumables items through HMSCL / Rate contract/ GeM & day to day expenditure for running of hospital for the financial year 2023-24.

(10)

Code No. 1-1-3195-2210-05-105-76-96

Name of the Scheme Mukhya Mantri Muft Ilaz Yojana-BPS Government Medical College for Women Khanpur Kalan, Sonipat.

Mukhya Mantri Muft Ilaz Yojna services shall be provided completely free to all the patients i.e. Surgeries Laboratory Investigation, Indoor Services and Drugs and Consumables items. Under this scheme, the college is providing free health care to the BPL and poor patients as per the policy of the Government. It includes hospital expenditure (i.e. cotton, bandage, chemicals, reagents, medicines, x-ray films, O.T. expenditure) etc. Since the number of patients has increased, therefore, the expenditure for treatment have increased. The funds are required for the purchasing of medicines and consumables items through HMSCL / Rate contract/ GeM & day to day expenditure for running of hospital for the financial year 2023-24.

(11)

Code No. 1-1-0000-2210-05-105-74-51

Name of the Scheme Establishment of University of Health Sciences at Kutail, Karnal Renamed as Pt. Deen Dayal Upadhyaya University of Health Sciences, Kutail at Karnal.

The University of Health Sciences, Kutail at Karnal was setup on 21 September, 2016 and was renamed as Pandit Deen Dayal Upadhyaya University of Health Sciences, Karnal vide notification dated 2nd April, 2018. The said University is spread over 144 acres in the village Kutail of Karnal district. At present in the campus of University, the building of Nursing and Physiotherapy College has almost been completed and the academic session of Nursing and Physiotherapy courses has started in this Universities. In the first phase, 78 posts have been sanctioned for all groups A, B, C and D and out of which 8 officers/officials of teaching and non teaching staff under various posts are already working. The process for filling remaining posts is under process and likely to be filled in future.

(12)

Code No. 1-1-0000-2210-05-105-70-51

Name of the Scheme Establishment of Shri Atal Bihari Vajpayee, Government Medical College Chhainsa (Faridabad).

The Government of Haryana has started new Medical College i.e. Shri Atal Bihari Vajpayee Government Medical College, Chhainsa, Faridabad. There is no income under the above said scheme. The main object of the scheme is to provide education to the students and to provide medical facilities in the rural area surrounding the institute. The Government has sanctioned 991 posts of different categories in order to provide better Medical facilities to the resident of Haryana.

The funds are required for the salary, DA, Wages, LTC, TA/DA, medical reimbursement and purchase of medical equipment's. AMC/CMC of various machinery and equipment's alongwith maintenance and purchase of Government vehicles, their repairs, insurance,

wages of outsourcing policy workers and other manpower engaged through HKRNL and payment of electricity bill etc.

(13)

Code No. 1-1-0000-2210-05-105-71-51

Name of the Scheme Establishment of Nursing School/ College/MPHW Male

All ANM/GNM training school along with all sanctioned posts has been shifted from Health Department to Medical Education & Research department, Haryana, Panchkula vide U.O. No. 20/5/2018-5HB-III dated 20.06.2018. All expenditure including salary of officers /officials posted in these nursing schools is to be paid by the Department of Medical Education and Research. To run the above Nursing School/ College/MPHW Male, the funds are required for the year 2023-24.

(14)

Code No. 1-1-0000-4210-03-105-98-97

Name of the Scheme Construction of Mewat Medical College at Nalhar-
Construction of Building (State Contribution)

The funds are required for Construction work of Building, Hostel, Main Gate, Play Ground etc. CCTV System, ETP Site Construction is in progress in Mewat Medical College at Nalhar. The long term objectives of the scheme are given as under:-

- i) To declare it as centre of excellence to Health care and Medical Education.
- ii) To upgrade it into Health University in southern Haryana region.

(15)

Code No. 1-1-0000-4210-03-105-97-98

Name of the Scheme Construction of BPS Women Medical College Khanpur
Kalan, Sonipat-Construction of Building (State
Contribution)

BPS Women Medical College Khanpur Kalan, Sonipat is first college in Haryana in medical field meant only for girls. This college consistently contributing towards medical need of local region along with proximate districts and abutting States. The hospital is running with its full capacity of 500 beds with modular operation theatres, cutting edge ICU, trendsetting air conditioned OPD block, blood bank and central laboratory, RICU, PICU, NICU, SICU, CT Scan, MRI, Mammography, X-Ray, USG, Fluoroscopy. With greater recognition and responsiveness the department is also escalating in our commitment for better services to masses of this region. A token provision has also been made for General maintenance and special repairs etc. of civil works / buildings etc.

(16)

Code No. 1-1-0000-4210-03-105-96-51

Name of the Scheme Construction of Kalpana Chawla Government
Medical College, Karnal

As one of the nation's most distinguished academic health care systems, KCGMC will provide leadership and innovation in seamless health care delivery, education and research. This institute will produce excellent Medical professionals with strong academic

base and sound technical competence who can effectively serve the community. The 1st phase of project for the construction of KCGMC, Karnal has been completed. The Project Cost of second phase having scope of work teaching hospital, sports complex, bio medical waste plant, Boys and Girls hostel and faculty residences etc. costing Rs. 380.00 Crore has been prepared by Haryana Police Housing Corporation, Panchkula and the construction work of second phase is going to be start shortly. Further, settlement of final bills amounting to Rs. 15.00crore of HSCC, Noida for payment of medical equipment/civil works is also under consideration of Government level.

(17)

Code No. 1-1-0000-4210-03-105-94-51

Name of the Scheme Construction Work of New Government Medical College at Jind

A new Government Medical College at District Jind is being established by the State Government. Gram Panchayat, Village Haibatpur, District Jind, has given 24 acre 03 Kanal 03 Marla land on long term lease to Medical Education and Research Department for this purpose. The boundary wall has been constructed by PWD (B&R). The work has been awarded to HSRDC- Haryana State Road and Bridges Development Corporation. The DPR amounting to Rs. 663.86 Cr (for Phase-I Rs. 524.23 crore and for Phase-II Rs. 139.63 cr.) has been approved by the Government. MOA has been signed on 03.03.2021 between the Executing Agency i.e. HSRDC and Department of Medical Education & Research, Haryana. The civil works has been awarded to M/s L&T Chennai and progress of physical work is 35%.

(18)

Code No. 1-1-0000-4210-03-105-92-99

Name of the Scheme Construction Work of Pt. Deen Dayal Upadhyaya University of Health Science, Kutail at Karnal- Construction of Building.

The Gram Panchayat, Kutail leased out 144 Acre 2 Marla of land to Department of Medical Education and Research for establishment of Health University. For execution of the project, the work has been awarded on 12.12.2018 to M/s Bridge & Roof. Co. (I) Ltd. a Central Public Sector Undertaking (CPSU) of Government of India. The DPR amounting to Rs. 761.51 Cr has been approved by the Govt. The project will be completed in 27 months. The construction work is in progress and the work has been completed upto 80%. The University shall have the facilities of Super Specialty Hospital with 750 beds, Academic Block for Post Graduate/Post Doctoral teaching (DM/MCh Courses), along with Research Departments like Biotechnology, Experimental Medicine, and Advance Research Centre in Genetics, Immunology and Virology etc. It shall also have other educational institutions like Dental College, Pharmacy College, Mental Health Institute & Sports Medicine. The College of Nursing & College of Physiotherapy has been started with intake of 40 seats each in the campus of University.

(19)

Code No. 1-1-0000-4210-03-105-91-99
Name of the Scheme Construction Works of B.D. Sharma University of Health Sciences, Rohtak- Construction of Building.

The first and foremost objective of the university is to provide better patient care services to the poor people of the State with ambient conditions. The health university intends to provide a tertiary care referral services at a global level. The funds are required for the payment of various ongoing projects like construction of faculty house, linear complex, community centre, entry gate, accommodation for faculty and Class-III and IV employees, nuclear medicines complex, central library, shopping centre, Hostel block and PWD building etc. and projects like two hostel block, new academic block, extension of dental college, boundary wall of campus room, seminar rooms etc. are to be started in University of Health Sciences, Rohtak as approved by the Standing Finance Committee.

(20)

Code No. 1-1-0000-4210-03-105-90-99
Name of the Scheme Construction Works of Dental College at Nalhar- Construction of Building.

Construction work of Dental College, Nalhar, Nuh has been awarded to PWD (B&R), Haryana on 15-02-2019 but now with the approval of Hon'ble CM this work has been transferred from PWD B&R to HSRDC Haryana. The revised DPR amounting to Rs 172.65 Cr. has been approved by SFC-B on 04.10.2021. For establishment of Dental College 05 Acre Land has been earmarked near the premises of SHKM GMC Nalhar, Nuh. The Executing Agency has invited the tender for work. The technical bid opened on 24.05.2022 and the case was sent to the Office of Hon'ble CM regarding relaxation of two terms & conditions by the Executing Agency. Now it has been decided to recall the tender.

(21)

Code No. 1-1-0000-4210-03-105-89-99
Name of the Scheme Construction Works of Nursing Training Schools/Colleges in the State - Construction of Building.

Hon'ble CM had made Announcements for setting up Nursing Colleges in District Faridabad, Rewari, Kaithal, Kurukshetra and Panchkula. The land for these 06 Nursing Colleges has been leased out in the name of the Department. The work of construction of these Nursing College has been allotted to HSVP (Haryana Shehri Vikash Pradhikaran). The drawings and the DPR amounting to Rs. 194.30 Cr. has been approved by the Govt. The work has been awarded and shall be completed in 22 months. The work Progress of Nursing Colleges is Sadat Nagar, Rewari (88%), Dayalpur, Faridabad- (90%), Aura, Faridabad- (90%), Dherdu, Kaithal- (87%), Kheri Ram Nagar, Kurukshetra- (89%) and Kherawali, Pinjore, Panchkula- (90%). The work is likely to be completed shortly.

(22)

Code No. 1-1-0000-4210-03-105-88-51

Name of the Scheme Government Medical College and Hospital in Mahendergarh (at Narnaul)

A Government medical college is being established at district Narnaul for which Gram Panchayat Koriyawas has given 76 acre 02 Kanal 11 Marla land on long term lease basis to department of Medical Education and Research. The construction work has been awarded to PWD (B&R) Department Haryana and the Detailed Project Report amounting to Rs.598 crore has been approved by the Standing Finance Committee-C. The construction work is in progress and the work has been completed upto 89%.

(23)

Code No. 01-14-2210-05-105-76-95

Name of the Scheme Mukhya Mantri Muft Ilaz Yojana for Shri Atal Bihari Vajpayee Government Medical College, Chhainsa (Faridabad)

Mukhya Mantri Muft Ilaz Yojna services shall be provided completely free to all the patients i.e. Surgeries Laboratory Investigation, Indoor Services and Drugs and Consumables items. Under this scheme, the college is providing free health care to the BPL and poor patients as per the policy of the Government. It includes hospital expenditure (i.e. cotton, bandage, chemicals, reagents, medicines, x-ray films, O.T. expenditure) etc. Since the number of patients has increased, therefore, the expenditure for treatment have increased. The funds are required for the purchasing of medicines and consumables items through HMSCL / Rate contract/ GeM & day to day expenditure for running of hospital for the financial year 2023-24.

(24)

Code No. 4210-03-105-85-51-14

Name of the Scheme Establishment of Shri Atal Bihari Vajpayee Government Medical College, Chhainsa (Faridabad)

Government has purchased a Medical College which was in the name of Gold Field Institute of Medical Science & Research, Faridabad which was renamed to Shri Atal Bihari Vajpayee Government Medical College, Chhainsa, District Faridabad. This college is yet to be started by the Department of Medical Education & Research, Haryana as soon as possible. In view of the above this medical college is taken over by State Government and the whole expenditure is to be borne by State Government i.e. repair of building, Modular operation theatres, NICU, PICU, CT scan, MRI etc.

(25)

Code No. 2-1-0000-4210-03-105-93-51

Name of the Scheme Construction Works of New Government Medical College at Bhiwani(CSS)

The State Government is in the process of establishing a Government Medical College in Bhiwani under the Phase- I of Centrally Sponsored Scheme of MoHFW, Govt. of India i.e. 'Establishing of a Medical College by Upgrading the Existing District Hospital. The construction work has been awarded to M/s Bridge & Roof Co (I) Ltd., a Central Public Sector Undertaking. The DPR amounting to Rs. 535.55 Cr. has been approved by the Government. The project will be completed in 27 months time. The work is in progress and physical progress of the work is 48.5%.

(26)

Code No. 1-1-0000-4210-03-105-84-51-N-V

Name of the Scheme Construction Works of New Government Medical College at Sirsa

Hon'ble CM has approved for the opening of a new Government Medical Colleges in District Sirsa. Deputy Commissioner has proposed the 21 Acre 13 Marla land available at Choudhary Charan Singh Haryana Agriculture University, Hisar. The lease deed has been executed in favor of Director Medical Education & Research Haryana on 12.04.2021.

HITES has been appointed as the Executing Agency for the Project. The DPR amounting to Rs. 1089 Cr. has been sent to the Govt. for approval.

(27)

Code No. 1-1-0000-4210-03-105-83-51-N-V

Name of the Scheme Construction Works of New Government Medical College at Kaithal

Hon'ble CM has approved for the opening of a new Government Medical Colleges in District Kaithal. Deputy Commissioner Kaithal has proposed the 20 Acre 06 Marla land available at village Sampan Kheri on Kaithal-Karnal Highway. Director Panchayat has been transferred the land in the name of Director Medical Education & Research Haryana. Lease deed has been executed in favour of Director Medical Education & Research Haryana on 11.02.2021.

Bridge & Roof Co. (I) Ltd. has been appointed as the Executing Agency for the Project. The Hon'ble C.M has approved the DPR amounting to Rs. 945.31 Cr. and the case has been sent to the Finance Department to conduct SFC meeting.

(28)

Code No. 1-1-0000-4210-03-105-82-51-N-V

Name of the Scheme Construction Works of New Government Medical College at Yamuna Nagar

Hon'ble Chief Minister has approved for the opening of Shri Guru Teg Bahadur Sahab Govt. Medical College at District Yamunanagar. Lease deed of 20 Acre 12 Marla land available at Village Panjupur District Yamunanagar has been executed on 29.12.2021. Bridge & Roof Co. (I) Ltd. has been appointed as the Executing Agency for the Project. The Detailed Project Report amounting to Rs. 997.03 Cr. has been approved by the Hon'ble Chief Minister on 29.05.2022. The case has been sent to the Finance Department to conduct SFC meeting.

(29)

Code No. 1-01-13-4210-03-105-86-51-R-V-
Name of the Scheme Performance Linked Outlay (PLO) for Medical Education & Research

An amount of Rs. 400,00,00,000/- has been kept in PLO (Capital Head) for establishment of new Medical Colleges and procurement of essential equipments.

(30)

Code No. P-01-08-4059-01-051-65-51-
Name of the Scheme Construction work of Directorate of Medical Education & Research, Haryana (Panchkula)

To facilitate the Medical Educational Institution in the Haryana State, the Government has set up the office of Director, Medical Education & Research Haryana at Panchkula. At present, this directorate is functioning from Private building. The Government has decided to construct the office building for Directorate of Medical Education & Research, Haryana (Panchkula), the work of which has been awarded to the contractor by the Executing Agency i.e. PWD (B&R) department, Haryana and the work is in progress.

(31)

Code No. P-01-14-4210-03-105-79-51-
Name of the Scheme Construction of Government College of Physiotherapy in the State.

The State Government vide order endst no. 21/03/2008-2HBIV dated 01.10.2021, order taking over the Saket College of Physiotherapy, Chandimandir (Panchkula) run by Mother Teresa Haryana Saket Council by the Department of Medical Education and Research, Haryana with immediate effect. The Bachelor of Physiotherapy (BPT) Course with intake of 60 seats has been already running in this institute. In future, SHKM GMC, Nalhar, Nuh and BPS GMC, Nalhar, Nuh has starting the BPT courses. The whole expenditure is to be borne by State Government i.e. repairs of building, repairs of Machinery and equipment and other repairs work etc. demanded by concerned institutes.

(32)

Code No.**P-01-14-2210-05-105-68-51-****Name of the Scheme
Physiotherapy****Establishment of Government College of
in the State.**

The State Government vide order endst no. 21/03/2008-2HBIV dated 01.10.2021, order taking over the Saket College of Physiotherapy, Chandimandir (Panchkula) run by Mother Teresa Haryana Saket Council by the Department of Medical Education and Research, Haryana with immediate effect. The Bachelor of Physiotherapy (BPT) Course with intake of 60 seats has been already running in this institute. The whole expenditure is to be borne by State Government i.e. Salary & DA, TA,DA, payment of outsourcing staff through HKRN, Machinery and equipment, Stipend to MPT inters etc..

Sr No.	Major Head	Budget 2023-24	Budget After diversion 2023-24	Expenditure upto date
	Rs. In Crore			
	Major Head 4210----Capital Outlay			
1	P-01-14-4210-03-105-98-97-N-V- Construction of Mewat Medical College at Nalhar -Construction of Building (State Contribution)- SHKM GMC, Nalhar, Nuh	20.00	20.00	0.91
2	P-01-14-4210-03-105-97-98-N-V- Construction of BPS Women Medical College Khanpur Kalan (Sonapat) -Construction of Building (State Contribution)	1.00	1.00	0.62
3	P-01-14-4210-03-105-96-51-N-V- Construction of Kalpana Chawla Government Medical College Karnal	1.00	1.00	0.10
4	P-01-14-4210-03-105-94-51-N-V-Construction works of New Government Medical College at Jind	200.00	200.00	50.00
5	P-01-14-4210-03-105-92-99-N-V- Construction work of University of Health Sciences, Karnal -Construction of Building	0.01	156.81	0.60
6	P-01-14-4210-03-105-91-99-N-V- Construction work of B.D.Sharma University of Health Science Rohtak. -Construction of Building	18.00	18.00	10.80
7	P-01-14-4210-03-105-90-99-N-V- Construction Work of Dental College at Nalhar -Construction of Building- SHKM GMC, Nalhar, Nuh	60.00	60.00	0.00
8	P-01-14-4210-03-105-89-99-N-V- Construction work of Nursing Training Schools/Colleges in the State -Construction of Building	40.00	40.00	0.00
9	P-01-14-4210-03-105-88-51-N-V- Government Medical College and Hospital in Mohindergarh (at Narnaul)	150.00	150.00	37.50
10	P-01-14-4210-03-105-87-51-N-V- Construction work AIIMS, Manethi (Rewari)	0.00	0.00	0.00
11	P-01-14-4210-03-105-85-51-N-V- Establishment of Shri Atal Bihari, Vajpayee, Government Medical College, Chhainsa (Faridabad)	10.00	10.00	0.00
12	P-01-14-4210-03-105-80-51-N-V- Construction of Government Colleges of Physiotherapy in the State (Saket College of Physiotherapy)	2.00	2.00	0.00

13	P-01-14-4210-03-105-86-51-R-V- Performance Linked Outlay (PLO) for Medical Education and Research	233.00	184.20	0.00
14	P-01-14-4210-03-105-84-51-N-V- Construction of Government Medical College, Sirsa		0.00	0.00
	State Share	5.00	5.00	0.00
	Centre Share	0.00	0.00	0.00
		5.00	5.00	0.00
15	P-01-14-4210-03-105-83-51-R-V- Construction of Bhagwan Parshu Ram, Government Medical College, Kaithal		0.00	
	State Share	40.00	40.00	0.00
	Centre Share	0.00	0.00	0.00
		40.00	40.00	0.00
16	P-01-14-4210-03-105-82-51-R-V- Construction of Guru Teg Bahadur, Government Medical College, Yamuna Nagar		0.00	
	State Share	40.00	40.00	0.00
	Centre Share	0.00	0.00	0.00
		40.00	40.00	0.00
Sr. No.	Major Head	Budget 2023-24	Budget After diversion 2023-24	Expenditure upto date
	Rs. In Crore			
17	P-02-14-4210-03-105-93-51-N-V- Construction works of New Government Medical College at Bhiwani i.e. Pt. Neki Ram Sharma Govt. Medical College, (Bhiwani)		0.00	
	State Share	80.00	80.00	0.00
	Centre Share	120.00	120.00	0.00
	Total Bhiwani Scheme	200.00	200.00	0.00
18	P-14-6210-03-105-97-51 Loans to Health Science University Karnal	108.00	0.00	0.00
19	Setting up/ Strengthening of Medical Infrastructure under Central Finance Commission-P-03-14-4210-03-105-81-51 (15th Finance Commission Budget)	75.00	75.00	0.00
	Grant Total 4210	1203.01	1203.01	100.53
	Major Head 4059-Capital Outlay on Public Works			
1	Capital Outlay on Public Works-65- Construction work of Directorate of Medical Education & Research Haryana (Panchkula) -64-Lands-51-Construction-P-01-08-4059-01-051- 65-51-6- Major Work-64- Lands	15.00	15.00	
	Total 4059	15.00	15.00	

Sr. No.	Major Head	Budget 2023-24	Budget After diversion 2023-24	Expenditure upto date
	Rs. In Crore			
	2210-Medical and Public Health			
1	94- Maharaja Agarsen Medical College, Agroha Hisar-09-Grant-in-Aid General-P-01-14-2210-05-105-94-51-	115.00	115.00	51.75
2	199-Grant-in-Aid to Maharaja Agarsen Institutes of Medical Education and Research, Agroha -P-01-14-2210-05-199-99-51		0.00	
	09-Grant-in-Aid	4.00	4.00	1.80
	43-Grant for creation of Capital	6.00	6.00	
3	83-Establishment of the O/o Director, Research and Medical Education, Hry -P-01-14-2210-05-105-83-51-	15.00	15.00	2.24
4	82-Establishment of BPS Women Medical College KhanpurKalan -P-01-14-2210-05-105-82-51-	164.00	164.00	35.40
5	81- Establishment of Mewati Medical College at Naihar(Mewat) -P01-14-2210-05-105-81-51-	154.00	154.00	30.85
6	78- Establishment of Kalpana Chawla Govt. Medical College,Karnal -P-01-14-2210-05-105-78-51-	154.00	154.00	27.70
7	71- Establishment of Nursing School/ College /MPHW Male -P-01-14-2210-05-105-71-51	20.00	20.00	1.53
8	70-Establishment of Government Medical College Chhainsa(Faridabad) P-01-14-2210-05-105-70-51	45.00	45.00	4.29
9	69-Establishment of Colleges of Physiotherapy in the State(Saket College of Physiotherapy) P-01-14-2210-05-105-69-51	4.55	4.55	0.01
10	74-Establishment of Kalpana Chawla Medical University of Health Sciences at Kutail Karnal renamed as University of Health Sciences Karnal .-P-01-14-2210-05-105-74-51-N		0.00	
	09-Grant-in-Aid General.	0.01	0.01	0.00
	43-Grant for creation of capital assets		0.00	
11	84-Establishment of Pt. B.D. Sharma University of Health Sciences, Rohtak -09-GIA (Non-plan)-P-01-14-2210-05-105-84-51	0.01	0.01	0.00
	12-Scholarship and Stipends		0.00	
12	P-14-6210-03-105-98-51 Loans to Pt. B.D. Sharma University of Health Science, Rohtak	748.00	748.00	187.00
13	Performance Linked Outlay (PLO) for Department of Medical Education and Research (MER-PLO-REV) P-01-14-2210-05-105-72-51-R-V-	10.00	10.00	0.00
14	Irrecoverable Loans written off P-01-14-2210-05-792-51-51	0.01	0.01	0.00
	Total	1439.58	1439.58	342.56

Mukhya Mantri Muft Ilaj Yojana			0.00	
15	99-Kalpana Chawla Govt. Medical College, Karnal-24-Material and Supply-MMMIY-P-01-14-2210-05-105-76-99	10.00	10.00	1.88
16	98-SHKM Govt. Medical College, Nalhar Mewat-24-Materialand Supply-MMMIY-P-01-14-2210-05-105-76-98	8.00	8.00	2.00
17	97-Pt. B.D. Sharma University of Health Sciences, Rohtak-MMMIY-P-01-13-2210-05-105-76-97	34.20	34.20	0.00
18	96-BPS Govt. Medical College for Women Khanpur Kalan Sonapat-24-Material and Supply-MMMIY-P-01-14-2210-05-105-76-96	15.00	15.00	3.15
19	95-Government Medcial College, Chainsa (Faridabad)-MMMIY-P-01-14-2210-05-105-76-95	3.00	3.00	0.00
	Total MMIY	70.20	70.20	7.03
	Total 2210	1509.78	1509.78	349.59
Budget 2022-23 and Expenditure of object wise of 2210-Medical and Public Health				
Sr. No.	Major Head	Budget estimate 2023-24	Expenditure upto date	
			Rs. In Crore	
1	83-Establishment of the O/o Director, Research and Medical Education, Hry-P-01-14-2210-05-105-83-51			
1	01- Salaries	5.90	0.74	
2	02- Wages	0.10	0.01	
3	03- Dearness Allowance	1.99	0.29	
4	04- Travelling Expenses	0.07	0.00	
5	05- Office Expenses	0.50	0.03	
6	06- RRT	1.00	0.13	
7	12-Scholarship	0.05	0.00	
8	13-Hospitality/Entertainment Expenses	0.10	0.01	
9	21- Motor Vehicle	0.40	0.09	
10	33- Professionals and Special Services	0.30	0.06	
11	34-Other Charges	0.05	0.00	
12	45- POL	0.30	0.06	
13	64- Land	0.01	-	
14	67- Medical Reimbursement	0.20	0.01	
15	69- Contractual Services	3.00	0.72	
16	70- LTC	0.30	-	
17	79- Ex-Gratia	0.04	-	
18	86-Training	0.12	0.02	

19	88- Computerization (IT)	0.30	0.04
20	89-Miscellaneous	0.05	-
21	92-Energy charges	0.15	-
22	98-Furniture	0.07	0.02
	Total	15.00	2.24
2	82-Establishment of BPS Women Medical College Khanpur Kalan-P-01-13-2210-05-105-82-51-		
1	01-Salary	72.00	13.13
2	02-Wages	1.00	0.36
3	03-Dearness Allowances	23.50	5.16
4	04-Travel Expenses	0.10	0.01
5	05-Office Expenses	0.45	0.11
6	07-Publications	2.00	0.54
7	12-Scholarships and Stipends	13.00	3.23
8	13-Hospitality/Entertainment Expenses	0.01	0.00
9	18-Maintenance	3.50	0.08
10	21-Motor Vehicle	0.30	0.00
11	33-Professional and Special Services	0.02	-
12	34-Other Charges	0.10	0.00
13	40-Water Charges	0.01	-
14	45-P.O.L	0.20	0.03
15	47-Stores and Equipment	4.00	0.06
16	67-Medical Reimbursement	0.45	0.00
17	69-Contractual Service	30.00	11.37
18	70-Leave Travel Concession	3.00	-
19	79-Ex-Gratia	0.15	0.02
20	85-Research and Development	1.00	-
21	86-Training	0.10	-
22	88-Computerisation (IT)	0.25	0.00
23	89-Miscellaneous	0.86	0.17
24	92-Energy Charges	7.50	1.12
25	98-Furniture	0.50	-
		164.00	35.40

Budget 2022-23 and Expenditure of object wise of 2210- Medical and Public Health			
Sr. No.	Major Head	Budget estimate 2023-24	Expenditure upto date
			Rs. In Crore
3	81- Establishment of Shaheed Hasan Khan, Mewati Medical College at Nalhar (Mewat)-P-01-13-2210-05-105-81-51-		
1	01-Salaries	52.00	10.15
2	02- Wages	0.03	0.00
3	03-D.A.	18.00	4.05
4	04-Travel Expenses	0.10	0.02
5	05-Office Expenses	0.70	0.20
6	07-Publication	1.50	0.38
7	12-Stipend/Scholarship	14.00	3.37
8	13-Hospitality & Entertainment	0.05	0.01
9	17-Minor works	0.05	-
10	18-Maintenance	6.00	0.66
11	19-Machinery and Equipment	0.10	-
12	21-Motor Vehicle	0.30	0.03
13	24-Material & Supplies	2.00	0.50
14	33-Professional and special services	0.05	-
15	34-Other Charges	0.10	0.06
16	40- Water Charges	0.12	0.03
17	45-POL	0.40	0.10
18	47-Stores and Equipment	12.00	0.13
19	67-Medical Reimbursement	0.30	0.09
20	69-Contractual Service	30.00	9.33
21	70-Leave Travel Concession	1.20	-
22	79-Ex-Gratia	0.25	0.06
23	83-Equipment of Lab	0.10	-
24	85-Research and Development	2.00	-
25	86-Training	0.05	0.01
26	88-Computerisation (IT)	1.00	0.01
27	89-Miscellaneous	0.10	-
28	92-Energey Charges	11.00	1.67
29	98-Furniture	0.50	-
		154.00	30.85

4	78- Establishment of Kalpana Chawla Govt. Medical College, Karnal- P-01-13-2210-05-105-78-51-		
1	01-Salaries	60.00	11.28
2	02-Wages	0.05	0.00
3	03-Dearness Allowance	20.75	4.50
4	04-Travel Expenses	0.10	0.01
5	05-Office Expenses	1.50	0.10
6	07-Publicatations	1.00	0.04
7	12-Scholarship & Stipends	4.50	0.67
8	13- Hospitality/Entertainment Expenses	0.05	0.01
9	17-Minor Works	-	-
10	18-Maintenance	4.00	0.73
11	19-Machinery and Equipment	-	-
12	21-Motor Vehicle	0.50	0.00
13	24-Material & Supply	8.00	1.71
14	33-Professional & Special Services	0.50	0.10
15	34-Other Charges	0.50	-
16	45-P.O.L.	0.20	0.05
17	47- store and Equipment	8.00	0.69
18	67- Medical Reimbursement	0.50	0.04
19	69-Contractual Service	28.00	6.49
20	70-Leave Travel Concession	3.00	-
21	79-Ex-Gratia	0.20	0.02
22	83-Equipment of Lab	1.00	0.05
23	85-Research and Development	2.00	-
24	86- Training	-	-
25	88-Computerisation (IT)	0.30	0.01
26	89-Miscellaneous	0.10	-
27	92-Energy Charges	9.00	1.17
28	98-Furniture	0.25	0.04
		154.00	27.70
5	71-Establishment of Nursing School /College /MPHW Male-P-01-13- 2210-05-105-71-51		
1	01-Salary	7.00	0.74
2	02-Wages	0.50	0.19
3	03-Dearness Allowances	1.00	0.30
4	04-Travel Expenses	0.10	-
5	05-Office Expenses	0.30	0.00
6	06-Rent, Rates & Taxes	1.00	-

7	12-Scholarship & Stipends	0.50	0.00
8	18-Maintenance	0.60	-
9	21-Motor Vehicle	0.60	-
10	24-Material & Supply	0.40	0.00
11	34-Other Charges	0.50	-
12	47-Stores and Equipment	0.20	-
13	67-Medical Reimbursement	1.50	-
14	69-Contractual Service	2.50	0.29
15	70-LTC	0.30	-
16	79- Ex-Gratia	0.20	-
17	86-Training	0.10	-
18	88-Computerisation (IT)	2.00	-
19	89-Miscellaneous	0.10	-
20	92- Energy Charges	0.10	0.00
21	98-Furniture	0.50	-
		20.00	1.53
6	70-Establishment of Government Medical College Chhainsa (Faridabad) P-01-14-2210-05-105-70-51		
1	01- Salaries	14.03	3.37
2	02- Wages	0.50	0.45
3	03- Dearness Allowance	6.00	1.34
4	04- Travelling Expenses	0.10	0.01
5	05- Office Expenses	0.30	0.01
6	07-Publications	0.50	0.00
7	12- Scholarship and Stipend	0.05	0.00
8	13- Hospitality/Entertainment Expenses	0.15	0.00
9	17-Minor Works	0.04	0.00
10	18-Maintenance	0.10	0.01
11	19-Machinery and Equipment	1.00	0.00
12	21- Motor Vehicle	0.40	0.04
13	24-Material and Supplies	2.00	0.00
14	33- Professionals and Special Services	3.50	0.31
15	34-Other Charges	0.10	0.00
15	40-Water Charges	0.02	0.00
16	45- POL	0.20	0.05
17	47-Stores and Equipment	0.05	0.00
18	67- Medical Reimbursement	0.10	0.00
19	69- Contractual Services	9.50	2.38
20	70- LTC	1.40	0.00

21	79- Ex-Gratia	0.10	0.00
22	83-Equipment of Lab	2.50	0.00
23	85- Research and Development	0.11	0.00
24	86-Training	0.05	0.00
25	88- Computerization (IT)	0.50	0.00
26	89-Miscellaneous	0.10	0.02
27	92-Energy charges	0.60	0.11
28	98-Furniture	1.00	0.00
		45.00	4.29
7	69-Establishment of Government College of Physiotherapy in the State P-01-14-2210-05-105-69-51		
1	01- Salaries	1.20	-
2	02- Wages	0.10	-
3	03- Dearness Allowance	0.94	-
4	04- Travelling Expenses	0.01	-
5	05- Office Expenses	0.05	-
6	07-Publications	0.05	-
7	12- Scholarship and Stipend	0.05	0.01
8	13- Hospitality/Entertainment Expenses	-	-
9	17-Minor Works	-	-
10	18-Maintenance	0.20	-
11	19-Machinery and Equipment	0.10	-
12	21- Motor Vehicle	0.10	-
13	24-Material and Supplies	0.05	-
14	33- Professionals and Special Services	0.10	-
15	34-Other Charges	0.05	-
16	40-Water Charges	0.41	-
17	45- POL	0.10	-
18	47-Stores and Equipment	-	-
19	67- Medical Reimbursement	0.05	-
20	69- Contractual Services	0.50	-
21	70- LTC	0.01	-
22	79- Ex-Gratia	0.01	-
23	83-Equipment of Lab	-	-
24	85- Research and Development	0.01	-

25	86-Training			0.01	-
26	88- Computerization (IT)			0.10	-
27	89-Miscellaneous			0.10	-
28	92-Energy charges			0.15	-
29	98-Furniture			0.10	-
	Total			4.55	0.01
Directorate of Medical Education & Research, Haryana Panchkula					
Information regarding Budget				Amount in lacs	
Sr. No.	Name of the Scheme	Budget Estimate 2019-20	Budget Estimate 2020-21	Budget Estimate 2021-22	Budget Estimate 2022-23
	Major Head -2210- Medical and Public Health				
1	83-Establishment of the O/o Director, Research and Medical Education, Hry-P-01-14-2210-05-105-83-51-	800.00	850.00	1000.00	1400.00
2	82-Establishment of BPS Women Medical College Khanpur Kalan-P-01-14-2210-05-105-82-51-	10000.00	13500.00	13000.00	17000.00
3	81- Establishment of Mewati Medical College at Nalhar (Mewat)-P01-14-2210-05-105-81-51-	10000.00	12000.00	15000.00	20000.00
4	78- Establishment of Kalpana Chawla Govt. Medical College,Karnal-P-01-14-2210-05-105-78-51-	8000.00	10000.00	10000.00	15000.00
5	71-Establishment of Nursing School/ College /MPHW Male-P-01-14-2210-05-105-71-51	1000.00	2500.00	2020.00	2000.00
6	70-Establishment of Government Medical College Chhainsa(Faridabad) P-01-14-2210-05-105-70-51	0.00	50.00	4000.00	5000.00
7	77-Establishment of State Institute of Mental Health Rohtak	400.00	0.00	0.00	0.00
12	74-Establishment of Kalpana Chawla Medical University of HealthSciences at Kutail Karnal renamed as University of Health Sciences Karnal.-P-01-14-2210-05-105-74-51-N	1000.00	1000.00	500.00	1.00
	43-Grant for creation of capital assets				
13	73-Purchase of Machinery and Equipment for Pt. B.D. Sharma Universityof Health Sciences, Rohtak P-01-13-2210-05-105-73-51-N	1500.00	0.00	0.00	0.00
14	84-Establishment of Pt. B.D. Sharma University of Health Sciences, Rohtak-09-GIA (Non-plan)-P-01-14-2210-05-105-84-51	43074.99	53750.00	63000.00	73000.00
	12-Scholarship and Stipends	0.00	0.00		0.00
18	94- Maharaja Agarsen Medical College, Agroha Hisar-09-Grant-in-Aid General-P-01-14-2210-05-105-94-51-	7000.00	9000.00	9500.00	12500.00
19	199-Grant-in-Aid to Maharaja Agarsen Institutes of Medical Education and Research, Agroha-P-01-14-2210-05-199-99-51-09-Grant in aid	100.00	200.00	200.00	400.00
	43-Grant for creation of Capital	200.00	400.00	400.00	600.00
	Total (A)	83074.99	103250.00	118620.00	146901.00

Mukhya Mantri Muft Ilaz Yojana					
8	99-Kalpna Chawla Govt. Medical College, Karnal-24-Material and Supply-MMMIY-P-01-14-2210-05-105-76-99	700.00	800.00	1000.00	2000.00
9	98-SHKM Govt. Medical College, Nalhar Mewat-24-Material and Supply-MMMIY-P-01-14-2210-05-105-76-98	600.00	650.00	650.00	1000.00
10	97-Pt. B.D. Sharma University of Health Sciences, Rohtak-MMMIY-P-01-13-2210-05-105-76-97	2000.00	2500.00	3000.00	3800.00
11	96-BPS Govt. Medical College for Women Khanpur Kalan Sonapat-24-Material and Supply-MMMIY-P-01-14-2210-05-105-76-96	1300.00	1100.00	1500.00	1700.00
	95-Government Medical College, Chhainsa (Faridabad)-MMMIY-P-01-14-2210-05-105-76-95	0.00	0.00	200.00	500.00
	Total (B)	4600.00	5050.00	6350.00	9000.00
	Grand Total (A+B)	87674.99	108300.00	124970.00	155901.00
Directorate of Medical Education & Research, Haryana Panchkula					
Information regarding Budget				Amount in lacs	
Sr. No.	Name of the Scheme	Budget Estimate 2019-20	Budget Estimate 2020-21	Budget Estimate 2021-22	Budget Estimate 2022-23
	Major Head 4210-Capital Outlay				
1	P-01-13-4210-03-105-98-97 98- Construction of Mewat Medical College at Nalhar- 16 Major Works	7000.00	3000.00	3000.00	2000.00
2	P-01-13-4210-03-105-97-98 97-Construction of BPS GMCW Khanpur Kalan, Sonapat	500.00	100.00	100.00	5000.00
3	96-Construction of Kalpna Chawla Government Medical College Karnal-P-01-13-4210-03-105-96-51	8000.00	3000.00	2000.00	5000.00
4	P-01-13-4210-03-105-94-51 94-Construction works of New Govt. Medical College at Jind	3000.00	3000.00	5000.00	10000.00
5	P-01-13-4210-03-105-92-99 92-Construction work of Univeristy of Health Sciences, Karnal	5000.00	5000.00	15000.00	1.00
6	91-Construction work of Pt. B.D. Sharma University of Health SciencesRohtak-P-01-13-4210-03-105-91-99	6000.00	3000.00	1000.00	2000.00
7	90-Construction work of Dental College at Nalhar-99-Construction ofBuilding-P-01-13-4210-03-105-90-99	500.00	500.00	500.00	5000.00
8	P-01-13-4210-03-105-89-99 89-Construction work of Nursing Training Schools/Colleges in the State	2000.00	3500.00	4000.00	5000.00
9	88-Government Medical College and Hospital in Mohindergarh (atNarnaul)-4210-03-105-88-51-13-P-N-V	5000.00	7000.00	15000.00	10000.00
10	87-Construction work AIIMS, Manethi (Rewari)-4210-03-105-87-51-13-P-N-	100.00	500.00	5000.00	1.00
11	85-Establishment of Government Medical College, Chhainsa (Faridabad)-4210-03-105-85-51-13-P-N-V		0.00	2000.00	1000.00

12	93-Construction works of New Government Medical College at Bhiwani-4210-03-105-93-51-P-N-V State Share	4000.00	6600.00	6000.00	6000.00
	Centre Share	6000.00	9900.00	9000.00	9000.00
13	84-Construction of Government Medical College at Sirsa-P-02-13-4210-03-105-84-51- State Share		0.00	0.40	1200.00
	Centre Share		0.00	0.60	1800.00
14	83-Construction of Government Medical College at Kaithal-P-02-13-4210-03-105-83-51- State Share		0.00	0.40	1200.00
	Centre Share		0.00	0.60	1800.00
15	82-Construction of Government Medical College at Yamuna Nagar-P-02-13-4210-03-105-82-51- State Share		0.00	0.40	1200.00
	Centre Share		0.00	0.60	1800.00
16	P-01-14-4210-03-105-86-51-R-V- Performance Linked Outlay (PLO) for Medical Education and Research			20000.00	44000.00
	Total	47100.00	45100.00	87603.00	113002.00
	4059-Capital Outlay on Public Works				
1	65-Construction work of Directorate of Medical Education & Research Haryana (Panchkula)-64-Lands-051- P-01-08-4059-01-051-65-51	1100.00	1000.00	1000.00	1000.00
		1100.00	1000.00	1000.00	1000.00

Directorate of Medical Education & Research, Haryana Panchkula					
Information regarding Budget				Amount in lacs	
Sr. No.	Name of the Scheme	Budget Estimate 2019-20	Budget Estimate 2020-21	Budget Estimate 2021-22	Budget Estimate 2022-23
1	2210- Medical and Public Health	87674.99	108300.00	124970.00	155901.00
2	4210-Capital Outlay on Medical and Public Health	47100.00	45100.00	87603.00	113002.00
4	4059-Capital Outlay on Public Works	1100.00	1000.00	1000.00	1000.00
	Total-2210+4210+4217+4059	135874.99	154400.00	213573.00	269903.00

Directorate of Medical Education and Research, Haryana at Panchkula.											
Progress report of projects as on 31.05.2023											
Sr. No.	Project Title	Executing Agency	Project Cost (Rs. In Cr.)	Expenditure till date (Rs. In Cr.)	Consultancy Fee (rate in % of DPR)	LOA MOA (Sign.)	Time period for completion as per MoA	Actual Date of Start of Project	Date of Completion as per MoA	Expected date of completion	Construction Status
1	Pt. Deen Dayal Upadhyaya University of Health Sciences, Kutail, Kamal (Land:134 acres)	Bridge & Roof Co. (I) Ltd.	761.51	604.85	1.94%	12.12.18 11.07.19	30 months	10.09.2020	10.01.2022	30.10.23	93% completed
2	Govt. Medical College, Narnaul (Koriyawas) No. of seats: 150 (Land:76 acres 11 marla)	PWD B&R, Haryana	598.00	475.72	NA	25.02.19 30.08.19	30 months	20.09.2019	28.02.2022	Yet to be informed by EA	94% completed
3	Govt. Medical College, Bhiwani Phase-I Centrally Sponsored Scheme No. of seats: 150 (Land:34 acres)	Bridge & Roof Co. (I) Ltd.	535.55 (Centre Share Rs. 113 Cr. Received)	277.54	2.78%	12.12.18 07.10.20	27 months	04.05.2021	31.01.2023	31.01.24	71% completed
4	Govt. Medical College, Jind No. of seats: 150 (Land:24 acres)	Haryana State Roads & Bridges Development Corporation (HSRDC)	524.23 (Phase-I) & 139.63 (Phase-II) (Total= 663.86)	303.42	2.0%	20.02.19 03.03.21	30 months	28.01.2021	02.09.2023	31.12.23	52% completed
5	Nursing Colleges in the State (06 No.'s) Kaithal (Dherdu), Kurukshetra (Kheri Ram Nagar), Panchkula (Kherawali), Faridabad (2) (Ara, Dyalpur), Rewari (Kosli). No. of seats: 60 (each)	Haryana Sehari Vikas Pradhikaran (HSVP)	194.30	191.43	2.0%	08.10.18 03.08.19	18 months	10.09.2019	28.02.2021 Extended upto 31.10.2022 (work not completed yet)	-	Rewari- 88% Dayalpur, Faridabad- 90% Ara, Faridabad- 90% Dherdu, Kaithal- 87% Kheri Ram Nagar, Kurukshetra- 89% Kherawali, Pinjore (Panchkula)- 90%

Sr. No.	Project Title	Executing Agency	Project Cost (Rs. In Cr.)	Expenditure till date (Rs. In Cr.)	Consultancy Fee (rate in % of DPR)	LOA MOA (Sign.)	Time period for completion as per MoA	Actual Date of Start of Project	Date of Completion as per MoA	Expected date of completion	Construction Status
6	Bhagwan Parshuram Govt. Medical College, Kaithal No. of seats: 100 (Land:20 acres)	Bridge & Roof Co. (I) Ltd.	945.34	---	2.5%	14.07.21 21.09.21	30 months	---	--	-	SFC-C approved DPR on 12.12.2022. Administrative approval issued on dated 10.04.2023. Appointment of Civil contractor by the EA is under process.
7	Sh.Guru Teg Bahadur Govt. Medical College, Yamunanagar No. of seats: 100 (Land:20 acres)	Bridge & Roof Co. (I) Ltd.	997.00	---	2.5%	14.07.21 21.09.21	30 months	---	--	-	SFC-C approved DPR on 12.12.2022. Administrative approval issued on dated 11.04.2023. Appointment of Civil contractor by the EA is under process.
8	Govt. Medical College, Sirsa No. of seats: 100 (Land:21 acres)	HLL INFRA TECH SERVICES (HITES) Ltd.	1059.59	---	2.5%	14.07.21 21.09.21	30 months	---	--	-	DPR amounting to Rs.1059.59 Cr. is under consideration for approval by the State Government.
9	AIIMS Rewari Under Pradhan Mantri Swasthya Suraksha Yojna (Land:210 acres) 149 A 4 K 14 M- Pvt. 60A 6K 11 M -Panchayat	---	1299.00	---	-			---	--	-	Lease deed of 173 Acres 3 Kanal 1 Marla land executed on 19.01.2023 and 16.05.2023. 3 Kanal 3 Marla 1 Sarsai land yet to be purchased.
10	Construction of DMER Office at Panchkula (Land:1.16 acres)	PWD B&R, Haryana	38.36	11.91	NA	-		13.11.2020	31.12.2022	-	38% completed.

Sr. No.	Project Title	Executing Agency	Project Cost (Rs. In Cr.)	Expenditure till date (Rs. In Cr.)	Consultancy Fee (rate in % of DPR)	LOA MOA (Sign.)	Time period for completion as per MoA	Actual Date of Start of Project	Date of Completion as per MoA	Expected date of completion	Construction Status
11	Additional works at SHKM GMC Nalhar, Nuh	Haryana Police Housing Corporation (HPHC)	83.21	76.13	2.0%	30.08.19	22 months	----	31.10.2022 (work not completed yet)	-	Construction of type-D&F staff quarters-100% completed. Construction of intern hostel at SHKM Nalhar-100% completed. Construction of balance work of various houses at Nagina-96% completed.
12	BPS GMC, Khanpur Kalan, Sonapat	National Buildings Construction Corporation Ltd. (NBCC)	463.00	---	2.50%			---	---	-	DPR is under consideration vide CFMS No. 8950.
13	Kalpana Chawla Govt. Medical College, Karnal-Phase – II Additional seats:- 50 no.s	Haryana Police Housing Corporation (HPHC)	373.25	5.00	2.0%			----	---	-	MoM submitted vide CFMS 1230 at APS CM dated 11.04.23. RFP for Phase-II has been prepared and submitted for the approval of Technical Evaluation Committee.
14	Govt. Dental College, Nalhar, Nuh No. of seats: 50	Haryana State Roads & Bridges Development Corporation (HSRDC)	172.65	---	2.0%			----	--	-	RFP is being prepared.

Directorate of Medical Education & Research, Haryana, Panchkula					
Information regarding Expenditure					
Rs. In lacs					
Sr. No.	Name of the Scheme	Expenditure 2019- 20	Expenditure 2020-21	Expenditure 2021-22	Expenditure 2022-23
	MajorHead-2210-MedicalandPublicHealth				
1	EstablishmentoftheO/oDirector,Researchand MedicalEducation,Hry-P-01-14-2210-05-105-83-51-				
1	01-Salaries	340.57	355.11	318.22	323.07
2	02-Wages	6.73	3.64	1.89	1.50
3	03-DA	47.81	52.12	71.45	102.01
4	04-TravellingExpenses	1.54	0.73	1.80	1.99
5	05-OfficeExpenses	27.01	28.34	28.71	20.66
6	06-RentRate&Taxes	37.00	77.51	81.53	74.92
7	12-Scholarship&Stipend	0.33	0.68	0.00	0.53
8	21-MotorVehicle	12.28	24.52	31.58	24.20
9	33-ProfessionalandSpecialServices	15.18	16.05	28.55	19.05
10	45-POL	13.94	13.33	13.64	22.86
11	64-Land	0.38	0.00	0.00	0.00
12	67-MedicalReimbursement	2.50	17.00	9.73	10.46
13	69-ContractualServices	100.33	162.83	166.79	221.30
14	70-LTC	3.65	0.00	14.83	6.65
15	79-Ex Gratia	0.00	3.00	0.00	0.00
16	88-Computerization	10.40	21.00	22.85	19.26
17	92-EnergyCharges	9.97	3.57	4.50	5.61
18	98-Furniture	2.66	5.75	1.21	9.13
		632.27	785.18	797.28	863.20
2	EstablishmentofBPSWomenMedicalCollege KhanpurKalan-P-01-14-2210-05-105-82-51-				
1	01-Salaries	5361.29	5215.96	5996.32	5704.89
2	02-Wages	2257.00	2418.28	2486.98	2152.87
3	03-DA	693.26	791.57	1348.94	1815.93
4	04-TravellingExpenses	4.92	3.84	5.84	7.65

5	05-OfficeExpenses	14.97	20.81	41.30	34.79
6	07-Publications	121.08	64.22	15.55	199.19
7	09-GrantinAid	0.00	0.00	0.00	0.00
8	12-Scholarship&Stipend	997.00	818.34	931.37	1199.92
9	13-Hospitality/Entertainment	0.37	0.21	0.51	1.51
10	18-Maintenance	328.72	234.15	254.58	217.79
11	19-Machinery	0.00	0.00	0.00	0.00
12	21-Motor Vehicle	7.51	5.00	6.64	27.66
13	33-ProfessionalandSpecialServices	1.12	0.57	1.47	1.01
14	40-WaterCharges	0.00	0.00	0.00	0.00
15	45-POL	7.60	11.20	14.99	18.82
16	47-StoresandEquipment	45.77	26.93	107.67	192.34
17	67-MedicalReimbursement	17.69	19.11	31.97	35.00
18	69-ContractualServices	314.68	567.32	735.56	1287.36
19	70-LeaveTravelExpenses	197.07	0.00	43.38	76.47
20	79-Ex-Gratia	0.33	0.00	5.57	11.89
21	82-ResearchandDevelopment	0.00	0.00	0.00	0.50
22	88-Computerization	6.80	10.21	11.97	8.70
23	89-Miscellaneous	53.90	79.70	41.37	66.00
24	92-EnergyCharges	649.29	474.38	703.39	629.55
		11080.37	10761.80	12785.37	13689.84
Rs. In lacs					
Sr. No.	Name of the Scheme	Expenditure 2019-20	Expenditure 2020-21	Expenditure 2021-22	Expenditure 2022-23
3	EstablishmentofMewatiMedicalCollegeat Nalhar (Mewat)-P-01-14-2210-05-105-81-51				
1	01-Salaries	3835.59	4490.13	5382.30	4508.56
2	03-DA	693.70	547.36	1114.20	1444.36
3	04-TravellingExpenses	9.98	8.15	2.57	4.65
4	05-OfficeExpenses	76.38	79.02	45.59	81.57
5	06-RRT	0.00	0.00	0.00	0.00
6	07-Publication	82.44	92.48	64.16	41.93
7	12-Scholarship&Stipend	382.59	555.48	605.63	676.30

8	13-Hospitality	0.88	0.02	0.67	1.00
9	17-MinorWorks	0.00	0.00	80.61	0.00
10	18-Maintenance	596.34	399.82	599.13	547.86
11	19-Machinery&Equipments	0.00	0.00	0.00	0.00
12	21-MotorVehicle	18.39	13.37	9.51	6.97
13	24-M&S	399.75	348.23	592.04	0.00
14	33-ProfessionalandSpecialServices	2492.64	3550.00	4297.03	3185.46
15	34-OtherCharges	3.06	1.93	5.82	0.00
16	45-POL	16.37	21.22	32.90	29.39
17	47-StoreandEquipment	76.77	70.44	1587.33	747.97
18	67-MedicalReimbursement	16.05	9.64	21.60	29.96
19	69-ContractualServices	696.59	1034.60	1008.51	1199.89
20	70-LTC	32.60	0.00	49.45	50.76
21	79-Ex-Gratia	7.84	4.87	13.37	42.85
22	83-EquipmentofLab	0.00	32.19	1.52	
23	85-ResearchandDevelopment	0.00	0.00	0.00	
24	86-Training	0.00	0.00	0.00	
25	92-EnergyCharges	900.00	1750.00	1541.64	944.57
26	98-Furniture	14.46	0.00	2.00	0.89
		10350.61	13008.95	17057.58	13544.94
4	EstablishmentofKalpanaChawlaGovt.Medical College,Karnal-P-01-14-2210-05-105-78-51-				
1	01-Salaries	3841.64	4567.03	4590.79	4664.92
2	02-Wages	6.08	1.86	18.79	2.65
3	03-DA	445.93	539.97	1042.85	1489.80
4	04-TE	4.61	6.60	2.83	5.26
5	05-OfficeExpenses	68.54	47.58	58.82	75.92
6	07-Publications	31.03	2.59	1.16	69.50
7	12-Scholarship&Stipend	35.83	80.00	178.08	205.82
8	09-Grantinaid	0.00	0.00	0.00	0.00
9	13-Hospitality/Entertainmentexpenses	1.03	1.02	1.64	2.10
10	17-MinorWorks	8.20	5.66	12.59	0.00
11	18-Maintenance	129.09	124.59	377.27	315.59
12	21-MotorVehicle	4.03	3.68	4.02	4.69

13	24-Material&Supply	366.85	511.49	1420.38	506.61
14	33-ProfessionalandSpecialServices	26.54	33.91	43.58	35.25
15	45-POL	11.25	9.60	13.96	14.36
16	47-StoreandEquipment	0.00	0.00	0.00	816.19
17	67-MedicalReimbursement	11.63	29.63	20.84	24.66
18	69-ContractualServices	1898.38	2403.28	3144.31	2360.16
19	70-LTC	43.93	2.55	78.85	149.37
20	79-Ex-Gratia	19.63	10.03	11.25	10.40
21	85-ResearchandDevelopment			0.00	0.27
22	88-Computerization	1.67	2.93	1.98	9.54
23	92-EnergyCharges	651.16	625.36	650.51	749.89
		7607.05	9009.36	11674.50	11512.95
Rs. In lacs					
Sr. No.	Name of the Scheme	Expenditure 2019-20	Expenditure 2020-21	Expenditure 2021-22	Expenditure 2022-23
5	Establishment of Nursing School/College/MPHW Male-P-01-14-2210-05-105-71-51				
1	01-Salary	0.00	305.57	527.52	527.37
2	02-Wages	39.98	79.89	112.61	77.72
3	03-DearnessAllowances	0.00	46.70	123.17	178.84
4	04-TravelExpenses	0.00	0.00	1.71	2.14
5	05-OfficeExpenses	0.21	0.28	15.08	20.36
6	06-Rent,Rates&Taxes	6.00	0.00	17.62	14.10
7	12-Scholarship&Stipend	0.00	0.00	0.00	0.00
8	18-Maintenance	0.00	0.00	0.00	0.00
9	21-Motor Vehicle	0.00	10.00	14.00	12.52
10	24-Material&Supply	0.00	0.00	0.00	0.00
11	34-OtherCharges	0.00	0.00	2.58	13.85
12	67-MedicalReimbursement			15.18	16.87
13	69-ContractualService	14.57	83.92	89.18	102.16
14	70-LTC			16.48	9.23
15	79-Ex-Gratia			15.33	0.00

16	92-EnergyCharges	0.00	0.00	1.81	0.00
		60.76	526.36	952.27	975.16
6	Establishment of Government Medical College Chhainsa (Faridabad) P-01-14-2210-05-105-70-51				
1	01-Salaries		1.74	769.75	1249.91
2	02-Wages		0.00	131.35	209.11
3	03-Dearness Allowance		0.27	190.02	413.61
4	04-Travelling Expenses		0.00	1.07	3.44
5	05-Office Expenses		0.00	2.03	5.91
6	07-Publications		0.00	0.00	189.34
7	12-Scholarship		0.00	0.00	0.00
8	13-Hospitality/Entertainment		0.00	1.03	1.77
9	18-Maintenance		0.00	2.76	3.14
10	19-Machinery and Equipment		0.00	171.73	4.77
11	21-MotorVehicle		0.00	13.90	16.80
12	24-MaterialandSupplies		0.00	71.56	59.47
13	33-Professionals and Special Services		0.00	468.11	228.77
14	34-OtherCharges		0.00	0.00	0.00
15	40-WaterCharges		0.00	0.00	0.00
16	45-POL		0.00	11.31	13.28

Rs. In lacs					
Sr. No.	Name of the Scheme	Expenditure 2019-20	Expenditure 2020-21	Expenditure 2021-22	Expenditure 2022-23
7	77-Establishment of State Institute of Mental Health Rohtak	340.00	0.00	0.00	0.00
8	74-Estt.of Kalpana Chawla Medical University of Health Sciences at Kutail Karnal Renamed as University of Health Sciences, Karnal 09-Grant-in-Aid General	50.00	100.00	125.00	300.00
	43-Grant for creation of capital assets	0.00	0.00	0.00	0.00
9	73-Purchase of Machinery and Equipment for Pt. B.D. Sharma University of Health Sciences, Rohtak P-01-13-2210-05-105-73-51-N	1350.00	0.00	0.00	0.00
10	84- Establishment of Pt. B.D. Sharma University of Health Sciences, Rohtak-09-Grant-in-Aid (Non-Plan)	46998.74	53749.99	63000.00	73000.00
	12-Scholarship and Stipends	0.00			
11	94-Maharaja Agarsen Medical College, Agroha Hisar 09- Grant-in-Aid General	8000.00	9000.00	10074.71	12500.00
	43-Grant for creation of capital	0.00			

12	199-Grant-in-Aid to Maharaja Agarsen Institutes of Medical Education and Research, Agroha-P-01-13-2210-05-199-99-51 09-Grant-in-Aid	150.00	200.00	200.00	280.00
	43-Grant for creation of Capital	250.00	150.00	400.00	420.00
	Total (A)	86869.80	97303.65	119768.86	130483.52
	Mukhya Mantri Muftilaz Yojana				
1	Kalpna chawla Govt. Medical college Kamal-P-01-13-2210-05-105-76-99-	529.59	996.11	1871.66	605.00
2	SHKM Govt. Medical college, Nalhar, Mewat-P-01-13-2210-05-105-76-98-	643.96	1120.61	1024.61	501.00
3	Pt. B.D. Sharma University of Health Science, Rohtak- (P-01-13-2210-05-105-76-97)	2200.00	7730.00	3000.00	3800.00
4	BPS Govt. Medical college for women Khanpur Kalan Sonapat- (P-01-13-2210-05-105-76-96)	1097.16	1772.41	1338.91	1400.00
5	95-Government Medcial College, Chainsa (Faridabad)- P-01-13-2210-05-105-76-95	0.00	0.00	14.72	0.00
	Total (B)	4470.71	11619.13	7249.90	6306.00
	Grand Total (A+B)	91340.51	108922.78	127018.76	136789.52
Rs. In lacs					
Sr. No.	Name of the Scheme	Expenditure 2019-20	Expenditure 2020-21	Expenditure 2021-22	Expenditure 2022-23
	Major Head 4210-Capital Outlay				
1	P-01-14-4210-03-105-98-97-N-V-Construction of Mewat Medical College at Nalhar-Construction of Building -SHKM GMC, Nalhar, Nuh	1280.00	3000.00	10038.00	716.00
2	P-01-14-4210-03-105-97-98-N-V-Construction of BPS Women Medical College Khanpur Kalan (Sonapat)	42.62	47.05	1665.00	45.49
3	P-01-14-4210-03-105-96-51-N-V-Construction of Kalpana Chawla Government Medical College Kamal	7716.83	1147.76	500.00	6.38
4	P-01-14-4210-03-105-94-51-N-V-Construction Works of New Government Medical College at Jind	500.00	4742.00	2000.00	23100.00
5	P-01-14-4210-03-105-92-99-N-V-Construction Work of University of Health Sciences, Kamal- Construction of Building	14402.47	19604.74	23113.00	23095.65
6	P-01-14-4210-03-105-91-99-N-V-Construction Work of B.D. Sharma University of Health Science Rohtak. -Construction of Building	1500.00	0.00	1000.00	2650.00
7	P-01-14-4210-03-105-90-99-N-V-Construction Work of Dental College at Nalhar-Construction of Building-SHKM GMC, Nalhar, Nuh	0.00	17.10	0.00	7.04
8	P-01-14-4210-03-105-89-99-N-V-Construction Work of Nursing Training Schools/Colleges in the State -Construction of Building	1943.00	6000.00	4000.00	7199.70

Reason of variation for the year 2019-20						
Sr. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
1	(P-01-13-2210-05-105-83-51)- Establishment of the O/O Director, Medical Education & Research, Panchkula					
1	01- Salaries	38,800,000	34,057,104	4,742,896		Due to non filling of vacant posts.
2	02- Wages	2,000,000	672,568	1,327,432		Due to less appointment of outsourcing Contractual emp.
3	03- Dearness Allowance	3,200,000	4,781,494		1,581,494	Due to increase dearness allocation rates by Govt.
4	04- Travelling Expenses	300,000	153,969	146,031		Due to less touring by officers/Official
5	05- Office Expenses	4,000,000	2,700,722	1,299,278		Due to economic measures.
6	06- RRT	4,500,000	3,700,055	799,945		Saving is due to as per actual bill received.
7	12-Scholarship	1,000,000	33,442	966,558		Due to non join of the apprentices students
8	21- Motor Vehicle	2,000,000	1,228,005	771,995		Due to non purchase of new vehicle/ less claim of vehicles repair.
9	33- Professionals and Special Services	1,800,000	1,518,020	281,980		Due to engaging less professional employees
10	45- POL	2,500,000	1,394,497	1,105,503		Due to less touring by officers/Official
11	64- Land	5,500,000	37,800	5,462,200		Due to non finalization of drawing.
12	67- Medical Reimbursement	1,800,000	249,535	1,550,465		Due to less receipt of medical claim
13	69- Contractual Services	8,000,000	10,032,903		2032903	Due to increase in DC Rate.
14	70- LTC	1,800,000	364,503	1,435,497		Due to less receipt of LTC claims.
15	79- Ex-Gratia	400,000	0	400,000		No case received
16	88- Computerization (IT)	1,500,000	1,040,074	459,926		Due to non completion of process of computers /net working.
17	92-Energy charges	600,000	996,897		396897	due to previous pending bills.
18	98-Furniture	300,000	265,557	34,443		Due to non completion of process of purchase of furniture.
	Total	80,000,000	63,227,145	20,784,149	4011294	

Sr. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
4	(P-01-13-2210-05-105-82-51)- Establishment of BPS Women Medical College Khanpur Kalan					
1	01-Salary	563000000	536128664	26,871,336		Due to non filling of vacant posts.
2	02-Wages	149200000	225700000		76500000	Due to increase in rate of wages.
3	03-Dearness Allowances	60000000	69325811		9325811	Due to increase dearness allocations.
4	04-Travel Expenses	500000	491857	8,143		Saving is due to less claim of TA.
5	05-Office Expenses	5500000	1496892	4,003,108		Saving is due to less received of contingency bills.
6	07-Publications	10000000	12107731		2,107,731	Due to purchase of liabrary books and general.
7	12-Scholarships and Stipends	45000000	99700464		54700464	Due to Intern Student joined during the year.
8	13-Hospitality/Entertainment Expenses	100000	36807	63,193		Saving is due to less conduct of seminars and conferences.
9	18-Maintenance	21000000	32871692		11,871,692	Due to more maintenance charges.
10	21-Motor Vehicle	1200000	751463	448,537		Saving is due to less purchase of vehicles and maintenance bills.
11	33-Professional and Special Services	200000	112177	87,823		As per actual expenditure.
12	40-Water Charges	200000	0	200,000		Expenditure finalized and actual basic.
13	45-P.O.L	1500000	760051	739,949		Saving is due to economy measures.
14	47-Stores & Equipment	15000000	4577176	10,422,824		Purchase procedure not completed in stipulated period.
15	67-Medical Reimbursement	2000000	1768725	231,275		Actual & final expenditure as per reimbursement claims.
16	69-Contractual Service	45000000	31467868	13,532,132		Actual & final expenditure.
17	70-Leave Travel Concession	2000000	19706800		17,706,800	Saving is due to less claim received of LTC bills.
18	79-Ex-Gratia	600000	32868	567,132		Saving is due to non claimant of ex gratia.
19	88-Computerisation (IT)	5000000	680391	4,319,609		Saving is due to less purchase of computer accearies.
20	89-Miscellaneous	8000000	5390396	2,609,604		Saving is due to less claim of misc. work.
21	92-Energy Charges	65000000	64929419	70,581		Nominal amount.
	Total	1,000,000,000	1,108,037,252	64,175,246	172212498	

Sr. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
3	(P-01-13-2210-05-105-81-51)- Establishment of Director, Mewat Medical College at Nalhar, Mewat					
1	01- Salaries	450,000,000	383,559,120	66440880		Due to non filling of vacant posts.
2	03- Dearness Allowance	55,000,000	69,370,366		14370366	Due to increase of dearness allowances rates by Govt.
3	04- Travelling Expenses	1,000,000	998,485	1515		Saving is due to less claim of T.A.
4	05- Office Expenses	21,500,000	7,637,598	13862402		Saving is due to less received of contingency bills.
5	07- Publication	15,000,000	8,244,430	6755570		Saving is due to non finalize of purchase of liabrary books.
6	12-Scholarship & Stipend	40,000,000	38,259,039	1740961		Saving due to less appointment of apprentice students.
7	13-Hospitality/Entertainment Expenses	500,000	87,911	412089		Saving is due to non conduct of seminars and conferences.
8	17- Minor Works	5,000,000	-	5000000		Saving is due to non availability of bills.
9	18-Maintenance	60,000,000	59,633,692	366308		Saving is due to less bill received of maintenance.
10	21- Motor Vehicle	5,000,000	1,839,101	3160899		Saving is due to less purchase of vehicles and maintenance
11	24- Meterial & Supply	40,000,000	39,974,822	25178		Saving is due to purchase of medicines as per requirement of
12	33- Professional and Special Services	250,000,000	249,263,636	736364		Saving due to engaging less professional employees.
13	34- Other Charges	2,000,000	305,712	1694288		Saving due to less purchase of stationery items.
14	45- POL	3,000,000	1,636,620	1363380		Saving is due to economy measures.
15	47- Store & Equipment	52,500,000	7,676,808	44823192		Purchase procedure not completed in stipulated period.
16	67- Medical Reimbursement	2,500,000	1,605,320	894680		Saving is due to less claim of medical bills.
17	69- contractual Services	71,000,000	69,659,392	1340608		Less expenditure due to non extension of contractual
18	70- LTC	10,000,000	3,078,536	6921464		Saving is due to less claim of LTC bill.
19	79- Ex-Gratia	1,300,000	784,046	515954		Saving is due to non claimant of ex gratia.
20	83- Equipment of Lab	10,000,000	-	10000000		Saving is due to less purchase of equipment of lab.
21	92-Energy charges	90,000,000	90,000,000	0	0	The electricity bills were paid as per actuals.
22	98-Furniture	5,000,000	1,446,418	3553582		Saving is due to less purchase of furniture items.
	Total	1,190,300,000	1,035,061,052	169,609,314	14,370,366	

Sr. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
2	(P-01-13-2210-05-105-78-51)- Establishment of Kalpana Chawla Medical College Karnal					
1	01- Salary	504,300,000	384164109	120135891	0	Most of the vacancies could not be filled due to pending litigations of thevarious.
2	02-Wages	3,500,000	607554	2892446	0	Less expenditure due to non extension of contractual employees.
3	03- Dearness allowance	45,000,000	44593359	406641	0	Most of the vacancies could not be filled due to pending litigations of thevarious.
4	04- Travelling Expenses	500,000	460564	39436		Saving is due to less claim of TA.
5	05- Office Expenses	34,500,000	6853548	27646452	0	Saving is due to less received of contingency bills.
6	07-Publications	10,000,000	3102839	6897161	0	Saving is due to non finalize of purchase of liabrary books.
7	12-Scholarship & Stipend	-	3582726		3,582,726	Due to Intern Student joined during the year.
8	13-Hospility/Entertainment Expenses	200,000	103378	96622		Saving is due to non conduct of seminars and conferences.
9	17- Minor Works	1,000,000	820034	179966		Saving is due to non availability of bills.
10	18- Maintance	100,000,000	12909445	87090555		Saving is due to less bill received of maintenance.
11	21- Motor Vehicle	5,000,000	403068	4596932		Saving is due to non new vehicles could not be purchahsed.
12	24- Material & Supply	35,000,000	36684859		1,684,859	Saving is due to purchase of medicines.
13	33- Professional and SpecialServices	5,000,000	2654479	2345521		Saving is due to engaging less professional employees.
14	45- POL	1,500,000	1125164	374836		Saving is due to economy measures.
15	67- Medical Reimbursement	4,000,000	1163448	2836552		Saving is due to less claim of medical bills.
16	69- Contractual Services	29,000,000	189838436		160838436	Due appointment of contractual employees and inrease in DC Rate.
17	70- LTC	8,000,000	4393462	3606538	0	Saving is due to less claim received of LTC bills.
18	79- Ex-Gratia	500,000	1962977		1462977	Expenditure incurred on the basis of actual claims.
19	88-Computerisation (IT)	3,000,000	166582	2833418		Saving due to IT equipments under warranty period.
20	92- Energy Charges	10,000,000	65115756		55115756	As per actual expenditure.
	Total	800,000,000	760,705,787	261,978,967	222684754	

Sr. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
	71-Establishment of Nursing School/College/MPHW Male P-01-13-2210-05-105-71-51					
1	01-Salary	50,300,000	0	50,300,000		Due to non shifted of nursing college/ school staff.
2	02-Wages	10,000,000	3,997,714	6,002,286		Due to non shifted of nursing college/ school staff.
3	03-Dearness Allowances	28,000,000	0	28,000,000		Due to non shifted of nursing college/ school staff.
4	04-Travel Expenses	50,000	0	50,000		Due to non shifted of nursing college/ school staff.
5	05-Office Expenses	50,000	20,715	29,285		Due to non shifted of nursing college/ school staff.
6	06-Rent, Rates & Taxes	50,000	600,006		550006	Due to hike in rate.
7	12-Scholarship & Stipend		0	0		Due to non shifted of nursing college/ school staff.
8	18-Maintenance	50,000	0	50,000		Due to non shifted of nursing college/ school staff.
9	21-Motor Vehicle	1,400,000	0	1,400,000		Due to non shifted of nursing college/ school staff.
10	24-Material & Supply	50,000	0	50,000		Due to non shifted of nursing college/ school staff.
11	34-Other Charges	50,000	0	50,000		Due to non shifted of nursing college/ school staff.
12	69-Contractual Service	10,000,000	1,457,382	8,542,618		Due to non shifted of nursing college/ school staff.
		100,000,000	6,075,817	94,474,189	550,006	
5	Mukhaya Mantri Muft Ilaaz Yojana (MMMIY)					
1	Kalpana chawla Govt. Medical college Kamal (P-01-13-2210-05-105-76-99-N-V)	70,000,000	52,959,194	17,040,806		Due to purchase of medicines as per requirement of hospital.
2	SHKM Govt. Medical college, Nalhar, Mewat- (P-01-13-2210-05-105-76-98-N-V)	60,000,000	59,995,979.00	4,021		Minimum saving
3	Pt.B.D.Sharma University of Health Science, Rohtak (P-01-13-2210-05-105-76-97)	200,000,000	220,000,000		20000000	Due to purchase of medicines as per requirement of hospital.
4	BPS Govt. Medical college for women Khanpur Kalan Sonapat (P-01-13-2210-05-105-76-96)	130,000,000	109,716,396	20,283,604		Due to purchase of medicines as per requirement of hospital.
	Total MMIY	460,000,000	442,671,569	37,328,431	20000000	

Sr. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
	94- Maharaja Agarsen Medical College, Agroha Hisar-09- Grant-in-Aid General P-01-13-2210-05-105-94-51-	700000000	800000000		100000000	The payment of two month salary to the staff, wages to outsource workers, statutory dues, contingencies bill.
	199-Grant-in-Aid to Maharaja Agarsen Institutes of Medical Education and Research, Agroha P-01-13-2210-05-199-99-51					
	09-Grant-in-Aid	10000000	15000000		5000000	Due to purchase of medicines as per requirement of medical colleges.
	43-Grant for creation of Capital	20000000	25000000		5000000	
	77-Establishment of State Institute of Mental Health Rohtak P-01-13-2210-05-105-77-51-	40,000,000	34,000,000	6,000,000		Budget released as per actual demand.
	74-Establishment of Kalpana Chawla Medical University of Health Sciences at Kutail Karnal renamed as University of Health Sciences Karnal. P-01-13-2210-05-105-74-51-N					Selection of executing agency could not be finalized during the year.
	09-Grant-in-Aid General.	100,000,000	5,000,000	95,000,000		
	43-Grant for creation of capital assets					
	73-Purchase of Machinery and Equipment for Pt. B.D. Sharma University of Health Sciences, Rohtak-P-01-13-2210-05-105-73-51-N	150,000,000	135,000,000	15,000,000		Budget released as per actual demand.
	84-Establishment of Pt. B.D. Sharma University of Health Sciences, Rohtak-09-GIA (Non-plan) P-01-13-2210-05-105-84-96	4,307,499,000	4,699,874,350		392375350	The payment of two month salary to the staff, wages to outsource workers, statutory dues, contingencies bill.
	12-Scholarship and Stipends	-				
	Total	8,957,799,000	9,129,652,972	764,350,296	936,204,268	

Sr. No.	Name of Scheme	Original Budget	Expenditure	Saving	Excess	Remarks
Head of Account : 4210-Medical & Public Health - Health Department 2019-20						
1	98- Construction of Mewat Medical College at Nalhar- 16 Major Works P-01-13-4210-03-105-98-97	700,000,000	128,000,000	572,000,000		Amount utilized for Gold Field Govt. Medical College Faridabad.
2	97-Construction of BPS GMCWKhanpur Kalan, Sonapat P-01-13-4210-03-105-97-98	50,000,000	4,262,478	45,737,522		Amount utilized for Gold Field Govt. Medical College Faridabad.
3	96-Construction of Kalpana Chawla Government Medical CollegeKarnal - P-01-13-4210-03-105-96-51	800,000,000	828,936,000		28936000.00	Amount utilized for Gold Field Govt. Medical College Faridabad.
4	95-Construction of works of New Government Medical College at Panchkula-P-01-13-4210-03-105-95-	-	0	-		Amount utilized for Gold Field Govt. Medical College Faridabad.
5	94-Construction works of New Government Medical College at Jind - P-01-13-4210-03-105-94-51	300,000,000	50,000,000	250,000,000		Amount utilized for Gold Field Govt. Medical College Faridabad.
6	92-Construction work of Universityof Health Sciences, Karnal - P-01-13-4210-03-105-92-99	500,000,000	1,440,246,858		940246858.00	Amount utilized for Gold Field Govt. Medical College Faridabad andvantilator.
7	91-Construction work of Pt. B.D. Sharma University of Health Sciences Rohtak99- Construction of Building P-01-13-4210-03-105-91-99	600,000,000	150,000,000	450,000,000		Amount utilized for Gold Field Govt. Medical College Faridabad.
	90-Construction work of Dental College at Nalhar-99-Constructionof Building - P-01-13-4210-03-105-90-99	50,000,000	0	50,000,000		Amount utilized for Gold Field Govt. Medical College Faridabad.
8	89-Construction work of NursingTraining Schools/Colleges in the State-99- Construction of Building - P-01-13-4210-03-105-89-99	200,000,000	194,300,000	5,700,000		Amount utilized for Gold Field Govt. Medical College Faridabad.

9	87-Construction work AIIMS, Manethi (Rewari) 4210-03-105-87-51-13-P-N-V	10,000,000	0	10,000,000		Amount utilized for Gold Field Govt. Medical College Faridabad.
	88-Government Medical College and Hospital in Mohindergarh(at Narnaul)- 4210-03-105-88-51-13-P-N-V	500,000,000	487,254,000	12,746,000		Amount utilized for Gold Field Govt. Medical College Faridabad.
10	93-Construction works of New Government Medical College at Bhiwani- 4210-03-105-93-51-P-N-V					
11	State Share	400,000,000	23,688	399,976,312		Due to non finalization of process.
12	Centre Share	600,000,000		600,000,000		
	Total Bhiwani Scheme	1,000,000,000		1,000,000,000		
	Total 4210	4,710,000,000	3,283,023,024	3,396,159,834	969182858	
Reason of variation for the year 2020-21						
Sr. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
1	(P-01-13-2210-05-105-83-51)- Establishment of the O/O Director, Medical Education & Research, Panchkula					
1	01- Salaries	40000000	35534194	4465806		Due to non filling of vacant posts.
2	02- Wages	2000000	363794	1636206		Due to less appointment of outsourcing Contractual staff.
3	03- Dearness Allowance	7000000	5215599	1784401		Due to non filling of vacant posts.
4	04- Travelling Expenses	500000	72908	427092		Due to less touring by officers/Official
5	05- Office Expenses	4500000	2834107	1665893		Due to actual expenditure as per bill receipts.
6	06- RRT	4500000	7751472		3251472	Due to previous pending bill of rent.
7	12-Scholarship	1000000	67760	932240		Due to non join of the apprentices students
8	21- Motor Vehicle	2000000	2451725		451725	Due to COVID more vehicle engage.
9	33- Professionals and Special Services	2100000	1605480	494520		Due to engaging less professional employees
10	45- POL	2500000	1333401	1166599		Due to less touring by officers/Official
11	64- Land	100000	0	100000		Due to non finalizatin of drawing.
12	67- Medical Reimbursement	1000000	1699685		699685	Due to received more medical bills.
13	69- Contractual Services	13500000	16283178		2783178	Due to appointment of contractual Employees and increase in DC Rate.

14	70- LTC	1000000	0	1000000		LTC temporarily stopped by the Government.
15	79- Ex-Gratia	400000	300000	100000		Due to less claim received.
16	88- Computerization (IT)	1500000	2099943		599943	Due to joining of new officers we had to purchase computer with printer etc.
17	92-Energy charges	1000000	357224	642776		Due to less case of A.C. in COVID.
18	98-Furniture	400000	575352		175352	Due to joining of new officers we had to purchase furnitures
	Total	85000000	78545822	14415533	7961355	

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
4	(P-01-13-2210-05-105-82-51)- Establishment of BPS Women Medical College Khanpur Kalan					
1	01-Salary	698200000	521596031	176603969		Due to COVID-19 Pandemic, recruitment process for the various sanctioned posts i.e. Staff Nurses, Clerks etc. could not be completed by PGIMS, Rohtak in due course.
2	02-Wages	200000000	241827671		41827671	Permission was granted by the Government to engage the staff on outsourced basis for six months through Outsourcing policy Part-I and contractual basis extendable upto one year as per the requirement due to COVID-19. Staff were recruited under outsourced policy Part-1. In this way, expenditure in the concerned head increased.
3	03-Dearness Allowances	140000000	79156940	60843060		Due to COVID-19 Pandemic, recruitment process for the various sanctioned posts i.e. Staff Nurses, Clerks etc. could not be completed by PGIMS, Rohtak in due course. Moreover, DA has frozen by the Government.
4	04-Travel Expenses	1000000	384095	615905		Expenditure in the sub-head Travelling Expenses decreased due to non visits in conferences etc. in COVID-19 Pandemic.
5	05-Office Expenses	4500000	2080679	2419321		Bills of Rs. 26.00 Lacs could not be sent to treasury due to budget ceiling of 30% in concerned quarter. Budget ceiling did not remove upto 31.03.2021.

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
6	07-Publications	7000000	6422204	577796		As per actual basis.
7	12-Scholarships and Stipends	130000000	81833949	48166051		Due to COVID-19 pandemic, PG & DNB students took admission in October-2020 instead of May-2020. Apprentices also could not start apprenticeship. Further, bill of Rs. 60.00 Lacs (Approx.) did not approve from Finance Department during closing of Financial Year.
8	13-Hospitality/Entertainment Expenses	100000	21342	78658		Due to COVID-19 Pandemic, meeting etc. could not be held and expenditure reduced in this sub-Head.
9	18-Maintenance	29200000	23414658	5785342		Bills worth Rs. 60.00 Lacs remained unpassed due to expenditure ceiling of 30% in concerned quarter. Budget ceiling, did not remove upto 31.03.2021.
10	21-Motor Vehicle	1000000	499892	500108		Due to COVID-19 Pandemic, repair/movement of Vehicles reduced in this sub-Head.
11	33-Professional and Special Services	200000	56843	143157		Due to online meeting etc. the Professionals/Experts could not be called. So expenditure reduced.
12	34-Water Charges	200000	0	200000		Expenditure for Sewerage Treatment Plant and Water Charges is approx. 45Lakhs annually which is paid from other head.
13	45-P.O.L	1500000	1120304	379696		Bill worth Rs. 1,32,122/- rejected from the treasury due to expenditure ceiling of 30% in the concerned quarter. Moreover, due to COVID-19 Pandemic, movement of Vehicles reduced.
14	47-Stores and Equipment	10000000	2692960	7307040		The purchase of 50 Nos. ICU Bed (Approx. cost 65.00 lacs), 500 mA HighFrequency X-Ray Unit (Approx. cost 1.65 lacs) could not be finalized.
15	67-Medical Reimbursement	2000000	1911342	88658		As per actual basis.
16	69-Contractual Service	30000000	56731591		26731591	Permission was granted by the Government to engage the staff on outsourced basis for six months extendable upto one year through Outsourcing policy Part-I and contractual basis as per the requirement due to COVID-19. Anticipated funds were demanded to cope with the COVID-19 Pandemic. Against the above provision, recruitment were done as per the

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
						requirement and keeping in view the strength of COVID-19 Patients. COVID-19 patients were decreased in winter season, so, extension to all the engaged staff has not been granted. So, expenditure could not be incurred as per Revised Estimate. Due to COVID-19 pandemic, expenditure has increased in this Code as compare to previous years.
17	70-Leave Travel Concession	5000000	0	5000000		LTC temporarily stopped by the Government.
18	79-Ex-Gratia	600000	0	600000		Funds were demanded for provision in anticipation which could not be utilized.
19	88-Computerisation (IT)	2500000	1021282	1478718		As per actual basis. During COVID-19 pandemic, purchase of computers and electronics items has not made.
20	89-Miscellaneous	7000000	7970229		970229	Some bills of Laundry, Pest Control, Bio-Medical Waste could not be drawn during the closing of Financial year 2019-20 and had to be cleared in this current Financial Year. So, excess expenditure of Rs. 9.70 Lacs has been incurred.
21	92-Energy Charges	80000000	47437971	32562029		This Medical College has declared exclusively COVID-19 Hospital. Due to which some wards, OPD's, IPD's, Gymnasium remained closed. That's why expenditure in this head reduced.
	Total	1350000000	1076179983	343349508	69529491	
3	Establishment of Director, Mewat Medical College at Nalhar, Mewat-P-01-13-2210-05-105-81-51-					
1	01-Salaries	400000000	449013303		49013303	Salary Expenditure 3.75 Cr. approx. per month and previous arrear was given.
2	03-D.A.	75000000	54735796	20264204		As per actual expenditure.
3	04-Travel Expenses	1000000	814812	185188		Expenditure in the sub-head Travelling. Expenses decreased due to COVID-19 Pandemic. Conference, TA of Doctors reduced due to COVID-19 Pandemic.
4	05-Office Expenses	20000000	7902478	12097522		Due to actual expenditure as per bill receipts.
5	07-Publication	15000000	9247912	5752088		Due to actual expenditure as per bill receipts.

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
6	12-Stipend/Scholarship	60000000	55547581	4452419		As per actual expenditure.
7	13-Hospitality & Entertainment	500000	1655	498345		Due to actual expenditure as per bill receipts.
8	17-Minor works	5000000	0	5000000		No bills received till 31.03.21
9	18-Maintenance	60000000	39981911	20018089		Due to Bill not generate 4th quarter already use 30% total budget on dt 30.03.21
10	21-Motor Vehicle	5000000	1336685	3663315		Due to No new vehicle purchase as per FD instruction.
11	24-Material & Supplies	40000000	34822742	5177258		Due to actual expenditure as per bill receipts.
12	33-Professional and special services	260000000	355000000		95000000	Fin. Year 2019-20 (Jan. to March) Bill was pending and payment was done in this fin. Year & Covid staff recruit under Part-1.
13	34-Other Charges	2000000	192654	1807346		Due to actual expenditure as per bill receipts.
14	45-POL	3000000	2121760	878240		Due to actual expenditure as per bill receipts.
15	47-Stores and Equipment	60000000	7044331	52955669		Due to Administrative & Financial approval was not received from Government Rs. 1.80 crore Approx. Financial Sanction received on dt.31.03.21 Rs 1.43 Crore.
16	67-Medical Reimbursement	2500000	963622	1536378		Due to actual expenditure as per bill receipts.
17	69-Contractual Service	71000000	103460142		32460142	DC rate revised and covid staff recruit under Part-II
18	70-Leave Travel Concession	8700000	0	8700000		Expenditure in the sub-head LTC decreased due to COVID-19 Pandemic.
19	79-Ex-Gratia	1300000	487229	812771		Due to actual expenditure as per bill receipts.
20	83-Equipment of Lab	15000000	3219000	11781000		The approval of floating of tender was not received from Government, hence the budget was not utilized
21	92-Energy Charges	90000000	175000000		85000000	Electricity Bill Rs. 1.50 Cr. Approx. per month and Diesel Bill Rs. 7 Lacs Approx. per month.
22	98-Furniture	5000000	0	5000000		The approval of floating of tender was not received from Government, hence the total budget was not utilized
	1200000000	1300893613		160579832	261473445	

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
4	(P-01-13-2210-05-105-78-51)- Establishment of Kalpana Chawla Medical					
1	01-Salaries	470000000	456703285	13296715		In the R.E. Rs. 46.50 Crores were allocated instead of Rs. 47 Crores. The saving is due to non filling up the posts.
2	02-Wages	2000000	185988	1814012		Less expenditure due to non extension of contractual employees. The sanction is still awaited from Higher Authorities.
3	03-Dearness Allowance	120000000	53997055	66002945		Due to Freeze of DA Rates and Rs. 6.50 crores were surrendered.
4	04-Travel Expenses	3000000	660426	2339574		Expenditure incurred on the basis of actual claims and by adopting economy measure and journeys were not performed due to COVID-19. The meetings were attending through Video Conferencing.
5	05-Office Expenses	15000000	811428	14188572		
6	07-Publications	8000000	259100	7740900		Due to non approval of tenders for Medical Books & Journals.
7	12-Scholarship & Stipends	5000000	8000000		3000000	DNB course has been started in different departments. At present 17 DNB students are working. The provision of additional expenditure was claimed through R.E. to the tune of Rs. 30 Lacs. The Revised Estimate was Rs. 80 Lacs.
8	13- Hospitality/Entertainment Expenses	300000	101711	198289		Expenditure incurred on the basis of actual claims and by adopting economy measure and meetings were not held due to COVID-19. The meetings were attending through Video Conferencing.
9	17-Minor Works	5000000	565838	4434162		Expenditure incurred on the basis of actual claims and by adopting economy measure.
10	18-Maintenance	40000000	12459257	27540743		The saving is due to non submission of claims / bills by the concerned firm.
11	21-Motor Vehicle	5000000	367852	4632148		Expenditure incurred on the basis of actual claims and by adopting economy measure.

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
12	24-Material & Supply	52500000	50297479	2202521		The saving is due to non submission of claims / bills by the concerned firm.
13	33-Professional & Special Services	5000000	3390996	1609004		As per actual expenditure.
14	45-P.O.L.	3000000	959540	2040460		As per actual expenditure. Rs. 20 Lacs were surrendered in R.E.
15	67- Medical Reimbursement	2000000	2962992		962992	Expenditure incurred on the basis of actual claims. The provision of additional expenditure was claimed through R.E. to the tune of Rs. 10 Lacs. The Revised Estimate was Rs. 30 Lacs.
16	69-Contractual Service	156700000	240328414		83628414	Expenditure incurred on the basis of actual claims. Rs. 4 Crores was obtained through Supplementary grant and Rs. 5.10 crores was claimed through R.E. The total allocation was Rs. 24.77 Crores and against this allocation Rs.24.03 crores has been incurred.
17	70-Leave Travel Concession	15000000	255411	14744589		Expenditure incurred on the basis of actual claims and by adopting economy measure and also due to non clearance of bills from Finance Department.
18	79-Ex-Gratia	2000000	1003224	996776		Expenditure incurred on the basis of actual financial assistance.
19	88-Computerisation (IT)	500000	293162	206838		Expenditure incurred on the basis of actual claims and by adopting economy measure.
20	92-Energy Charges	90000000	62535762	27464238		Expenditure incurred on the basis of actual claims and by adopting economy measure. In the R.E. Rs. 1.15 were surrendered and in the R.E. Rs. 7.30 crores were allocated. Against this allocation expenditure of Rs. 6.25 Crores has been incurred.
	Total	1000000000	896138920	191452486	87591406	
5	71-Establishment of Nursing School/College/ MPHW Male-P-01-13-2210-05-					
1	01-Salary	140000000	30556867	109443133		Due to non shifted of Nursing School/ College staff.
2	02-Wages	10000000	7988539	2011461		Due to non shifted of Nursing School/ College staff.

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
3	03-Dearness Allowances	35000000	4669542	30330458		Due to non shifted of Nursing School/ College staff.
4	04-Travel Expenses	5000000	0	5000000		Due to non shifted of Nursing School/ College staff.
5	05-Office Expenses	7500000	27549	7472451		Due to non shifted of Nursing School/ College staff.
6	06-Rent, Rates & Taxes	5000000	0	5000000		Due to non shifted of Nursing School/ College staff.
7	Scholarship & Stipends	10000000	0	10000000		Due to non shifted of Nursing School/ College staff.
8	18-Maintenance	5000000	0	5000000		Due to non shifted of Nursing School/ College staff.
9	21-Motor Vehicle	5000000	1000010	3999990		Due to non shifted of Nursing School/ College staff.
10	24-Material & Supply	10000000	0	10000000		Due to non shifted of Nursing School/ College staff.
11	34-Other Charges	2500000	0	2500000		Due to non shifted of Nursing School/ College staff.
12	69-Contractual Service	15000000	8392352	6607648		Due to non shifted of Nursing School/ College staff.
		250000000	52634859	197365141	0	
6	70-Establishment of Government Medical College Chhainsa (Faridabad) P-01-13-2210-05-105-70-51					
1	01- Salaries	60000000	174304	59825696		Due to non recruitment of staff.
2	02- Wages	10000000		10000000		Due to non recruitment of staff.
3	03- Dearness Allowance	10000000	27074	9972926		Due to non recruitment of staff.
4	04- Travelling Expenses	200000		200000		Due to non recruitment of staff.
5	05- Office Expenses	1000000		1000000		Due to non recruitment of staff.
6	07-Publications	100000		100000		Due to non recruitment of staff.
7	12-Scholarship			0		Due to non recruitment of staff.
8	13-Hospitality /Entertainment	200000		200000		Due to non recruitment of staff.
9	18-Maintenance	70000000		70000000		Due to non recruitment of staff.
10	19-Machinery and Equipment	100000000		100000000		Due to non recruitment of staff.
11	21- Motor Vehicle	1000000		1000000		Due to non recruitment of staff.
12	24-Material and Supplies	50000000		50000000		Due to non recruitment of staff.
13	33- Professionals and Special Services	80000000		80000000		Due to non recruitment of staff.

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
14	34-Other Charges	0		0		Due to non recruitment of staff.
15	40-Water Charges	500000		500000		Due to non recruitment of staff.
16	45- POL	1000000		1000000		Due to non recruitment of staff.
17	49-Festival Advance	0		0		Due to non recruitment of staff.
18	67- Medical Reimbursement	0		0		Due to non recruitment of staff.
19	69- Contractual Services	80000000		80000000		Due to non recruitment of staff.
20	70- LTC	0		0		Due to non recruitment of staff.
21	79- Ex-Gratia	0		0		Due to non recruitment of staff.
22	81-Court Fees	0		0		Due to non recruitment of staff.
23	84-Legal Fee to Counsels	0		0		Due to non recruitment of staff.
24	85-Research and Development	0		0		Due to non recruitment of staff.
25	86-Training	0		0		Due to non recruitment of staff.
26	88- Computerization (IT)	5000000		5000000		Due to non recruitment of staff.
27	89-Miscellaneous	1000000		1000000		Due to non recruitment of staff.
28	92-Energy charges	20000000	1000000	19000000		Due to non recruitment of staff.
29	98-Furniture	10000000		10000000		Due to non recruitment of staff.
		500000000	1201378	498798622		
7	Mukhya Mantri Muft Ilaaz Yojana(MMMIY)					
1	99-Kalpna Chawla Govt. Medical College, Karnal-24-Material and Supply-P-01-13-2210-05-105-76-99	80000000	99611093		19611093	Expenditure incurred on the basis of actual claims. Rs. 2 Crores was obtained through Supplementary grant. The total allocation was Rs. 10.00 Crores and against this allocation Rs. 9.96 crores has been incurred.
2	98-SHKM Govt. Medical College, Nalhar Mewat-24-Material and Supply-P-01-13-2210-05-105-76-98	65000000	109842841		44842841	Rs. 4.70 Cr transfer to HMSCL. Medicine bill and Covid-19 bill payments.
3	97-Pt. B.D. Sharma University of Health Sciences, Rohtak-P-01-13-2210-05-105-76-97	250000000	773000000		523000000	

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
4	96-BPS Govt. Medical College for WomenKhanpur Kalan Sonapat-24- Material and Supply P-01-13-2210-05-105-76-96	110000000	177241084		67241084	Sanction of Rs. 5.73 Crore has been accorded circulated by DMER, Panchkula vide No. A-15/F-10/All clg./2021/3674-77 dated 30.03.2021. The whole purchase procedure is to be completed by HMSCL. HMSCL has not made the demand of funds upto the closing of Financial year. So funds could not be utilized as per Revised Estimate. Due to COVID-19 pandemic, expenditure has increased as compare to previous years.
	Total MMIIY	505000000	1159695018	0	654695018	
8	74-Establishment of Kalpana Chawla Medical University of Health Sciences at Kutail Karnal renamed as University of Health Sciences Karnal.- P-01-13-2210-05-105-74-51-N					Saving being a new establish university the expenditure has been estimated for the post Regular/ Outsource) to be filled in future & present posts as well as other expenditure in various heads. The target could not be achieved because the process for recruitment is under process.
	09-Grant-in-Aid General.	100000000	100000000	900000000		
	43-Grant for creation of capital assets			0		
9	94- Maharaja Agarsen Medical College, Agroha Hisar-09- Grant-in-Aid General-P-01-13-2210-05-105-94-51-	900000000	900000000	0		
10	199-Grant-in-Aid to Maharaja Agarsen Institutes of Medical Education and Research, Agroha- P-01-13-2210-05-199-99-51	0				
	09-Grant-in-Aid	200000000	200000000	0		
	43-Grant for creation of Capital	400000000	150000000	250000000		
11	84-Establishment of Pt. B.D. Sharma University of Health Sciences, Rohtak-09-GIA (Non-plan) P-01-13-2210-05-105-84-51	5375000000	5374999000	1000		
	Total	11325000000	10885288593	1520962122	1081250715	

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
Head of Account : 4210-Medical & Public Health - Health Department 2020-21						
1	98- Construction of Mewat Medical College at Nalhar- 16 Major Works- P-01-13-4210-03-	300000000	300000000	0		
2	97-Construction of BPS GMCW Khanpur Kalan, Sonapat-P-01-13-4210-03-105-97-98	10000000	4705058	5294942		As per actual basis No. project for construction in hand.
3	96-Construction of Kalpana Chawla Government Medical College Karnal- P-01-13-4210-03-105-96-51	300000000	114776000	185224000		Rs. 15 Crores was allocated instead of Rs. 30 Crores. The saving is due to non submission of the claim by HSCC, Noida in respect of Medical Equipments, Civil Works etc.
4	95-Construction of works of New Government Medical College at Panchkula-P-01-13-4210-	0		0		The site could not be finalized for Construction work of buildings for Govt. Medical College, Panchkula
5	94-Construction works of New Government Medical College at Jind- P-01-13-4210-03-105-94-51	300000000	474200000		174200000	As per Memorandum of Agreement, 10% payment has to be made to the executing agency till the award of the work to contractor for mobilization of work. Executing Agency has awarded the work to the Civil Contractor on 13.01.2021. The construction work has been started at site.
6	92-Construction work of University of Health Sciences, Karnal-P-01-13-4210-03-105-92-99	500000000	1960473982		1460473982	The construction work of UHS, Kutail is in progress. More than 25% work has been completed. The expenditure incurred is as per payment made to the executing agency.
7	91-Construction work of Pt. B.D. Sharma University of Health Sciences Rohtak99-Construction of Building	300000000	0	300000000		
	90-Construction work of Dental College at Nalhar-99-Construction of Building- P-01-13-4210-03-105-90-99	50000000	1710000	48290000		The DPR is yet to be finalized.

S. No.	Name scheme	Original Budget	Expenditure	Saving	Excess	Remarks
8	89-Construction work of Nursing Training Schools/ Colleges in the State-99-Construction of Building - P-01-13-4210-03-105-89-99	350000000	600000000		250000000	The construction work of all the six nursing colleges is in progress. More than 45% work has been completed. The expenditure incurred is as per payment made to the executing agency.
9	88-Government Medical College and Hospital in Mohinder Garh (at Narnaul)- 4210-03-105-88-51-13-P-N-V	700000000	1648000000		948000000	The construction work of all the GMC Narnaul is in progress. More than 40% work has been completed. The expenditure incurred is as per payment made to the executing agency.
	87-Construction work AIIMS, Manethi (Rewari) 4210-03-105-87-51-13-P-N-V	50000000	0	50000000		The land is yet to be finalized.
11	93-Construction works of New Government Medical College at Bhiwani-P-02-13-4210-03-105-93-51-		0	0		The executing agency has allotted the work to the Civil Contractor on 07.11.2020. Financial Sanctions approx. amounting to Rs. 30 Cr. has been issued for making payment to the executing agency.
12	State Share	660000000	0	660000000		
	Centre Share	990000000	0	990000000		
	Total	1650000000	0	1650000000	0	
	Performance Linked Outlay (PLO) for Medical Education and Research (MER-PLO-CAP)-P-01-13-4210-03-105-86-51-R-V	1580000000	0			
	Total 4210	6090000000	5103865040	2238808942	2832673982	
	4059-Capital Outlay on Public Works 65-Construction work of Directorate of Medical Education & Research Haryana (Panchkula)- 64-Lands- 51-Construction-P-01-	100000000	19100000	80900000		The executing agency has allotted the work to the Civil Contractor on 13.11.2020. The construction work has started on the site. The Executing Agency has not submitted the requirement of funds yet.
			16,008,253,633	3,840,671,064	3913924697	

Reason of variation for the year 2021-22						
Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
1	94- Maharaja Agarsen Medical College, Agroha Hisar-09- Grant-in-Aid General-P-01-13-2210-05-105-94-51-	950,000,000	1007470661		-57470661.00	The payment of salary to the staff, wages to outsource workers, statutory dues, contingencies bill.
2	199-Grant-in-Aid to Maharaja Agarsen Institutes of Medical Education and Research, Agroha-P-01-13-2210-05-199-99-51					
	09-Grant-in-Aid	20,000,000	20,000,000	0	0.00	
	43-Grant for creation of Capital	40,000,000	40,000,000	0	0.00	
3	83-Establishment of the O/o Director, Research and Medical Education, Hry-P-01-13-2210-05-105-83-51					
1	01- Salaries	50,000,000	31835416.00	18,164,584.00		Due to non filling of vacant posts.
2	02- Wages	2,500,000	188778.00	2,311,222.00		Due to less appointment of outsourcing Contractual staff.
3	03- Dearness Allowance	7,500,000	7144522.00	355,478.00		Due to non filling of vacant posts.
4	04- Travelling Expenses	500,000	180182.00	319,818.00		Due to less touring by officers/Official
5	05- Office Expenses	3,700,000	2871006.00	828,994.00		Due to actual expenditure as per bill receipts.
6	06- RRT	6,900,000	8152992.00		-1252992.00	Due to hiring of new building and rates are revised.
7	12-Scholarship	300,000	0.00	300,000.00		Due to non join of the apprentices students
8	21- Motor Vehicle	2,000,000	3157774.00		-1157774.00	Due to purchase of new vehicle.
9	33- Professionals and Special Services	2,500,000	2854517.00		-354517.00	Due to engaging less professional employees
10	45- POL	1,600,000	1364205.00	235,795.00		Due to actual expenditure as per bill receipts.
11	64- Land	100,000	0.00	100,000.00		Due to non finalization of drawing.
12	67- Medical Reimbursement	1,300,000	973215.00	326,785.00		Due to less claim received.
13	69- Contractual Services	17,500,000	16678739.00	821,261.00		Due to appointment of contractual Employees and increase in DC Rate.

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
14	70- LTC	700,000	1483161.00		-783161.00	Due to expenditure as per sanction received.
15	79- Ex-Gratia	400,000	0.00	400,000.00		Due to less claim received.
16	86-Training		0.00	-		
17	88- Computerization (IT)	1,300,000	2285323.00		-985323.00	Due to new purchase of computer and printers.
18	92-Energy charges	800,000	450447.00	349,553.00		Expenditure incurred on the basis of actual claims and by adopting economy measure
19	98-Furniture	400,000	121306.00	278,694.00		Due to actual expenditure as per bill receipts.
	Total	100,000,000	79741583.00	24792184.00	-4533767.00	
4	82-Establishment of BPS Women Medical College KhanpurKalan-P-01-13-2210-05-105-82-51-					
1	Salary (01)	608200000	599632128	8567872		Due to paucity of funds in Dearness Head (03), Salary/Arrear bills could not be prepared.
2	Wages (02)	230000000	248698274		-18698274.00	As per actual basis.
3	Dearness Allowances (03)	123700000	134894349		-11194349.00	As per actual basis.
4	Travel Expenses (04)	1000000	584395	415605		As per actual basis.
5	Office Expenses (05)	4500000	4129647	370353		As per actual basis. Bill worth Rs. 1,07,000/- remained unpassed in Finance Department during the closing of financial year. Single Bill worth Rs. 6,16,475/- could not be prepared due to paucity of funds in this Sub- Head.
6	Publications (07)	7000000	1555180	5444820		In compliance of the terms and conditions of the tender documents, partly bills could not be passed and after that due to prescribed expenditure ceiling, bills amounting to Rs. 60.00 Lacs remained unpassed. Request was made for removal of budget ceiling, but budget ceiling did not remove during closing of financial year.
7	Scholarships and Stipends (12)	100000000	93136990	6863010		Due to COVID-19 pandemic, PG & DNB students took admission in January-2022 instead of May-2021. So, expenditure reduced in this Sub- Head.
8	Hospitality/Entertainment Expenses (13)	100000	51120	48880		As per actual basis.

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
9	Maintenance (18)	20000000	25457503		-5457503.00	As per actual basis.
10	Motor Vehicle (21)	1000000	663886	336114		As per actual basis.
11	Professional and Special Services (33)	200000	146902	53098		As per actual basis.
12	Water Charges (40)	200000	0	200000		Expenditure for Sewerage Treatment Plant and Water Charges is approx. 45 Lakhs annually which is paid from other head.
13	P.O.L (45)	1500000	1499035	965		As per actual basis.
14	Stores & Equipment (47)	10000000	10767268		-767268.00	Payment for purchase of Store Items/Equipments could not be made to HMSCL due to non-adjustment of previous advance bills by HMSCL, Panchkula. Various reminders were issued by this Medical College to HMSCL, Panchkula to provide the Bills/Invoices of advance bills but all in vain.
15	Medical Reimbursement (67)	2000000	3197076		-1197076.00	As per actual basis.
16	Contractual Service (69)	100000000	73555831	26444169		Bill amounting to Rs. 1.60 Crore remained un-passed in Finance Department during the closing of financial year. Moreover, due to decrease of COVID Pandemic, additional contractual staff was not recruited by this Medical College. Hence, expenditure could not be incurred as per Budget Estimate.
17	Leave Travel Concession (70)	5000000	4337943	662057		Bills amounting to Rs. 6.62 Lacs remained un-passed in Finance Department during the closing of financial year.
18	Ex-Gratia (79)	600000	557149	42851		As per actual basis.
19	Research & Development	0	0	0		No bills related to Research and Development activities received in Accounts Branch .
20	Computerisation (IT) (88)	2500000	1197422	1302578		As per actual basis.
21	Miscellaneous (89)	7500000	4137469	3362531		Some bills of Pest Control, Bio-Medical Waste could not be drawn during the closing of Financial year 2021-22 due to prescribed ceiling of quarterly expenditure. Request was made by this Medical College, but prescribed ceiling could not be removed during the closing of financial year.

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
22	Energy Charges (92)	75000000	70338649	4661351		As per actual basis.
		1,300,000,000	1,278,538,216.00	58,776,254.00	-37,314,470.00	
5	81- Establishment of Mewati Medical College at Nalhar (Mewat)P-01-13-2210-05-105-81-51-					
1	Salary	425000000	538229850		-113229850.00	180 Newly Staff Nurse appointed in March 2021 & Arrear Bill
2	D.A.	72000000	111420002		-39420002.00	-do-
3	Travel Expenses	1500000	257323	1242677		Expenditure in the sub-head Travelling. Expenses decreased due to COVID-19 Pandemic. Conference, TA of Doctors reduced due to COVID-19 Pandemic.
4	Office Expenses	20000000	4558614	15441386		Due to actual expenditure as per bill receipts.
5	Publication	11400000	6416206	4983794		Due to actual expenditure as per bill receipts.
6	Stipend/Scholarship	42400000	60562542		-18162542.00	Newly PG/DNB Batch Join
7	Hospitality & Entainment	500000	66686	433314		Due to actual expenditure as per bill receipts.
8	Minor works	5000000	8061422		-3061422.00	As per actual expenditure.
9	Maintenance	50000000	59913262		-9913262.00	As per actual expenditure.
10	Motor Vehicle	5000000	951368	4048632		Due to No new vehicle purchase as per FD instruction.
11	Material & Supplies	60000000	59203952	796048		Due to actual expenditure as per bill receipts.
12	Professional and special services	340000000	429703421		-89703421.00	Fin. Year 2020-21 (Feb.20 to March 20) Bill was pending and payment was done in this fin. Year & Covid staff Extension continu F.Y 2021-22 under Part-1.
13	Other Charges	2000000	582208	1417792		Due to actual expenditure as per bill receipts.
14	POL	3000000	3289525		-289525.00	Due to actual expenditure as per bill receipts.
15	Stores and Equipment	60000000	158732678		-98732678.00	Payment Transfer to HMSCL panchkula regarding Covid-19 equipments F.Y 2021-22
16	Medical Reimbursement	2500000	2160499	339501		Due to actual expenditure as per bill receipts.

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
17	Contractual Service	149700000	100850887	48849113		As per actual expenditure.
18	Leave Travel Concession	8700000	4944890	3755110		Expenditure in the sub-head LTC decreased due to COVID-19Pandemic.
19	Ex-Gratia	1300000	1336832		-36832.00	Due to actual expenditure as per bill receipts.
20	Equipment of Lab	15000000	151937	14848063		The approval of floating of tender was not received fromGovernment, hence the budget was not utilized
22	Energy Charges	210000000	154164373	55835627		As per actual expenditure.
23	Furniture	15000000	199991	14800009		As per actual expenditure.
		1,500,000,000	1705758468.00	166791066.00	-372549534.00	
6	78- Establishment of Kalpana Chawla Govt. Medical College,Karnal-P-01-13-2210-05-105-78-51-					
1	01 – Salary	470000000	459078552	10921448		A sum of Rs 2.50 Crores were diverted from DA to Salary head due to unsufficient funds in Salary head during the month of Jan. & Feb. 22. In addition to this bill of arrear of Faculties on redesignation approx. Rs. 70 Lacs has been prepared in the month ofMar 22, but authority has not approved the same.
2	02-Wages	2000000	1879271	120729		As per actual Expenditure incurred on the basis of actual claim.
3	03 – DA	70000000	104284591		-34284591.00	Bill of arrear of Faculties on redesignation approx. Rs. 30 Lacs hasbeen prepared in the month of Mar 22, but authority has not approved the same.
4	04- Travel Expenses	3000000	282902	2717098		As per actual Expenditure incurred on the basis of actual claim.
5	05- Office Expenses	15000000	5889494	9110506		As per actual Expenditure incurred on the basis of actual claim andsaving is due to non receipt of sanction for Internet Leaseline in favour Bharti Airtel.
6	07-Publications	8000000	115969	7884031		As per actual Expenditure incurred on the basis of actual claim. The saving is due to non receipt of bills from Central Library

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
7	12-Scholarship & Stipend	5000000	17807853		-12807853.00	As per actual Expenditure incurred on the basis of actual claim.
8	13- Hospitality/Entertainment	300000	163515	136485		As per actual Expenditure incurred on the basis of actual claim.
9	17- Minor Works	5000000	1258867	3741133		As per actual Expenditure incurred on the basis of actual claim.
10	18- Maintenance	20000000	37724271		-17724271.00	As per actual Expenditure incurred on the basis of actual claim and the saving is due to non submission of claims /bills by the concerned firms.
11	21- Motor Vehicle	5000000	401597	4598403		As per actual Expenditure incurred on the basis of actual claim and by adopting economy measure. In addition to this, a case for purchase of 4 new cars has been pending against 4 condemn car for which case is also pending with higher authority.
12	24- Material and Supply	92500000	142038144		-49538144.00	As per actual Expenditure incurred on the basis of actual claim.
13	33-Professional and Speical Services	5000000	4358362	641638		As per actual Expenditure incurred on the basis of actual claim.
14	45- P.O.L.	3000000	1396410	1603590		As per actual Expenditure incurred on the basis of actual claim and by adopting economy measure.
15	67-Medical Reimbursement	2000000	2084373		-84373.00	As per actual Expenditure incurred on the basis of actual claim.
16	69- Contractual Service	196700000	314430763		-117730763.00	As per actual Expenditure incurred on the basis of actual claim.
17	70- Leave Travel Concession	15000000	7885458	7114542		Sanctions for LTC to employees were granted by the authority, but due to quarterly cut payment of the same could not be released.
18	79- Ex-Gratia	2000000	1124738	875262		As per actual Expenditure incurred on the basis of actual claim.
19	85-Research & Development	0	0	0		No any progress/ research has been occurred during this FY.

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
20	88-Computerization(IT)	500000	197710	302290		As per actual Expenditure incurred on the basis of actual claim.
21	92- Energy Charges	80000000	65050612	14949388		As per actual Expenditure incurred on the basis of actual claim.
		1,000,000,000	1,167,453,452	64,716,543	-232,169,995	
7	71-Establishment of Nursing School /College /MPHW Male-P-0113-2210-05-105-71-51					
1	01-Salary	110,000,000	52751606.00	57,248,394.00		Due to non filling of vacant posts.
2	02-Wages	10,000,000	11260706.00		-1260706.00	
3	03-Dearness Allowances	35,000,000	12317104.00	22,682,896.00		Due to non filling of vacant posts.
4	04-Travel Expenses	5,000,000	171348.00	4,828,652.00		As per actual expenditure incurred on the basis of actual claim.
5	05-Office Expenses	2,500,000	1507951.00	992,049.00		As per actual expenditure incurred on the basis of actual claim.
6	06-Rent, Rates & Taxes	5,000,000	1762200.00	3,237,800.00		As per actual expenditure incurred on the basis of actual claim.
7	12-Scholarship & Stipends	5,000,000	0.00	5,000,000.00		due to no application has been received.
8	18-Maintenance	5,000,000	0.00	5,000,000.00		The saving is due to non submission of claims / bills by the concerned firm.
9	21-Motor Vehicle	5,000,000	1400014.00	3,599,986.00		As per actual expenditure incurred on the basis of actual claim.
10	24-Material & Supply	5,000,000	11150.00	4,988,850.00		As per actual expenditure incurred on the basis of actual claim.
11	34-Other Charges	2,500,000	258001.00	2,241,999.00		As per actual expenditure incurred on the basis of actual claim.

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
12	67-Medical Reimbursement		1517749.00		-1517749.00	Due to bill submitted by the claimant.
13	69-Contractual Service	10,000,000	8918087.00	1,081,913.00		Due to less appointment of outsourcing Contractual staff.
14	70-LTC		1647720.00		-1647720.00	Due to bill submitted by the claimant.
15	79- Ex-Gratia		1532703.00		-1532703.00	Due to bill submitted by the claimant.
16	92- Energy Charges		180594.00		-180594.00	Expenditure incurred on the basis of actual claims.
		200,000,000	95236933.00	110902539.00	-6139472.00	
8	70-Establishment of Government Medical College Chhainsa(Faridabad) P-01-13-2210-05-105-70-51					
1	Salary	140000000	76974787.00	63025213.00		As per actual Expenditure
2	Wages	50000000	13134636.00	36865364.00		As per actual Expenditure
3	Dearness Allowances	31700000	19002271.00	12697729.00		As per actual Expenditure
4	Travel Expenses	200000	107465.00	92535.00		As per actual Expenditure
5	Office Expenses	500000	203361.00	296639.00		As per actual Expenditure
6	Publications	100000	0.00	100000.00		As per actual Expenditure
7	Hospitality/Entertainment Expenses	100000	102518.00		-2518.00	As per actual Expenditure
8	Maintenance	20000000	276147.00	19723853.00		As per actual Expenditure
9	Machinery and Equipment	80000000	17172578.00	62827422.00		Hospital is not running
10	Motor Vehicle	500000	1389598.00		-889598.00	As per actual Expenditure
11	Material and Supply	20000000	7156010.00	12843990.00		As per actual Expenditure
12	Professional and Special Services	20000000	46810747.00		-26810747.00	Did not received february Bills from Contractor Firm till yet /Junior resident bill not pepare from trasury software
13	Water Charges	200000	0.00	200000.00		As per actual Expenditure
14	P.O.L	200000	1131474.00		-931474.00	As per actual Expenditure
15	Medical Reimbursement	0	0.00	0.00	0.00	As per actual Expenditure
16	Contractual Service	20000000	79921590.00		-59921590.00	As per actual Expenditure
17	Research and Development	0	0.00	0.00		As per actual Expenditure

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
18	Computerisation (IT)	500000	69218.00	430782.00		As per actual Expenditure
19	Miscellaneous	1000000	796931.00	203069.00		As per actual Expenditure
20	Energy Charges	10000000	5964877.00	4035123.00		As per actual Expenditure
21	Furniture	5000000	0.00	5000000.00		As per actual Expenditure
		400,000,000	270214208.00	218341719.00	-88555927.00	
10	74-Establishment of Kalpana Chawla Medical University of HealthSciences at Kutail Kamal renamed as University of Health Sciences Karnal.-P-01-13-2210-05-105-74-51-N					Saving being a new establish university the expenditure has been estimated for the post Regular/ Outsource) to be filled in future & present posts as well as other expenditure in various heads. The target could not be achieved because the process for recruitment is under process.
	09-Grant-in-Aid General.	50,000,000	12500000	37,500,000		
	43-Grant for creation of capital assets	-				
12	84-Establishment of Pt. B.D. Sharma University of Health Sciences,Rohtak-09-GIA (Non-plan)-P-01-13-2210-05-105-84-	6,300,000,000	6300000000	0		
	12-Scholarship and Stipends	-				
13	Performance Linked Outlay (PLO) for Department of Medical Education and Research (MER-PLO-REV) P-01-13-2210-05-105-72-51-R-V-		0.00			
	Total	11,860,000,000	11976913521.00			
	Mukhya Mantri Muft Ilaj Yojana					
14	MMMIY-99-Kalpana Chawla Govt. Medical College, Karnal-24-Material and Supply-P-01-13-2210-05-105-76-99	100,000,000	187166306		-87166306.00	Payment of approx. Rs. 11.00 Cr. in favour of HMSCL, Panchkulais pending due to some administrative reasons.
15	MMMIY-98-SHKM Govt. Medical College, Nalhar Mewat-24-Material and Supply-P-01-13-2210-05-105-76-98	65,000,000	102461454		-37461454.00	

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
16	MMMIY-97-Pt. B.D. Sharma University of Health Sciences, Rohtak-P-01-13-2210-05-105-76-97	300,000,000	300000000		0.00	
17	MMMIY-96-BPS Govt. Medical College for Women Khanpur KalanSonepat-24-Material and Supply-P-01-13-2210-05-105-76-96	150,000,000	133891069	16,108,931		Bills worth Rs. 1.62 Cr. remained unpassed in ways and MeansBranch (FD) during the closing of financial year.
18	MMMIY-95-Government Medcial College, Chainsa (Faridabad)-P-01-13-2210-05-105-76-95	20,000,000	1471954	18,528,046		Hospital is not running
	Total MMIY	635,000,000	724,990,783	34,636,977	-124627760.00	
	Gross Total	12495000000.00	12701904304.00	716457282.00	-923361586.00	
Sr No.	Major Head 4210- Capital Outlay					
1	98- Construction of Mewat Medical College at Nalhar- 16 Major Works-P-01-13-4210-03-105-98-97	300000000	1003300000		-703300000.00	Due to actual expenditure sanction
2	97-Construction of BPS GMCW Khanpur Kalan, Sonepat-P-0113-4210-03-105-97-98	10000000	166538090		-156538090.00	Construction of CC roads alongwith interlocking paver blocks.Approx. cost Rs. 16.00 Cr.
3	96-Construction of Kalpana Chawla Government MedicalCollege Karnal-P-01-13-4210-03-105-96-51	200000000	50000000	150000000		Claim of payments agaisnt medical equipments & civil works ofHSCC is pending under construction of the Govt.
5	94-Construction works of New Government Medical College atJind-P-01-13-4210-03-105-94-51	500000000	200000000	300000000		Due to actual expenditure as per sanction received by the Govt./Construction branch.
6	92-Construction work of University of Health Sciences, Kamal-P-01-13-4210-03-105-92-99	1500000000	2311338653		-811338653.00	Due to actual expenditure as per sanction received by the Govt./ Construction branch.
7	91-Construction work of Pt. B.D. Sharma University of HealthSciences Rohtak99- Construction of Building P-01-13-4210-03-105-91-99	100000000	100000000	0	0.00	Due to actual expenditure as per sanction received by the Govt./Construction branch.

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
8	90-Construction work of Dental College at Nalhar-99-Construction of Building-P-01-13-4210-03-105-90-99	50000000	0	50000000		Due to actual expenditure as per sanction received by the Govt./Construction branch.
9	89-Construction work of Nursing Training Schools/Colleges in the State-99-Construction of Building-P-01-13-4210-03-105-89 99	400000000	400000000	0	0.00	Due to actual expenditure as per sanction received by the Govt./Construction branch.
10	88-Government Medical College and Hospital in Mohindergarh (at Namaul) -4210-03-105-88-51-13-P-N-V	1500000000	600000000	900000000		Due to actual expenditure as per sanction received by the Govt./Construction branch.
11	87-Construction work AIIMS, Manethi (Rewari)4210-03-105-87-51-13-P-N-V	500000000	0	500000000		Due to actual expenditure as per sanction received by the Govt./Construction branch.
12	85-Establishment of Government Medical College, Chainsa, Faridabad-4210-03-105-87-51-13-P-N-V	200000000	305463600		-105463600.00	Due to actual expenditure as per sanction received by the Govt./Construction branch.
13	84-Construction of Government Medical College at Sirsa-P-02 13-4210-03-105-84-51-	0		0		Due to not finanlization of land.
	State Share	40000	0	40000		
	Centre Share	60000	0	60000		
		100000	0	100000		
14	83-Construction of Government Medical College at Kaithal-P-02-13-4210-03-105-83-51-	0		0		Due to not finanlization of land.
	State Share	40000	0	40000		
	Centre Share	60000	0	60000		
		100000	0	100000		

Sr. No.	Major Head	Budget 2021-22	Exp. Upto 31.03.2022	Saving	Excess	Remarks
15	82-Construction of Government Medical College at Yamuna Nagar-P-02-13-4210-03-105-82-51-	0		0		Due to not finanlization of land.
	State Share	40000	0	40000		
	Centre Share	60000	0	60000		
		100000	0	100000		
16	Performance Linked Outlay (PLO) for Medical Education andResearch (MER-PLO-CAP)-P-01-13-4210-03-105-86-51-R-V	2000000000	0	2000000000		
	Total-4210	7260300000	5136640343	3900300000	-1776640343	
	Centre Share Scheme	0		0		
17	93-Construction works of New Government Medical College atBhiwani-4210-03-105-93-51-P-N-V	0			0.00	Due to actual expenditure as per sanction received by the Govt./Construction branch.
	State Share	600000000	145402180.80	454597819.2		
	Centre Share	900000000	218103271.20	681896728.8		
	Total Bhiwani Scheme	1500000000	363505452.00	1136494548		
	Total 4210			0	0.00	
	Major Head 4059-Capital Outlay on Public Works	8760300000	5500145795	5036794548	-1776640343	
18	4059-Capital Outlay on Public Works 65-Construction work of Directorate of Medical Education & Research Haryana (Panchkula)-64-Lands-51-Construction-P-01-08-4059-01-051-65-51 -16- Major Work	0				The executing agency has allotted the work to the Civil Contractor on 13.11.2020. The construction work has started on the site. The Executing Agency has not submitted the requirement of funds yet.
	64- Lands	100000000	0.00	100000000	0	
	Total	8860300000	5500145795	5136794548	-1776640343.00	

Reason of variation for the year 2022-23.						
Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
	Major Head 4210-----					
1	P-01-14-4210-03-105-98-97-N-V- Construction of Mewat Medical College at Nalhar -Construction of Building (State Contribution)- SHKM GMC, Nalhar, Nuh	200,000,000	71,600,000	128,400,000	-	Due to actual expenditure
2	P-01-14-4210-03-105-97-98-N-V- Construction of BPS Women Medical College Khanpur Kalan (Sonepat) - Construction of Building (State Contribution)	500,000,000	4,548,516	495,451,484	-	Due to non-finalization of the DPR
3	P-01-14-4210-03-105-96-51-N-V- Construction of Kalpna Chawla Government Medical College Karnal	500,000,000	638,403	499,361,597	-	Due to non-finalization of the DPR
4	P-01-14-4210-03-105-94-51-N-V- Construction works of New Government Medical College at Jind	1,000,000,000	2,310,000,000	-	-1,310,000,000	Due to construction work of the college is under progress.
5	P-01-14-4210-03-105-92-99-N-V- Construction work of University of Health Sciences, Karnal -Construction of Building	100,000	2,309,565,383	-	-2,309,465,383	Due to construction work of the UHS is under progress.
6	P-01-14-4210-03-105-91-99-N-V- Construction work of B.D.Sharma University of Health Science Rohtak. - Construction of Building	200,000,000	265,000,000	-	-65,000,000	Due to actual expenditure.
7	P-01-14-4210-03-105-90-99-N-V- Construction Work of Dental College at Nalhar -Construction of Building- SHKM GMC, Nalhar, Nuh	500,000,000	703,503	499,296,497	-	Due to not finalization of DPR for Dental College, Nalhar

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
8	P-01-14-4210-03-105-89-99-N-V- Construction work of Nursing Training Schools/Colleges in the State - Construction of Building	500,000,000	719,970,000	-	-219,970,000	due to new Govt Nursing college is under construction.
9	P-01-14-4210-03-105-88-51-N-V- Government Medical College and Hospital in Mohindergarh (at Narnaul)	1,000,000,000	2,000,000,000	-	-1,000,000,000	Due to construction work of the college is under progress.

Reason of variation for the year 2022-23.

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
10	P-01-14-4210-03-105-87-51-N-V- Construction work AIIMS, Manethi (Rewari)	100,000	835,300,000	-	-835,200,000	Due to compensation to land owners
11	P-01-14-4210-03-105-85-51-N-V- Establishment of Shri Atal Bihari, Vajpayee, Government Medical College, Chhainsa (Faridabad)	100,000,000	167,013,586	-	-67,013,586	Due to actual expenditure
14	P-01-14-4210-03-105-84-51-N-V- Construction of Government Medical College, Sirsa					
	State Share	120,000,000	-	120,000,000	-	Due to non-finalization of DPR
	Centre Share	180,000,000	-	180,000,000	-	
		300,000,000		300,000,000		
15	P-01-14-4210-03-105-83-51-R-V- Construction of Bhagwan Parshu Ram, Government Medical College, Kaithal	-				
	State Share	120,000,000	-	120,000,000	-	Due to non-finalization of DPR
	Centre Share	180,000,000	-	180,000,000	-	
		300,000,000		300,000,000	-	

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
16	P-01-14-4210-03-105-82-51-R-V- Construction of Guru Teg Bahadur, Government Medical College, Yamuna Nagar	-				
	State Share	120,000,000	-	120,000,000	-	Due to non-finalization of DPR
	Centre Share	180,000,000	-	180,000,000	-	
		300,000,000		300,000,000	-	
17	P-02-14-4210-03-105-93-51-N-V- Construction works of New Government Medical College at Bhiwani i.e. Pt. Neki Ram Sharma Govt. Medical College, (Bhiwani)					
	State Share	600,000,000	1,000,030,106	-	-400,030,106	Due to construction work of the college is under progress.
	Centre Share	900,000,000	1,460,701,026	-	-560,701,026	
	Total Bhiwani Scheme	1,500,000,000	2,460,731,132	-	-960,731,132	
	Grant Total 4210	6,900,200,000	11,145,070,523	2,522,509,578	-6,767,380,101	
Reason of variation for the year 2022-23.						
1	Major Head-4059					
	Capital Outlay on Public Works-65- Construction work of Directorate of Medical Education & Research Haryana (Panchkula) -64-Lands-51-Construction-P-01-08-4059-01-051-65-51-6- Major Work-64- Lands	100,000,000	100,000,000	-	-	due to construction of building
	Total	100,000,000	100,000,000	-	-	
	2210- Medical and Public Health					
1	94- Maharaja Agarsen Medical College, Agroha Hisar-09- Grant-in-Aid General-P-01-14-2210-05-105- 94-51-	1,250,000,000	1,250,000,000	-	-	As per actual expenditure.

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
	199-Grant-in-Aid to Maharaja Agarsen Institutes of Medical Education and Research, Agroha-P-01-14- 2210-05-199-99-51					
	09-Grant-in-Aid	40,000,000	28,000,000	12,000,000	-	As per actual expenditure
	43-Grant for creation of Capital	60,000,000	42,000,000	18,000,000	-	As per actual expenditure
2	83-Establishment of the O/o Director, Research and Medical Education, Hry-P-01-14-2210-05-105-83- 51(Directorate)					
1	01- Salaries	65,000,000	32,306,810	32,693,190	-	Due to non filling of vacant posts.
2	02- Wages	2,000,000	150,270	1,849,730	-	Due to less appointment of outsourcing Contractual
3	03- Dearmess Allowance	15,000,000	10,201,081	4,798,919	-	Due to non filling of vacant posts.
4	04- Travelling Expenses	700,000	199,253	500,747	-	Due to less touring by officers/Official
5	05- Office Expenses	7,100,000	2,066,029	5,033,971	-	Due to economy measure
6	06- RRT	9,900,000	7,492,217	2,407,783	-	Due to actual expenditure as per claimed
7	12-Scholarship	500,000	52,564	447,436	-	Due to non joining of the apprentices students
8	21- Motor Vehicle	4,000,000	2,419,990	1,580,010	-	Due to economy measure
9	33- Professionals and Special Services	3,000,000	1,904,595	1,095,405	-	Due to engaging less professional employees
10	45- POL	1,800,000	2,286,386	-	-486,386	Due to actual expenditure as per bill receipts.
11	64- Land	100,000	-	100,000	-	As per actual expenditure
12	67- Medical Reimbursement	2,000,000	1,045,724	954,276	-	Due to less claim received.
Reason of variation for the year 2022-23.						
13	69- Contractual Services	19,000,000	22,130,433	-	-3,130,433	Due to appointment of contractual Employees and increase in DC Rate.
14	70- LTC	3,000,000	665,477	2,334,523	-	Due to expenditure as per sanction received.

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
15	79- Ex-Gratia	400,000	-	400,000	-	Due to less claim received.
16	88- Computerization (IT)	3,400,000	1,925,793	1,474,207	-	Due to new purchase of computer and printers.
17	92-Energy charges	2,400,000	560,719	1,839,281	-	Expenditure incurred on the basis of actual claims and by adopting economy measure
18	98-Furniture	700,000	913,164	-	-213,164	Due to actual expenditure as per bill receipts.
	Total	140,000,000	86,320,505	57,509,478	-3,829,983	
3	82-Establishment of BPS Women Medical College Khanpur Kalan-P-01-13-2210-05-105-82-51-					
1	01-Salary	745,500,000	570,488,903	175,011,097	-	Due to non filling of vacant posts.
2	02-Wages	225,000,000	215,286,747	9,713,253	-	as per actual basis.
3	03-Dearness Allowances	300,000,000	181,593,392	118,406,608	-	Due to non filling of vacant posts.
4	04-Travel Expenses	1,000,000	764,769	235,231	-	As per actual basis.
5	05-Office Expenses	4,500,000	3,479,486	1,020,514	-	As per actual basis.
6	07-Publications	10,000,000	19,919,142	-	-9,919,142	due to more publication
7	12-Scholarships and Stipends	100,000,000	119,991,675	-	-19,991,675	As per actual expenditure
8	13-Hospitality/Entertainment Expenses	500,000	150,692	349,308	-	As per actual basis.
9	18-Maintenance	20,000,000	21,779,312	-	-1,779,312	As per actual basis.
10	21-Motor Vehicle	3,000,000	2,765,930	234,070	-	As per actual basis.
11	33-Professional and Special Services	200,000	100,811	99,189	-	As per actual basis.
12	40-Water Charges	200,000	-	200,000	-	As per actual basis.
13	45-P.O.L	1,500,000	1,881,593	-	-381,593	As per actual basis.
14	47-Stores and Equipment	75,000,000	19,234,348	55,765,652	-	due to non supply of equipment

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
15	67-Medical Reimbursement	3,000,000	3,499,581	-499,581	-52,235,860	As per actual basis.
Reason of variation for the year 2022-23.						
16	69-Contractual Service	80,000,000	128,736,279	-	-48,736,279	As per actual basis and increase in rates
17	70-Leave Travel Concession	10,000,000	7,647,285	2,352,715		Due to less claim received.
18	79-Ex-Gratia	600,000	1,188,928	-	-588,928	As per actual basis.
19	85-Research and Development	30,000,000	50,000	29,950,000	-	No bills related to Research and Development activities
20	88-Computerisation (IT)	2,500,000	869,522	1,630,478	-	As per actual basis.
21	89-Miscellaneous	7,500,000	6,599,599	900,401	-	As per actual basis.
22	92-Energy Charges	80,000,000	62,955,266	17,044,734	-	As per actual basis.
	Total	1,700,000,000	1,368,983,260	412,413,669	-133,632,789	
4	81- Establishment of Shaheed Hasan Khan, Mewati Medical College at Nalhar (Mewat)-P-01-13-2210-05-105-81-51-					
1	01-Salaries	560,000,000	450,856,376	109,143,624	-	Due to no new recruitment for the Year 2022-23.
2	02- Wages	-	-	-		
3	03-D.A.	105,000,000	144,436,193	-	-39,436,193	Due to no new recruitment for the Year 2022-23.
4	04-Travel Expenses	1,000,000	464,848	535,152		Due to less claim received.
5	05-Office Expenses	15,000,000	8,157,386	6,842,614		As per actual expenditure.
6	07-Publication	15,000,000	4,193,285	10,806,715		As per actual expenditure.
7	12-Stipend/Scholarship	66,000,000	67,630,266	-	-1,630,266	As per actual expenditure.
8	13-Hospitality & Entertainment	500,000	99,810	400,190		As per actual expenditure.
9	17-Minor works	-	-	-		
10	18-Maintenance	75,000,000	54,786,412	20,213,588		As per actual expenditure.

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
11	19-Machinery and Equipment	-	-	-		
12	21-Motor Vehicle	5,000,000	697,066	4,302,934		as per actual expenditure
13	24-Material & Supplies	-	-	-		
14	33-Professional and special services	424,500,000	318,546,155	105,953,845		as per actual expenditure
15	34-Other Charges	-	-	-		
16	40- Water Charges	-	-	-		
17	45-POL	3,000,000	2,938,782	61,218		As per actual expenditure.
18	47-Stores and Equipment	330,000,000	74,796,542	255,203,458		As per actual expenditure.
19	67-Medical Reimbursement	3,000,000	2,996,123	3,877		As per actual expenditure.
20	69-Contractual Service	120,000,000	119,988,599	11,401		As per actual expenditure.
21	70-Leave Travel Concession	10,000,000	5,075,759	4,924,241		Due to less calimed
22	79-Ex-Gratia	2,000,000	4,284,723	-	-2,284,723	As per actual expenditure.
23	83-Equipment of Lab	-	-	-		
24	85-Research and Development	50,000,000	-	50,000,000		As per actual expenditure
25	86-Training	-	-	-		
26	88-Computerisation (IT)	-	-	-		
27	89-Miscellaneous	-	-	-		
28	92-Energey Charges	210,000,000	94,456,930	115,543,070		As per actual expenditure.
29	98-Furniture	5,000,000	88,740	4,911,260		As per actual expenditure.
	Total	2,000,000,000	1,354,493,995	688,857,187	-43,351,182	
5	78- Establishment of Kalpana Chawla Govt. Medical College, Karnal-P-01-13-2210-05-105-78-51-	-				
1	01-Salaries	760,000,000	466,491,671	293,508,329		Due to non-filling up of regular posts
2	02-Wages	1,900,000	265,426	1,634,574		As per actual expenditure.

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
3	03-Dearness Allowance	233,600,000	148,979,927	84,620,073		Due to non-filling up of regular posts
4	04-Travel Expenses	3,000,000	526,425	2,473,575		As per actual expenditure.
5	05-Office Expenses	15,000,000	7,592,160	7,407,840		Due to economy measure
6	07-Publicatations	10,000,000	6,949,715	3,050,285		Due to non-publish of tenders for Medical Books & Journals
7	12-Scholarship & Stipends	30,000,000	20,581,535	-	9,418,465	Due to non-clearance of bills
8	13- Hospitality/Entertainment Expenses	500,000	209,752	290,248		As per actual expenditure.
9	17-Minor Works	-	-	-		
10	18-Maintenance	100,000,000	31,559,007	68,440,993		as per actual expenditure
11	19-Machinery and Equipment	-	-	-		
12	21-Motor Vehicle	10,000,000	468,959	9,531,041		As per actual expenditure.
13	24-Material & Supply	-	50,660,829	-	-50,660,829	as per actual expenditure
14	33-Professional & Special Services	5,000,000	3,525,062	1,474,938		As per actual expenditure.
15	34-Other Charges	-	-	-		
16	40- Water Charges	-	-	-		
17	45-P.O.L.	3,000,000	1,436,041	1,563,959		As per actual expenditure.
18	47- store and Equipment	-	81,619,177	-	-81,619,177	as per actual expenditure for purchahse of equipment
19	67- Medical Reimbursement	5,000,000	2,465,680	2,534,320		As per actual expenditure.
20	69-Contractual Service	200,000,000	236,015,834	-	-36,015,834	As per actual expenditure and increase in rates
21	70-Leave Travel Concession	20,000,000	14,936,716	5,063,284		Due to less claim received.
22	79-Ex-Gratia	2,000,000	1,039,784	960,216		As per actual expenditure.
23	83-Equipment of Lab	-	-	-		
24	85-Research and Development	20,000,000	27,140	19,972,860		As per actual expenditure
25	86- Training	-	-	-		

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
26	88-Computerisation (IT)	1,000,000	953,509	46,491		As per actual expenditure.
27	89-Miscellaneous	-	-	-		
28	92-Energy Charges	80,000,000	74,989,286	5,010,714	-	As per actual expenditure
29	98-Furniture	-	-	-		
	Total	1,500,000,000	1,151,293,635	507,583,740	-158,877,375	-
6	71-Establishment of Nursing School /College /MPHW Male-P-01-13-2210-05-105-71-51					
1	01-Salary	90,000,000	52,737,403	37,262,597		Due to non-filling of regular vacant posts.
2	02-Wages	15,000,000	7,772,131	7,227,869		As per actual expenditure.
3	03-Dearness Allowances	25,000,000	17,884,481	7,115,519		Due to non-filling of regular vacant posts.
4	04-Travel Expenses	1,000,000	214,166	785,834		As per actual expenditure.
5	05-Office Expenses	3,000,000	2,036,273	963,727		As per actual expenditure.
6	06-Rent, Rates & Taxes	10,000,000	1,410,218	8,589,782		As per actual expenditure.
7	12-Scholarship & Stipends	5,000,000	-	5,000,000		As per actual expenditure.
8	18-Maintenance	6,000,000	-	6,000,000		Due to non-finalization of E-tender
9	21-Motor Vehicle	6,000,000	1,251,590	4,748,410		Due to non-purchasing of new vehicles and as per actual expenditure.
10	24-Material & Supply	5,000,000	-	5,000,000		Due to non-finalization of the E-tender
11	34-Other Charges	4,000,000	1,384,856	2,615,144		As per actual expenditure.
12	47-Stores and Equipment	-	-	-		
13	67-Medical Reimbursement	5,000,000	1,687,488	3,312,512		As per actual expenditure.
14	69-Contractual Service	16,000,000	10,215,601	5,784,399		As per actual expenditure.
15	70-LTC	5,000,000	923,465	4,076,535		Due to less claimed
16	79- Ex-Gratia	4,000,000		4,000,000		As per actual expenditure.
	Total	200,000,000	97,517,672	102,482,328	-	-

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
7	70-Establishment of Government Medical College Chhainsa (Faridabad) P-01-14-2210-05-105-70-51	-			-	
1	01- Salaries	224,500,000	124,991,227	99,508,773		Due to non-filling up of regular posts
2	02- Wages	25,000,000	20,910,711	4,089,289		As per actual expenditure.
3	03- Dearness Allowance	61,000,000	41,361,307	19,638,693		Due to non-filling up of regular posts
4	04- Travelling Expenses	200,000	343,907	-	-143,907	As per actual expenditure.
5	05- Office Expenses	500,000	591,057	-	-91,057	As per actual expenditure.
6	07-Publications	1,000,000	18,933,939	-	-17,933,939	As per actual expenditure.
7	12- Scholarship and Stipend	-	-	-		
8	13- Hospitality/Entertainment Expenses	500,000	177,364	322,636		As per actual expenditure.
9	17-Minor Works	-		-		
10	18-Maintenance	1,000,000	314,358	685,642		As per actual expenditure.
11	19-Machinery and Equipment	25,000,000	476,585	24,523,415		Due to non-finalization of the tenders
12	21- Motor Vehicle	2,000,000	1,680,480	319,520		Due to non-purchasing of new vehicles and as per actual expenditure.
13	24-Material and Supplies	20,000,000	5,946,800	14,053,200		Due to non-finalization of the tenders
14	33- Professionals and Special Services	50,000,000	22,876,686	27,123,314		As per actual expenditure.
15	34-Other Charges	-		-		
15	40-Water Charges	200,000	-	200,000		
16	45- POL	1,500,000	1,328,058	171,942		As per actual expenditure.
17	47-Stores and Equipment	-	-	-		
18	67- Medical Reimbursement	-	-	-		
19	69- Contractual Services	75,000,000	74,239,811	760,189		As per actual expenditure.
20	70- LTC	-	-	-		

Sr. No.	Major Head	Original Budget /BE 2022-23	Expenditure upto 31.03.2023	Saving	Excess	Remark
21	79- Ex-Gratia	-	-	-		
22	83-Equipment of Lab	-		-		
23	85- Research and Development	100,000	-	100,000		As per actual expenditure
24	86-Training	-	-	-		
25	88- Computerization (IT)	500,000	948,560	-	-448,560	due to previous pending bills and as per actual expenditure.
26	89-Miscellaneous	1,000,000	460,461	539,539		As per actual expenditure.
27	92-Energy charges	10,000,000	20,233,195	-	-10,233,195	As per actual expenditure.
28	98-Furniture	1,000,000	3,928,500	-	-2,928,500	due to previous pending bills and as per actual expenditure.
	Total	500,000,000	339,743,006	192,036,152	-31,779,158	
9	74-Establishment of Kalpana Chawla Medical University of Health Sciences at Kutail Karnal renamed as University of Health Sciences Karnal.-P-01-14-2210-	-				
	09-Grant-in-Aid General.	100,000	30,000,000	-	-29,900,000	As per actual expenditure.
	43-Grant for creation of capital assets	-		-		
10	84-Establishment of Pt. B.D. Sharma University of Health Sciences, Rohtak-09-GIA (Non-plan)-P-01-14-2210-05-105-84-96	7,300,000,000	7,300,000,000	-	-	As per actual expenditure.
	12-Scholarship and Stipends	-		-		
12	Irrecoverable Loans written off P-01-14-2210-05-792-51-51	-		-		Due to Non-receiving of any sanction.
	Grant Total	14,790,100,000	13,148,352,073	1,641,747,927	-401,370,487	

BPS, GMC KHANPUR KALAN SONEPAT.

Sr No	Faculty position	Total Sanctioned posts	Filled Up	Vacant Post	UR	SC	BCA	BCB	EWS	ESM	PH	Others	Reasons of vacancy (If any)
1.	Assistant Professor	80	63	17	08	05	02	-	01	01	01	-	As per PGIMS Rohtak rules these posts are not filled up from direct recruitment
2.	Associate Professor	53	23	30	25	05	-	-	-	-	-	-	Efforts are being Govt. to fill up these posts form time to time by advertising the same
3.	Professor	38	15	23	22	01	-	-	-	-	-	-	Court case are pending on 04 posts 03 GC and 01 BCA efforts are being made at the level of the institute to fill up these post by advertising the vacant posts.
4	SR/Tutor (Tenure Basis)	107	22	85	41	13	09	04	11	05	-	02	
	Total	278	123	155	96	24	11	04	12	06	0	02	

Faculty Position (Category Wise) Kalpana Chawla Government Medical College, Karnal and all Medical Colleges

Sr No	Faculty position	Total Sanctioned posts	Filled Up	Vacant Post	UR	SC	BCA	BCB	EWS	ESM	PH	Others	Reasons of vacancy (If any)
1.	Assistant Professor	92	62	30	13	12	02	00	02	00	01	-	
2.	Associate Professor	45	16	29	24	05	00	00	00	00	00	-	
3.	Professor	26	14	12	12	00	00	00	00	00	00	-	
4	SR	80	17	63	15	28	08	01	07	04	00	-	
5.	Demonstrator/Tutor	37	11	26	01	10	06	01	05	03	00	-	
	Total	37	120	160	65	55	16	02	14	07	01	-	

PGIMS,ROHTAK , FACULTY POSITION

Sr No	Faculty position	Total Sanctioned posts	Filled Up	Vacant Post	UR	SC	BCA	BCB	EWS	ESM	PH	Others	Reasons of vacancy (If any)
1.	Teacher * Assistant Professor /Associate Professor /Professor	412	236	176	65	51	21	16	09	08	06	-	
4	SR	299	119	180	85	50	20	09	05	11	-	-	
5.	Demonstrator/Tutor	68	42	26	10	08	02	02	01	03	-	-	
	Total	779	397	382	160	109	43	27	15	22	06	-	

SHKM GMC NALHAR NUH,

Sr No	Faculty position	Total Sanctioned posts	Filled Up	Vacant Post	UR	SC	BCA	BCB	EWS	ESM	PH	Others	Reasons of vacancy (If any)
1.	Assistant Professor	66	48	18	07	10	-	-	01	-	01	-	Suitable candidate not applied /found for these vacant posts after publishing the advertisement many times, One reasons is reservation also suitable candidates no applied / found In reserve categories.
2.	Associate Professor	43	18	25	18	06	-	-	--	-	01	-	
3.	Professor	33	19	14	12	-	-	-	-	-	03	-	
4	SR	63	11	52	10	22	10	02	05	-	-	-	
5.	Demonstrator	-	-	-	-	-	-	-	-	-	-	-	
6.	Tutor	47	15	32	13	08	06	03	02	-	-	-	
	Total	252	111	141	60	46	16	05	08	00	05	00	

SABVGMC, Chhainsa, Faridabad

Sr No	Faculty position	Total Sanctioned posts	Filled Up	Vacant Post	UR	SC	BCA	BCB	EWS	ESM	PH	Others	Reasons of vacancy (If any)
1.	Assistant Professor	39	22	17	22	-	-	-	-	-	-	-	The 85 posts were advertised by DMER vide Advt. No. DMER/Rectt/03 with closing date 25.09.2021
2.	Associate Professor	27	10	17	10	-	-	-	-	-	-	-	
3.	Professor	22	04	18	04	-	-	-	-	-	-	-	
4	SR	30 (UR-15, SC-6, BCA-03, BCB-1, EWS-3, PH-2)	07	23	06	01	-	-	-	-	-	-	Regular advertisement are being advertised by the institute No sanctioned post at SABVGMC Chhainsa
5.	Demonstrator	-	-	-	-	-	-	-	-	-	-	-	Clarification for remaining vacant from office of DMER vide letter no. SABVGMC/PS/2023/356 DATED 03/04/2023
6.	Tutor	23	03	20	03	-	-	-	-	-	-	-	
	Total	141	46	95	45	01	0	0	0	0	0	0	

Annexure-II

TENTATIVE SEAT MATRIX FOR ADMISSION TO MBBS COURSE IN GOVT MEDICAL INSITUITION IN THE STATE OF HARYANA FOR ACADEMIC SESSION 2023 -24																									
College Name	Open	Open PWB D	Open PWB D ESM FF	Open ESM FF	SC	SC PWB D	SC PWB D ESM FF	SC ESM FF	SC -D	SC-D PWB D	SC-D PWB D ESM FF	SC- D ESM FF	BCA	BCA PWB D	BCA PWB D ESM FF	BCA ESM FF	BCB	BCB PWB D	BCB PWB D ESM FF	BCB ESM FF	EW S	EWS PWB D	EWS PWB D ESM FF	EWS ESM FF	NRI
BPS GMC for women Khanpur Kalan Sonapat	46	1	1	0	8	0	0	0	9	0	0	0	14	0	0	0	9	1	0	0	10	0	0	0	3
ESIC Medical College, NIT, Faridabad	28	2	0	0	5	1	0	0	5	1	0	0	8	1	0	0	6	0	0	0	6	0	0	0	0
KCGMC Karnal	44	1+1*	0	0	8	0	0	1	9	0	0	0	14	1	0	0	8	1	0	1	9	1	0	0	3
MAMC Agroha Hissar	44	2	1	0	9	0	0	0	8	0	0	0	14	0	0	0	9	0	0	0	10	0	0	0	3
Pt BD Sharma PGIMS, Rothak	93	4	1	0	17	1	0	0	18	1	0	0	27	2	0	0	19	1	0	0	20	1	0	0	6
SHKM GMC Nalhar Nuh	45	2	0	0	8	1	0	0	8	1	0	0	13	0	0	1	9	1	0	0	9	0	1	0	3
SABV GMC, Faridabad	38	1	1	0	7	0	0	0	7	0	0	0	11	1	0	0	8	0	0	0	8	0	0	0	3

Note: In compliance of the orders of Hon'ble Supreme Court of India, New Delhi in Writ Petition (Civil No 793 of 2022, titled as "Vibhushita Sharma Vs Union of India and Ors & dated 17.04.2022. One seat to Kalpana Chawla Govt . Medical College Karnal is reserved under the Quota earmarked for person with disabilities under, "The Rights of Persons with Disabilities Act 2016".

TENTATIVE SEAT MATRIX FOR ADMISSION TO MBBS COURSE IN PRIVATE MEDICAL INSTITUTIONS IN THE STATE OF HARYANA, FOR ACADEMIC SESSION 2023-2024																						
College Name	Open	Open PWBD	Open PWBD ESM FF	Open ESM FF	SC	SC PWBD	SC PWBD ESM FF	SC ESM FF	SC -D	SC-D PWBD	SC-D PWBD ESM FF	SC-D ESM FF	BCA	BCA PWBD	BCA PWBD ESM FF	BCA ESM FF	BCB	BCB PWBD	BCB PWBD ESM FF	BCB ESM FF	NRI	MGT
Adesh Medical College & Hospital, Shahbad (M), Kurukshetra	38	3	0	0	7	0	0	1	7	0	0	0	10	1	0	0	8	0	0	0	11	64
NC Medical College & Hospital Israna, Panipat	37	0	1	0	6	1	0	0	7	1	0	0	13	0	0	0	8	1	0	0	11	64
World College of Medical Scieces and Research Jhajjar	38	2	0	0	8	0	0	0	7	0	0	0	11	1	0	0	8	0	0	0	11	64

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MBBS SEAT Matrix for Maharishi Markandeshwar College of Medical Sciences & Research, Sadhopur, Ambala, Haryana						
Total Seats	State Quota Seats (25%)				Management category Seats (75%)	
	Open Category		SC 10% of 25%			
	General	Bench mark Disabilities 5% of 25%	Normal 5% of 10% SC	Deprived 5% of 10% SC	NRI category	General Category
150	33	01	02	01	16	97

SGT University, Gurugram Delhi NCR
SEAT MATRIX (ACADEMIC SESSION 2023-2024)

Sr. No.	Name of the Institute	Total	State Quota Seats (25%)				Management Category Seats (75%)	
			Open Category		SC 10% of 25%		NRI Category 15%	General Category
			General	Benchmark Disabilities 5% of 25%	Normal 5% of 10% of SC	Deprived 5% of 10% SC		
1.	Faculty of Medicine and Health Sciences	150	31	02	02	02	16	97
2.	SGT Dental College Hospital and Research Institute	100	22	01	01	01	11	64

AL-FALAH UNVIERISTY, FARIDABAD

Sr No.	Name	Seats
1.	Muslim Minority	69
2.	General (Management)	69
3.	NRI	12
	Total Seats	150

TENTATIVE SEAT MATRIX FOR ADMISSION TO BDS COURSE IN PRIVATE DENTAL INSTITUTIONS IN THE STATE OF HARYANA, FOR ACADEMIC SESSION 2023-2024																						
College Name	Open	Open PWBD	Open PWBD ESM FF	Open ESM FF	SC	SC PWBD	SC PWBD ESM FF	SC ESM FF	SC –D	SC-D PWBD	SC-D PWBD ESM FF	SC- D ESM FF	BCA	BCA PWBD	BCA PWBD ESM FF	BCA ESM FF	BCB	BCB PWBD	BCB PWBD ESM FF	BCB ESM FF	NRI	MGT
Jan Nayak Ch. Devi Lal Dental College, Sirsa	24	02	0	0	04	0	0	01	05	0	0	0	07	01	0	0	06	0	0	0	07	43
J.N.Kapoor DAV Centenary Dental Collge, Yamunanagar	14	01	0	0	03	0	0	0	02	0	0	0	03	0	0	0	02	0	0	0	04	21
Subha Rustagi College of Dental Sciences & Research, Faridabad	24	0	01	0	05	0	0	0	05	0	0	0	09	0	0	0	05	1	0	0	07	43
Swami Devi Dyal Hospital & Dental College, Panchkula	27	01	0	0	04	01	0	0	04	01	0	0	07	0	0	0	05	0	0	0	07	43
Yamuna Institute of Dental Sciences & Research Gadholi, Yamunangar	24	01	0	0	05	0	0	0	05	0	0	0	07	01	0	0	06	0	0	0	07	43

PDM UNIVERSITY, BAHADURARH
ACADEMIC SESSION 2023-2024

Sr. No.	Name of the Institute	Total	State Quota Seats (25%)				Management Category Seats (75%)	
			Open Category		SC 10% of 25%		NRI Category 15%	General Category
			General	Benchmark Disabilities 5% of 25%	Normal 5% of 10% of SC	Deprived 5% of 10% SC		
1.	PDM Dental College & Research Institute	100	22	01	01	01	10	65

TENTATIVE SEAT MATRIX FOR ADMISSION TO BDS COURSE IN GOVT. INSTITUTE IN THE STATE OF HARYANA, FOR ACADEMIC SESCOIN 2023-24																									
College Name	Open	Open PWBD	Open PWBD ESM FF	Open ESM FF	SC	SC PWBD	SC PWBD ESM FF	SC ESM FF	SC –D	SC-D PWBD	SC-D PWBD ESM FF	SC-D ESM FF	BCA	BCA PWBD	BCA PWBD ESM FF	BCA ESM FF	BCB	BCB PWBD	BCB PWBD ESM FF	BCB ESM FF	EWS	EWS PWED	EWS PWED ESM FF	EWS ESM FF	NRI
PGIDS, Rohtak	17	01	01	0	06	01	0	0	06	01	0	0	12	0	0	0	07	01	0	0	07	01	0	0	03

Annexure-III

M.M. Institute of Medical Sciences & Research, Mullana, Ambala

Sr. No.	ID	NAME	Designation Description	Department Description
1	124893	AMANDEEP SINGH	ASSISTANT PROFESSOR	ANAESTHESIA
2	124968	MEHAK DUREIA	ASSISTANT PROFESSOR	ANAESTHESIA
3	125721	REEMA AGGARWAL	ASSISTANT PROFESSOR	ANAESTHESIA
4	125764	DR DINESH KUMAR	ASSISTANT PROFESSOR	ANAESTHESIA
5	125871	GEETASHU DUGGAL	ASSISTANT PROFESSOR	ANAESTHESIA
6	125958	JAVID AHMAD WANI	ASSISTANT PROFESSOR	ANAESTHESIA
7	126044	HARSIMRAN KAUR	ASSISTANT PROFESSOR	ANAESTHESIA
8	126626	AISHA KHADER	ASSISTANT PROFESSOR	ANAESTHESIA
9	126711	SARITA	ASSISTANT PROFESSOR	ANAESTHESIA
10	127187	PRERNA SHARMA	ASSISTANT PROFESSOR	ANAESTHESIA
11	127209	NEELOFAR RASHID	ASSISTANT PROFESSOR	ANAESTHESIA
12	122417	ANISHA PURI PURI	ASSOCIATE PROFESSOR	ANAESTHESIA
13	123857	ARVINPREET KAUR SAHNI	ASSOCIATE PROFESSOR	ANAESTHESIA
14	121020	SAPNA BANSAL	PROFESSOR	ANAESTHESIA
15	121642	BABITA RAMDEV	PROFESSOR	ANAESTHESIA
16	125399	SEEMA PRASAD	PROFESSOR	ANAESTHESIA
17	125801	RAM NANDAN PRASAD	PROFESSOR	ANAESTHESIA
18	125893	LAKESH KUMAR ANAND	PROFESSOR	ANAESTHESIA
19	127207	MANISHA BHATT DWIVEDI	PROFESSOR	ANAESTHESIA
20	126217	MADHUMATHI M	SENIOR RESIDENT	ANAESTHESIA
21	126327	PRAVEENA VENKATREDDY	SENIOR RESIDENT	ANAESTHESIA
22	126333	MOHAMMAD AKRAM KHAN	SENIOR RESIDENT	ANAESTHESIA
23	126334	SIMAR ANAND	SENIOR RESIDENT	ANAESTHESIA
24	126774	AMANDEEP KAUR	SENIOR RESIDENT	ANAESTHESIA
25	127032	MANSI MITTAL	SENIOR RESIDENT	ANAESTHESIA
26	127097	DIKSHA SIROHI JAKHAR	SENIOR RESIDENT	ANAESTHESIA
27	123911	AMARBIR KAUR	ASSISTANT PROFESSOR	ANATOMY
28	126041	HEMKIRAN SINGH	ASSISTANT PROFESSOR	ANATOMY
29	123711	VISHAL VERMA	ASSOCIATE PROFESSOR	ANATOMY

Sr. No.	ID	NAME	Designation Description	Department Description
30	123030	ANJANA MITTAL	PROFESSOR	ANATOMY
31	126174	KIRANDEEP KAUR AULAKI	PROFESSOR	ANATOMY
32	127275	RAVINA VASHISHTH	SENIOR RESIDENT	ANATOMY
33	125897	AMIT	TUTOR	ANATOMY
34	126773	VIBHA	TUTOR	ANATOMY
35	127047	SUMMAIYA TABASSUM	TUTOR	ANATOMY
36	127118	AKHERUZ ZAMAN AHMED	TUTOR	ANATOMY
37	127148	ALOK DEEP	TUTOR	ANATOMY
38	126437	DR ROOMA DEVI	ASSISTANT PROFESSOR	BIO-CHEMISTRY
39	126727	AMAN CHAUHAN	ASSISTANT PROFESSOR	BIO-CHEMISTRY
40	123877	KARANPREET BHUTANI	ASSOCIATE PROFESSOR	BIO-CHEMISTRY
41	126142	CHAHAT SEHGAL	DEMONSTRATOR	BIO-CHEMISTRY
42	126151	ADITI SHARMA	DEMONSTRATOR	BIO-CHEMISTRY
43	122605	SUNITA MANHAS	PROFESSOR	BIO-CHEMISTRY
44	122723	JYOTI AGGARWAL	PROFESSOR	BIO-CHEMISTRY
45	123672	SASANKA CHAKRABARTI	PROFESSOR	BIO-CHEMISTRY
46	125056	DINESH KUMAR	TUTOR	BIO-CHEMISTRY
47	126504	GOBARDHAN KATHARIYA	TUTOR	BIO-CHEMISTRY
48	126796	VIJAY JANGRA	TUTOR	BIO-CHEMISTRY
49	127057	SUKHPAL SINGH	TUTOR	BIO-CHEMISTRY
50	126257	SHAILENDRA SONI	SENIOR CONSULTANT	CARDIAC ANAESTHESIA
51	12663	MEHROZ AHMED	ASSISTANT PROFESSOR	CARDIOLOGY
52	126671	RAJESH NANDAL	ASSISTANT PROFESSOR	CARDIOLOGY
53	126614	GAURAV AGGARWAL	CONSULTANT	CARDIOLOGY
54	125062	RAJEEV BHARDWAJ	PROFESSOR	CARDIOLOGY
55	125761	AKHILESH VIKRANT	TUTOR	CARDIOLOGY
56	126500	AKASH CHOUDHARY	TUTOR	CARDIOLOGY
57	123874	SHILPI GUPTA	ASSISTANT PROFESSOR	COMMUNITY MEDICINE
58	124740	HARSIMRANJIT KAUR NA	ASSISTANT PROFESSOR	COMMUNITY MEDICINE
59	125158	KASHISH	ASSISTANT PROFESSOR	COMMUNITY MEDICINE
60	126157	SARAS SANCHAYA	ASSISTANT PROFESSOR	COMMUNITY MEDICINE

Sr. No.	ID	NAME	Designation Description	Department Description
61	126283	Dr. Shivashish Gupta	ASSISTANT PROFESSOR	COMMUNITY MEDICINE
62	127130	Harshdeep Joshi	ASSISTANT PROFESSOR	COMMUNITY MEDICINE
63	126470	Bhupesh Gupta	DEMONSTRATOR	COMMUNITY MEDICINE
64	126489	Sushi! Dalal	PROFESSOR	COMMUNITY MEDICINE
65	126628	Swapna Santram Kadam	PROFESSOR	COMMUNITY MEDICINE
66	126629	Bhagwant Sitaram Pavgh:	PROFESSOR	COMMUNITY MEDICINE
67	120188	ANSHLJ MITTAL	PROFESSOR AND HEAD	COMMUNITY MEDICINE
68	125369	Rahul Kumar Joshi	CONSULTANT	CRITICAL CARE
69	125800	DEEPAK KHANDUJA	SENIOR CONSULTANT	CRITICAL CARE
70	126434	Ajay Kumar Verma	SENIOR CONSULTANT	CTVS
71	126604	Jyoti Thapa	SENIOR RESIDENT	DERMATOLOGY
72	126754	Neha Rani	SENIOR RESIDENT	DERMATOLOGY
73	126697	Gaganjot Singh	EMO	EMERGENCY
74	127151	Manzoor	EMO	EMERGENCY
75	127253	Aga mdeep Singh	EMO	EMERGENCY
76	127332	Anubhuti Yadav	EMO	EMERGENCY
77	123532	SHANTANU ARYA	ASSISTANT PROFESSOR	ENT
78	125939	KIREN THOMAS	ASSISTANT PROFESSOR	ENT
79	126172	RAJDEEP SINGH	ASSISTANT PROFESSOR	ENT
80	126184	NAIYA RAO	ASSISTANT PROFESSOR	ENT
81	126787	ROBIN KAMBOJ	ASSISTANT PROFESSOR	ENT
82	122304	GURCHAND SINGH	ASSISTANT PROFESSOR	ENT
83	120077	GINNI DATTA	PROFESSOR	ENT
84	126133	Bhushan Chauhan	PROFESSOR	ENT
85	126386	Dr. Sumit Narang	SENIOR RESIDENT	ENT
86	125665	SAKSHI SHARMA	TUTOR	ENT
87	127068	Arpita Paul	ASSISTANT PROFESSOR	EYE
88	122841	KANIKA KOHLI	ASSISTANT PROFESSOR	GASTROENTEROLOGY
89	126055	Krishan KUMAR Aggarwal	PROFESSOR	GENERAL MEDICINE
90	125733	Komar Saini	TUTOR	GENERAL MEDICINE
91	126658	AKSAH AGGARWAL	ASSISTANT PROFESSOR	GENERAL MEDICINE

Sr. No.	ID	NAME	Designation Description	Department Description
92	125822	VIVEK AHUJA	ASSISTANT PROFESSOR	GENERAL MEDICINE
93	126925	Amandeep Singh	ENDOSCOPY TECHNICIAN	GENERAL MEDICINE
94	126594	Niti Gupta	ASSISTANT PROFESSOR	GENERAL MEDICINE
95	127162	Aamir Hussan Hela	ASSISTANT PROFESSOR	GENERAL MEDICINE
96	126665	Farid Alam	SENIOR RESIDENT	GENERAL MEDICINE
97	127295	Vanshdeep Sharma	SENIOR RESIDENT	GENERAL MEDICINE
98	126018	SHATAKSHI SINGH	ASSISTANT PROFESSOR	GENERAL MEDICINE
99	126179	ASHANK GOEL	ASSISTANT PROFESSOR	GENERAL MEDICINE
100	126289	Abhinav Meelu	ASSISTANT PROFESSOR	GENERAL MEDICINE
101	126353	Rajput Vikram Ramprabh	ASSISTANT PROFESSOR	GENERAL MEDICINE
102	126355	Dr. Syed Marghoob Hasar	ASSISTANT PROFESSOR	GENERAL MEDICINE
103	126372	Dr. Monika Sharma	ASSISTANT PROFESSOR	GENERAL MEDICINE
104	126378	Dr. Harmanjeet Singh Dhi	ASSISTANT PROFESSOR	GENERAL MEDICINE
105	126389	Rajendra Kumar Thakur	ASSISTANT PROFESSOR	GENERAL MEDICINE
106	126399	Mohit Kumar	ASSISTANT PROFESSOR	GENERAL MEDICINE
107	126408	Dr Akhil Singla	ASSISTANT PROFESSOR	GENERAL MEDICINE
108	126432	Divankur Khanna	ASSISTANT PROFESSOR	GENERAL MEDICINE
109	126542	Anand Singha	ASSISTANT PROFESSOR	GENERAL MEDICINE
110	126544	SHANKAR DEEP SONDHI	ASSISTANT PROFESSOR	GENERAL MEDICINE
111	126663	SHUJAT GUL	ASSISTANT PROFESSOR	GENERAL MEDICINE
112	126720	HIMANI GARG	ASSISTANT PROFESSOR	GENERAL MEDICINE
113	127030	SHAHNAWAZ HASSAN HASSAN	ASSISTANT PROFESSOR	GENERAL MEDICINE
114	127055	KUSHAL MARKANDAY	ASSISTANT PROFESSOR	GENERAL MEDICINE
115	127071	SHIVANI SAINI	ASSISTANT PROFESSOR	GENERAL MEDICINE
116	127175	ASHUTOSH SINGHAL	ASSISTANT PROFESSOR	GENERAL MEDICINE
117	127186	KASHISH NARULA	ASSISTANT PROFESSOR	GENERAL MEDICINE
118	127217	Rom beer Singh	ASSISTANT PROFESSOR	GENERAL MEDICINE
119	127263	Rohit Chopra	ASSISTANT PROFESSOR	GENERAL MEDICINE
120	127281	Vishatj Sumberia	ASSISTANT PROFESSOR	GENERAL MEDICINE
121	122041	NITIN GUPTA	ASSISTANT PROFESSOR	GENERAL MEDICINE
122	123849	KARUN PURAN BHATTI	ASSISTANT PROFESSOR	GENERAL MEDICINE

Sr. No.	ID	NAME	Designation Description	Department Description
123	127134	Adrian Samad Mir	ASSISTANT PROFESSOR	GENERAL MEDICINE
124	125747	SHIV FARSHAD MITTAL	CONSULTANT	GENERAL MEDICINE
125	2E+07	SHA.GUN SAINI	PG	GENERAL MEDICINE
126	120044	BK AGRAWAL	PROFESSOR	GENERAL MEDICINE
127	120049	SUNITA GUPTA	PROFESSOR	GENERAL MEDICINE
128	120895	MINI BHATNAGAR	PROFESSOR	GENERAL MEDICINE
129	123223	SAVITA. KAPILA	PROFESSOR	GENERAL MEDICINE
130	125853	SAVITA KUMARI	PROFESSOR	GENERAL MEDICINE
131	125936	MANU MATHEW	SENIOR RESIDENT	GENERAL MEDICINE
132	127029	Rouhali Ahmad Rather	SENIOR RESIDENT	GENERAL MEDICINE
133	127202	Ashwini Chauhan	SENIOR RESIDENT	GENERAL MEDICINE
134	127290	Ronit Mattoo	SENIOR RESIDENT	GENERAL MEDICINE
135	127291	Aashish Mahajan	SENIOR RESIDENT	GENERAL MEDICINE
136	127292	Ishari Tikoo	SENIOR RESIDENT	GENERAL MEDICINE
137	127320	Amav Makhija	SENIOR RESIDENT	GENERAL MEDICINE
138	127321	Patel Ronak Ronak	SENIOR RESIDENT	GENERAL MEDICINE
139	127322	Aakash Malhotra	SENIOR RESIDENT	GENERAL MEDICINE
140	127323	Jasleen Singh	SENIOR RESIDENT	GENERAL MEDICINE
141	127327	Amarinder Singh Gill	SENIOR RESIDENT	GENERAL MEDICINE
142	127343	Nikita Agrawal	SENIOR RESIDENT	GENERAL MEDICINE
143	125107	NARINDER SINGH	ASSISTANT PROFESSOR	GENERAL SURGERY
144	125901	KRUTIKESH DHAMANDE	ASSISTANT PROFESSOR	GENERAL SURGERY
145	125960	MARIWIK SHETH	ASSISTANT PROFESSOR	GENERAL SURGERY
146	126088	Parul Garg	ASSISTANT PROFESSOR	GENERAL SURGERY
147	126243	Prateek Sharda	ASSISTANT PROFESSOR	GENERAL SURGERY
148	126747	Yogesh Kumar	ASSISTANT PROFESSOR	GENERAL SURGERY
149	127194	Haseeb Mohammad Khar	ASSISTANT PROFESSOR	GENERAL SURGERY
150	127224	Suneel Mattoo	ASSISTANT PROFESSOR	GENERAL SURGERY
151	127274	Anmol Singh Ahluwalia	ASSISTANT PROFESSOR	GENERAL SURGERY
152	127279	Amandeep Singh	ASSISTANT PROFESSOR	GENERAL SURGERY
153	123331	NITISH DHAWAN	ASSOCIATE PROFESSOR	GENERAL SURGERY

Sr. No.	ID	NAME	Designation Description	Department Description
154	126253	Gaurav Singal	ASSOCIATE PROFESSOR	GENERAL SURGERY
155	126266	Dr.Dipesh Goel	ASSOCIATE PROFESSOR	GENERAL SURGERY
156	2E+07	KIRTI	PG	GENERAL SURGERY
157	120063	RAM GOPAL SHARMA	PROESSOR	GENERAL SURGERY
158	122145	ANAND THAWAIT	PROESSOR	GENERAL SURGERY
159	125001	ATUL MAHAJAN	PROESSOR	GENERAL SURGERY
160	125894	PRANAV KUMAR SHARMA	PROESSOR	GENERAL SURGERY
161	125926	SHIVAM SHARMA	SENIOR RESIDENT	GENERAL SURGERY
162	126340	Binny Kumar Patel	SENIOR RESIDENT	GENERAL SURGERY
163	126346	Nandikonda Sathwik Red	SENIOR RESIDENT	GENERAL SURGERY
164	127046	Sur,jot Kaur	SENIOR RESIDENT	GENERAL SURGERY
165	127296	Sadam Manoj kumar	SENIOR RESIDENT	GENERAL SURGERY
166	127297	Rcmil Subhash Kakad	SENIOR RESIDENT	GENERAL SURGERY
167	127303	Sajal Gupta	SENIOR RESIDENT	GENERAL SURGERY
168	127308	Pattaswamy Bhavana	SENIOR RESIDENT	GENERAL SURGERY
169	127318	Shobhit Maheshwari	SENIOR RESIDENT	GENERAL SURGERY
170	127319	RIJUTA DE	SENIOR RESIDENT	GENERAL SURGERY
171	126593	TANIA VERMA	SENIOR RESIDENT	GYANE
172	250020	ARUNA KALPDEV	SENIOR CONSULTANT	GYN MINIMAL ASSESS SURGERY
173	124726	AJITABH SHUKLA	CONSULTANT	IVF
174	125090	MONICA RAJENDRA PRASAD	EMBRYOLOGIST	IVF
175	125385	JYOTI CHAUHAN	ASSOCIATE PROFESSOR	MICROBIOLOGY
176	125710	HARIT KUMAR	ASSOCIATE PROFESSOR	MICROBIOLOGY
177	126117	RUMANA FAROOQ MIR	ASSOCIATE PROFESSOR	MICROBIOLOGY
178	126688	MEENAKSHI SINGH	ASSOCIATE PROFESSOR	MICROBIOLOGY
179	126703	Gurpreet Banga	ASSOCIATE PROFESSOR	MICROBIOLOGY
180	122985	ROSY BALA	ASSOCIATE PROFESSOR	MICROBIOLOGY
181	127278	Raksha	ASSOCIATE PROFESSOR	MICROBIOLOGY
182	124943	NARINDER KAUR	PROFESSOR	MICROBIOLOGY
183	127277	Gurjeet Singh	PROFESSOR	MICROBIOLOGY
184	125383	SHUBHAM CHAUHAN	TUTOR	MICROBIOLOGY

Sr. No.	ID	NAME	Designation Description	Department Description
185	125522	SHALINI SHRIVASTAV	TUTOR	MICROBIOLOGY
186	126081	DHARMENDER KUMAR	TUTOR	MICROBIOLOGY
187	125370	SHAHBAZ AMAN AMAN	TUTOR AND RESEARCH ASSISTANT	MICROBIOLOGY
188	124256	Subhash Chawla	SR. CONSULTANT	MINIMAL ACCESS SURGEON
189	240462	Hema Gupta	TGT SCIENCE	MMIS
190	125670	SUDHIR MEHTA	CONSULTANT	NEPHROLOGY
191	122388	GAVINDER SINGH BINDRI	PROFESSOR	NEURO SURGERY
192	123489	AJAYDEEP SINGH Singh	PROFESSOR	NEURO SURGERY
193	124474	Pratik Mittal	SR. CONSULTANT	NEPHROLOGY
194	127128	Indira Dokania	ASSOCIATE PROFESSOR	OBG
195	125667	ANSHU MUJALDA	ASSOCIATE PROFESSOR	OBS AND GYNA
196	126177	PRIYANKA BANSAL	ASSOCIATE PROFESSOR	OBS AND GYNA
197	126737	VANISHA ANAND	ASSOCIATE PROFESSOR	OBS AND GYNA
198	127056	Vidushi Tewari	ASSOCIATE PROFESSOR	OBS AND GYNA
199	127222	Nagasudha Athni M	ASSOCIATE PROFESSOR	OBS AND GYNA
200	125457	SUKHBIR PAL Kaur SIDHU	ASSOCIATE PROFESSOR	OBS AND GYNA
201	120120	TAJINDER KAUR	PROFESSOR	OBS AND GYNA
202	121492	SIMMANJIT KAUR	PROFESSOR	OBS AND GYNA
203	124088	RUBY BHATIA	PROFESSOR	OBS AND GYNA
204	124486	ATMAJIT SINGH DHILLON	PROFESSOR	OBS AND GYNA
205	126455	Sant Prakash Singh Garay	PROFESSOR	OBS AND GYNA
206	126475	Rabia Khanam	SENIOR RESIDENT	OBS AND GYNA
207	127280	Sanjurn Yasmin Malik	SENIOR RESIDENT	OBS AND GYNA
208	127307	Vogireddy Sindhu	SENIOR RESIDENT	OBS AND GYNA
209	125439	Dr. Kuljinder Singh Sodhi	CONSULTANT	ONCOLOGY
210	126752	Abhitesh	CONSULTANT	ONCOLOGY
211	126776	Priya nshu Cha ud hary	CONSULTANT	ONCOLOGY
212	126495	Sahil Arora	ASSISTANT PROFESSOR	OPHTHALMOLOGY
213	126505	Om Shankar Kamat	ASSISTANT PROFESSOR	OPHTHALMOLOGY
214	126630	SHAMIT PAL	ASSISTANT PROFESSOR	OPHTHALMOLOGY
215	127017	Ranjan Kumar	ASSISTANT PROFESSOR	OPHTHALMOLOGY

Sr. No.	ID	NAME	Designation Description	Department Description
216	127037	Shubhneek Kaur Utaal	ASSISTANT PROFESSOR	OPHTHALMOLOGY
217	126483	Harshraj Nehra	ASSOCIATE PROFESSOR	OPHTHALMOLOGY
218	2E+07	P KIRTI VEN KATA SAI AKS	PG	OPHTHALMOLOGY
219	123936	MOHAN LAL PANDEY	PROFESSOR AND HEAD	OPHTHALMOLOGY
220	127135	Kainaat Queen	SENIOR RESIDENT	OPHTHALMOLOGY
221	127302	Ankita Sihag	SENIOR RESIDENT	OPHTHALMOLOGY
222	127328	Ambika Sambyal	SENIOR RESIDENT	OPHTHALMOLOGY
223	124908	MISBAH MEHRAJ	ASSISTANT PROFESSOR	ORTHOPAEDICS
224	125927	BIJENDER KUMAR	ASSISTANT PROFESSOR	ORTHOPAEDICS
225	126063	Nipun Aggarwal	ASSISTANT PROFESSOR	ORTHOPAEDICS
226	126411	Manoj Kumar	ASSISTANT PROFESSOR	ORTHOPAEDICS
227	126786	SHRENUJ GOEL	ASSISTANT PROFESSOR	ORTHOPAEDICS
228	127095	Pravendra Singh	ASSISTANT PROFESSOR	ORTHOPAEDICS
229	127247	Imtiyaz Ahmad Beigh	ASSISTANT PROFESSOR	ORTHOPAEDICS
230	125492	HIMANSHU JAIN	ASSOCIATE PROFESSOR	ORTHOPAEDICS
231	2E+07	Dr.Rahul Garg	PG	ORTHOPAEDICS
232	125016	YOGESH SHARMA	PROFESSOR	ORTHOPAEDICS
233	126632	MUKAND LAL	PROFESSOR	ORTHOPAEDICS
234	126641	GAGANDEEP GUPTA	PROFESSOR	ORTHOPAEDICS
235	125933	SAMEER KHAN	SENIOR RESIDENT	ORTHOPAEDICS
236	126578	B.LOKESH	SENIOR RESIDENT	ORTHOPAEDICS
237	126725	HARSH KUMAR	SENIOR RESIDENT	ORTHOPAEDICS
238	127227	LOVISH GARG	SENIOR RESIDENT	ORTHOPAEDICS
239	127293	DIVANSHU GOEL	SENIOR RESIDENT	ORTHOPAEDICS
240	127294	Jashandeep Singh	SENIOR RESIDENT	ORTHOPAEDICS
241	127310	Umang rajesh kumar josh	SENIOR RESIDENT	ORTHOPAEDICS
242	127311	Sidhartha Khurana	SENIOR RESIDENT	ORTHOPAEDICS
243	127333	Mohd Zabair	SENIOR RESIDENT	ORTHOPAEDICS
244	127337	Akshdeep Singh	SENIOR RESIDENT	ORTHOPAEDICS
245	123301	ANURADHA BEHL	ASSISTANT PROFESSOR	PAEDIATRICS
246	126300	Dr. Nidhi Chadha	ASSISTANT PROFESSOR	PAEDIATRICS

Sr. No.	ID	NAME	Designation Description	Department Description
247	126306	Dr. Saguna Pandit	ASSISTANT PROFESSOR	PAEDIATRICS
248	126590	Sahil Goer	ASSISTANT PROFESSOR	PAEDIATRICS
249	126644	Lahar Sahai	ASSISTANT PROFESSOR	PAEDIATRICS
250	127122	Prabhjot Kaur	ASSISTANT PROFESSOR	PAEDIATRICS
251	126116	ASHWANI KUMAR SOOD	PROFESSOR	PAEDIATRICS
252	126152	SUDDAPALLI SIVARAM PF	PROFESSOR	PAEDIATRICS
253	126199	KUSUM MAHAJAN	PROFESSOR	PAEDIATRICS
254	126410	Dr Jaswiri Singh	PROFESSOR	PAEDIATRICS
255	126738	RASHMI	ASSISTANT PROFESSOR	PARA-MEDICAL
256	127106	Shailv Maini	ASSISTANT PROFESSOR	PARA-MEDICAL
257	123878	MAM CHAND SHARMA	PROFESSOR	PARA-MEDICAL
258	123596	MEHAK SHARMA	ASSISTANT PROFESSOR	PATHOLOGY
259	125666	NEHA SINGH	ASSISTANT PROFESSOR	PATHOLOGY
260	125701	SURBHI RA. IAURIA	ASSISTANT PROFESSOR	PATHOLOGY
261	125980	DEEPIKA WADHERA	ASSISTANT PROFESSOR	PATHOLOGY
262	126003	JYOTI DEVI	ASSISTANT PROFESSOR	PATHOLOGY
263	126478	Anmol Taneja Taneja	ASSISTANT PROFESSOR	PATHOLOGY
264	122939	CHARU BATRA ATREJA	ASSOCIATE PROFESSOR	PATHOLOGY
265	123021	MAITRAYEE ROY	ASSOCIATE PROFESSOR	PATHOLOGY
266	124866	JASKIRAT SINGH	ASSOCIATE PROFESSOR	PATHOLOGY
267	126078	Irbinder Kour Bali	ASSOCIATE PROFESSOR	PATHOLOGY
268	125002	GAYATRI MAHAJAN	CONSULTANT	PATHOLOGY
269	120145	PREM SINGH	PROFESSOR	PATHOLOGY
270	123094	VIJAY SHRAWAN NIJHAW	PROFESSOR	PATHOLOGY
271	123536	RUPINDER KAUR	PROFESSOR	PATHOLOGY
272	124094	SHIV PANKAJ KHANNA	PROFESSOR	PATHOLOGY
273	126496	Vishesh Dhawan	SENIOR RESIDENT	PATHOLOGY
274	126497	Ayushi Kediya	SENIOR RESIDENT	PATHOLOGY
275	126535	Lata	SENIOR RESIDENT	PATHOLOGY
276	126600	Parneet Kaur	SENIOR RESIDENT	PATHOLOGY
277	127313	Devansh Mahajan	SENIOR RESIDENT	PATHOLOGY

Sr. No.	ID	NAME	Designation Description	Department Description
278	127314	Palak Mayer	SENIOR RESIDENT	PATHOLOGY
279	126487	Harita	ASSISTANT PROFESSOR	PEADIATRIC SURGERY
280	127096	Baljeet maini	ASSISTANT PROFESSOR	PEADIATRIC SURGERY
281	127306	Ankita Thakur	ASSISTANT PROFESSOR	PRDIATRIC SURGERY WARD
282	127329	Anirudh Bhushan	ASSISTANT PROFESSOR	PRDIATRIC SURGERY WARD
283	125015	CHANDERPRIYA AGARWAL	ASSISTANT PROFESSOR	PHARMACOLOGY
284	125027	ARVIND AGARWAL Agarw	ASSISTANT PROFESSOR	PHARMACOLOGY
285	126741	Rupa Joshi	ASSISTANT PROFESSOR	PHARMACOLOGY
286	127172	Annie Mattu	ASSISTANT PROFESSOR	PHARMACOLOGY
287	127190	Hina Lal	ASSISTANT PROFESSOR	PHARMACOLOGY
288	127230	Chandan Mishra	ASSISTANT PROFESSOR	PHARMACOLOGY
289	180265	Sandeep Kumar	ASSISTANT PROFESSOR	PHARMACOLOGY
290	122842	RANJODHJEET SINGH	ASSISTANT PROFESSOR	PHARMACOLOGY
291	120161	ANSHU GUPTA	PROFESSOR	PHARMACOLOGY
292	126757	Dinesh Kamal	PROFESSOR AND HEAD	PHARMACOLOGY
293	126782	RAHUL DEB	SENIOR RESIDENT	PHARMACOLOGY
294	127211	GAGAN SHANT PARKASH	SENIOR RESIDENT	PHARMACOLOGY
295	125525	SONAL GARG	ASSISTANT PROFESSOR	PHYSIOLOGY
296	126486	MANYALA VLS PRAVEENA	ASSISTANT PROFESSOR	PHYSIOLOGY
297	126756	ANKALAYYA ANKALAYYA	ASSOCIATE PROFESSOR	PHYSIOLOGY
298	123029	GURDEV LAL GOYAL	PROFESSOR	PHYSIOLOGY
299	125400	BALJINDER SINGH	PROFESSOR	PHYSIOLOGY
300	125218	VAISHALI GARG	TUTOR	PHYSIOLOGY
301	127050	Nazneen	TUTOR	PHYSIOLOGY
302	127101	Fagh;v Jindal	TUTOR	PHYSIOLOGY
303	127276	Sumaiya Wa.heed	TUTOR	PHYSIOLOGY
304	160119	Akshat Pandey	ASSISTANT PROFESSOR	PHYSIOTHERAPY
305	122725	MANMOHAN SINGH	PROFESSOR	PLASTIC SURGERY
306	126775	DEEPALI BANSAL	ASSISTANT PROFESSOR	PSYCHAITRY

Sr. No.	ID	NAME	Designation Description	Department Description
307	127001	ABHI3HEK GUPTA	ASSISTANT PROFESSOR	PSYCHAITRY
308	125807	TANU KUNDAL	ASSOCIATE PROFESSOR	PSYCHAITRY
309	123703	POONAM BHARTI	PROFESSOR	PSYCHAITRY
310	125727	S.A.MINDER PANCHAL PM	SENIOR RESIDENT	PSYCHAITRY
311	127331	Ramita Goel	SENIOR RESIDENT	PSYCHAITRY
312	126242	Seema Punia	ASSISTANT PROFESSOR	RADIATION ONCOLOGY
313	125351	SVS BALA	ASSOCIATE PROFESSOR	RADIATION ONCOLOGY
314	123876	RAJEEV KUMAR SEAM	PROFESSOR	RADIATION ONCOLOGY
315	127243	Megha Mannas	SENIOR RESIDENT	RADIATION ONCOLOGY
316	123497	P-IYANKA SAINI	TUTOR	RADIATION ONCOLOGY
317	124845	K?.IPANAND YADAV	ASSISTANT PROFESSOR	RADIOLOGY
318	125116	GUNJAN JINDAL	ASSISTANT PROFESSOR	RADIOLOGY
319	126601	Vivodh Kumar Kushwaha	ASSISTANT PROFESSOR	RADIOLOGY
320	127076	Kusurn Mishra	ASSISTANT PROFESSOR	RADIOLOGY
321	127215	Amit Shrivastava	ASSISTANT PROFESSOR	RADIOLOGY
322	123826	AMIT JAIN	ASSISTANT PROFESSOR	RADIOLOGY
323	120217	AMIT MIHAL	PROFESSOR	RADIOLOGY
324	121432	RANJANA GUPTA	PROFESSOR	RADIOLOGY
325	121433	PUNEET MIHAL	PROFESSOR	RADIOLOGY
326	122360	ADITI VOHRA	PROFESSOR	RADIOLOGY
327	122387	HARNEET NARULA	PROFESSOR	RADIOLOGY
328	123382	SOHAN SINGH	PROFESSOR	RADIOLOGY
329	125930	KRITIKA	SENIOR RESIDENT	RADIOLOGY
330	126182	DEBADITYA MITRA	SENIOR RESIDENT	RADIOLOGY
331	126360	Faiz Zubair Shaikh	SENIOR RESIDENT	RADIOLOGY
332	127163	Snriti Deswal	SENIOR RESIDENT	RADIOLOGY
333	127270	St.bbagari Saikrishna Red	SENIOR RESIDENT	RADIOLOGY
334	127104	Pragva VERMA	ASSISTANT PROFESSOR	RADIOTHERPY
335	127298	Devanjal Kapila	SENIOR RESIDENT	RADIOTHERPY

Sr. No.	ID	NAME	Designation Description	Department Description
336	127299	Ridhi Puri	SENIOR RESIDENT	RADIOTHERPY
337	127315	Sneha Choudhary	SENIOR RESIDENT	RADIOTHERPY
338	127316	Deepanshu Suhag	SENIOR RESIDENT	RADIOTHERPY
339	127317	Gurshaan Singh Makkar	SENIOR RESIDENT	RADIOTHERPY
340	125417	AJIT YADAV	ASSISTANT PROFESSOR	RESPIRATORY MEDICINE
341	126499	Tushar Nehra	ASSISTANT PROFESSOR	RESPIRATORY MEDICINE
342	123174	JAI KISHAN KARAHYLA	PROFESSOR	RESPIRATORY MEDICINE
343	123858	SA.MEER SING HAL	PROFESSOR	RESPIRATORY MEDICINE
344	126391	Arshid Ahamad Sofi	SENIOR RESIDENT	RESPIRATORY MEDICINE
345	127300	Rishav kumar Sinwa	SENIOR RESIDENT	RESPIRATORY MEDICINE
346	127301	Spandan Biswas	SENIOR RESIDENT	RESPIRATORY MEDICINE
347	123154	RAVINDER KAUR	LADY MEDICAL OFFICER	RTHC-ADHOYA
348	125787	K Pani Kumar NAIDU	SIMULATION MANAGER	SKILL LAB
349	125479	SAURABH SWAROOP GUF	ASSISTANT PROFESSOR	SKIN
350	123447	ROHIT SINGLA	ASSOCIATE PROFESSOR	SKIN
351	120230	SMJJEEV GUPTA	PROFESSOR	SKIN
352	120231	ANEET MAHENDRA	PROFESSOR	SKIN
353	127038	Maneshwar Singh Utaal	ASSISTANT PROFESSOR	SURGERY
354	126770	ABHITESH BADHAN	SENIOR RESIDENT	TRANSFUSION MEDICINE
355	126155	KAMLJEET KAUR	LADY MEDICAL OFFICER	UHC-AMBALA
356	125089	GAURAV KOCHHAR	ASSISTANT PROFESSOR	UROLOGY
357	126058	MUSHTAQ AHMED	ASSISTANT PROFESSOR	UROLOGY
358	125384	RAJESH KHANNA	PROFESSOR	UROLOGY

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Subject:- Supply of information asked by the Subject Committee on Education, Technical Education, Vocational Education, Medical Education and Health Services.

Reference:- O/o Haryana Vidhan Sabha, Secretariat Memo No. HVS/E&H/15/2023-2024/12551 dated 03.08.2023 (copy attached in Index file pages AH-1 to 75).

O/o Director, Medical Education & Research, Hayrana Memo No. A1/Admin-III/F-08/2023/13347 dated 11.08.2023 (copy attached in Index file pages AH-78).

A committee was constituted by O/o Director, Kalpana Chawla Govt. Medical College, Karnal vide order Endst No. KCGMC/PA/2023/1366-72 dated 11.08.2023 (copy attached in Index file pages AH-76 to 77) to prepare the information asked by the Subject Committee on Education, Technical Education, Vocational Education, Medical Education and Health Services vide Haryana Vidhan Sabha, Secretariat Memo No. HVS/E&H /15/2023-2024/12551 dated 03.08.2023 (copy attached in Index file pages AH-1 to 75). In compliance to the above orders, the committee thus constituted had obtained the relevant records from the Establishment Branch of the institute on dated 14.08.2023 and had perused the records pertaining to the recruitment of officials under complaint as listed at Annexure-A of the complaint.

It is pertinent to mention here that the records received are not in order and the chain of the events related to the recruitment process on transfer basis could not be established at multiple places. The noting pages and as well as the communication pages are re-numbered on multiple occasions with different numbers on each occasion which probably had resulted in discontinuation of trail of records. Moreover, some noting pages have been replaced with photocopied documents. Also it has been found by the committee that some irrelevant documents not pertaining either to the concerned file or the concerned person are filed and numbered in the files made available to the committee. It is also submitted that the dealing persons related to the subject matter as well as custodians of the related record are the same officials as mentioned in the Annexure-A of the complaint received.

(Relevant details of record received from Establishment Branch to the constituted committee is attached in Index File page No. AG-3 to AG-18)

The detailed finding of the committee as per the record made available to the committee is as under:

i) A meeting the under the Chairmanship of Chief Minister, Haryana was held on 22.12.2010 in which the decision regarding appointment of the staff in Govt. Medical Colleges was discussed and in the minutes of the meeting the decision regarding recruitment of office staff was taken in para No. 5 which is reproduce as under:-

"It was decided that the office staff should also be recruited by way of transfer from other Govt. departments. In case more persons than the vacancies apply, the selection shall be made by a Committee comprised of the following:

- *Director Principal of the College*
- *Medical Superintendent of the Hospital*
- *Additional / Joint Director.*

In case sufficient number of persons are not available, that vacancies may be filled up by the way of direct recruitment through open advertisement by a Committee comprised of the following members:-

- *Director Principal of the College*
- *Medical Superintendent of the Hospital*
- *Additional / Joint Director.*

Since the hospitals and college are to be made functional as early as possible, it was decided after getting the post sanctioned, advertisement may be issued in the newspaper inviting applications in the accordance with the Rules applicable in PGIMS, Rohtak, in the meantime, the department should get separate Rules for each colleges notified."

In the above meeting, it was not instructed to recruit office staff by way of transfer from state universities of Haryana or district courts but in all the advertisements detailed below, the applications have been invited from the state universities and employees from district courts have also been selected for reasons still not clear to the committee even after examining the records made available to the committee.

Subsequently, another meeting under the Chairmanship of Chief Minister, Haryana was held on 13.07.2011 *regarding* setting up of three new medical colleges in the state. With concern to Medical College Karnal, it was decided that detailed position regarding this college will be put up by F.C. Health to the Government. But, reliance has been made in various proceeding of recruitment by transfer basis in KCGMC, Karnal of this meeting and mentioned that government has decided to fill up the 50% of the posts of office staff and paramedical staff by way of transfer basis and that the requisitions for filling up of vacancies on transfer basis may also be sent to various Universities in the state in addition of various Government Departments. This decision was made for Medical College Khanpur Kalan and not for KCGMC Karnal in the said meeting.

(Relevant record to point No. (i) attached in Index File page No. AA-1 to AA-12)

(ii) It is also made clear that employees working in District Courts as well as State Universities are neither employees of any department of Government of Haryana nor State Government employees (as per the list notified by the Govt. from time to time) and as such they cannot be appointed on transfer basis in different departments of State of Haryana as clarified by the instructions issued by the Govt. from time to time. *Reference- Chief Secretary to Govt. of Haryana Instructions no. 45/10/1999-5GS-1 dated 19.02.2015 and No. 42/327/2018-5GS-1 dated 19.06.2019.*

As per the proviso 9 of Haryana Medical Education Department, Ministerial, Stores, Library, Statistics and General (Group-C) Service Rules, 1998 (i.e. PGIMS, Rohtak Rules), describing method of recruitment of Ministerial Staff (Superintendent, Assistant, Clerk), *the recruitment to the Service on transfer basis shall be made as reproduced below:*

"By transfer or deputation of an official already in the service of any State Government or the Government of India."

These service rules of PGIMS, Rohtak are applicable to KCGMC, Karnal which doesn't allow recruitment of ministerial staff on transfer basis from organization /institutes other than that of State Government or the Government of India.

iii) Subsequently, an advertisement was floated by Director, Medical Education & Research, Haryana in year 2011 with last date of application 14.11.2011 in which applications were invited from the eligible persons working in the offices / departments of the Govt. of Haryana and the State Universities of Haryana for appointment on transfer basis at KCGMC, Karnal on the post of Administrative Officer, Superintendent, Assistant, Accountant, Steno-Typist, Record Clerk, Driver with Multipurpose vehicles and Class-IV. Also a letter was written to the Vice Chancellor, All State Universities from the Director,

Medical Education & Research, Haryana vide No. DMER/2011/4836-41 dated 17.10.2011 under the subject for filling up of vacant posts of KCGMC, Karnal and the above advertisement was sent along with this letter for circulation amongst all the eligible employees of State Universities.

(Relevant record to point No. (ii & iii) attached in Index File page No. AB-1 to AB-14)

iv) The Governor of Haryana vide notification No. 1/64/2011-1 HB-IV dated 20.12.2011, has constituted a selection committee for **selection of 50% of total sanctioned posts of Group-B officers** in B.P.S. Medical College for Women, Khanpur Kalan (Sonipat); Shaheed Hassan Khan Mewati Govt. Medical College, Nalhar (Mewat) and **Kalpna Chawla Govt. Medical College, Karnal by way of direct recruitment** :-

- Director, Medical Education & Research, Haryana - Chairman
 - Director Principal of the concerned college - Member Secy.
 - Head of department, concerned of the college - Member
- if he/she is not available, Head of Deptt.
concerned of PGIMS, Rohtak.

The Governor of Haryana further ordered that:

- An advertisement for inviting applications for above mentioned posts will be issued in leading newspapers for vide circulation by Director, Medical Education & Research, Haryana, Panchkula. All the applications received in his office for further processing.
- Govt. shall be the appointing authority of all posts of Group-B.
- Process of selection of suitable candidates will be carried out by the committee in accordance with the rules of PGIMS, Rohtak.

(Relevant record to point No. (iv) attached in Index File page No. AC-1 to AC-18)

v) In the year 2013, another advertisement was floated by Director General, Medical Education & Research, Haryana vide KCGMC/CO/487-557 dated 08.01.2013 with last date of application upto 21.02.2013 which was later extended to 08.03.2013 for filing up of posts by way of taking the staff on transfer basis from other Govt. departments / State Universities of Haryana for absorption on permanent basis in KCGMC, Karnal. The proceedings and approval of competent authority for this advertisement are not available from the office record provided in the recruitment file.

The Director, KCGMC, Karnal had constituted a committee vide Endst No. KCGMC/Estt/2013/2415-18 dated 17.07.2013 of the following officers for internal evaluation of all the application form received against advertisement KCGMC/CO/487-557 dated 08.01.2013 subject:- **Filling up of posts by way of transfer from other Govt. Department of Haryana** and deciding the internal pre-merit as per approved criteria :-

1. Dr. Anjali Solanki, Assistant Professor (Pathology Department)
2. Dr. Parul Garg, Assistant Professor (Bio-Chemistry Department)
3. Sh. Ravi Bhushan, Accounts Officer, KCGMC, Karnal
4. Sh. Ramphal Yadav, Superintendent, KCGMC, Karnal

The committee on dated 23.07.2013 had submitted their assessment for further examination which is reproduced as below :-

“As per direction of the Worthy Director the qualifications of the aspirants has been assessed as per draft rule of KCGMC, Karnal. Accordingly committee has examined the draft rules and as per draft rules, five years experience is mandatory of the same post which is to be filled on transfer basis from other Departments. This provision of experience is applicable on the many of the posts as advertised above. However in the advertisement published & circular issued to the department's experience of 2 years of the same posts has been required. The condition of 2 years experience in the advertisement is contradictory to the draft rules of KCGMC, Karnal. In addition to above as per draft rules of KCGMC, Karnal, the employees of the Departments administered by the State Government can be appointed on transfer basis, whereas in the advertisement the applications from Boards & Corporation / Universities / Court has been invited and applications of Boards & Corporation / Universities / Court had also been received, so this may please be reviewed.

The final assessment of the application of the different aspirants for the posts of Steno-typist-cum-Computer Operator, Store Keeper-cum-Clerk-cum Computer Operator, will be done after the result of exam conducted by HARTRON/ITI authorities.

It is further submitted that the 5 posts of Clerk-cum-Data Entry Operator has been advertised in the Pay Band of 5200-20200+1900 GP. The committee intends to invite the kind attention towards Finance Department, Haryana letter No. 2448-5FD-2/2010 dated 24.09.2010 where in the 9 posts of Clerk-cum-Data Entry Operator has been sanctioned subject to condition that posts of Data Entry Operators shall be filled up on contract basis. Whereas the department has advertisement of these posts in the Pay Band of 5200-20200+1900 GP on Transfer basis as a regular candidates. The committee observed that these posts may be filled up on contract basis through HARTRON, Haryana instead of transfer basis.

In addition to above, it may be pertinent to mention here that in the following categories, the applications of the eligible candidate required are on the lower side. It is submitted that as per Haryana Govt. notification dated 17.04.2003, the minimum three candidates are essential to be called for interview against single post, but in the following category the minimum eligible candidate are less than the prescribed number of candidate as required as per Haryana Govt. notification dated 17.04.2013:-

Sr No.	Name of Post	Total No. of Post advertised	No. of eligible application received
1	Superintendent	01	01
2	Physiotherapist	01	01
3	Store keeper	06	04
4	Operation Theatre Assistant	07	02

“The guidelines to fill up the post on transfer basis on different aspirants has been circulated by the Chief Secretary, Haryana letter No. 42/20/82/05-GS-1 dated 19.08.1982 (copy enclosed) may please be got examined”.

No further action on the findings of the above constituted committee has been found in the record file.

In addition, the committee had also submitted noting bearing subject: 194 पदों को स्थानान्तरण आधार पर भरने बारे on dated 23.07.2013 in which the committee proposed that

HSSC may be requested for further guidance for all the posts against which either no application are received or received applications are less than the prescribed number of candidate as required as per Haryana Govt. notification dated 17.04.2013.

The further proceedings on the above matter are missing from the office record provided in the Selection Criteria File.

After the scrutiny and interview conducted in the recruitment process detailed above, it was submitted by the office that 03 candidates (Sh. Sat Narayan, **Sh. Subhash Goel & Sh. Parbhat Kumar**) in the selection list on the post of Assistant are from Judiciary and 02 candidates (**Sh. Rajesh Kumar** & Sh. Rameshwar Dass) are from Universities. Out of these candidates, the candidates from Universities selected on the posts of Assistants have **higher Grade Pay (3600) instead of Rs. 3200** as per the advertisement. It was proposed to receive acceptance from the candidates to accept lower Grade Pay as per the advertisement. Also Judiciary Department candidates selected have submitted resignations in their parent institutes whereas, the **candidate can only join by getting duly relieved on transfer basis** instead of acceptance of resignation. At NP-19-20 (renumbered 22-23) of file Regarding appointment on transfer basis (Staff Nurse, L.T., Assistants), it has been approved to incorporate the above objections in the appointments letters of the above candidates, but the above conditions could not be found in their appointment letters clearly stating the above positions. As a result, the above candidates have joined this institute on transfer basis upon resignation/on extra ordinary leave (Without Pay) from their previous organization / institute. Also their pay have been protected on the pay scale of their previous organization /institute.

That as per instructions received from Additional Chief Secretary to Govt of Haryana, Medical Education & Research Department vide memo No. 25/04/2015-1 HB-4 dated 27.07.2015, it was instructed that "जब तक राज्य के तीनों मैडिकल कॉलेजों के सेवा नियम तैयार नहीं होते जब तक Pt. BD. Sharma, PGIMS, Rohtak के सेवा नियम ही Follow किए जाएं"

(Relevant record to point No. (v) attached in Index File page No. AD-1 to AD-36)

vi) In the year 2016, another advertisement was floated by Director Kalpana Chawla Govt. Medical College, Karnal vide advertisement No. 07/2016 vide which 17 posts of Clerks (in the pay scale 5200-20200+1900 GP) were advertised for filling up of posts by way of taking the staff on transfer basis from other Govt. departments / State Universities of Haryana in KCGMC, Karnal. Subsequently, interview held on dated 01.10.2016 and 05.10.2016, 17 candidates in the selection list and 09 candidates in the waiting list were shortlisted by the Selection Committee.

Several candidates employed in various Districts Courts had also applied for the said posts but were declared 'Not eligible' on grounds of 'Not being a Haryana Government Employee'. Consequently, these candidates sought relief from Hon'ble Punjab & High Court, Chandigarh vide various petitions clubbed with main case CWP No. 20093 of 2016 titled Pankaj Sharma and others Vs State of Haryana and were ordered interim relief under orders dated 26.09.2016 which is reproduced as below:

"The present petitioners would also be interviewed in the schedule to be held on or after 20.09.2016 but would not confer any right or equity in favour of the petitioners for

consideration which will be subject to the result of the writ petition. However, the result will not be declared till further orders."

The petitioners were allowed to appear in the interview held on dated 01.10.2016. The result of the advertisement was kept on hold in compliance of the order of Hon'ble High Court in CWP No. 20093 of 2016. Consequently, further orders dated 28.07.2017 under CM No. 6428 of 2017 in the same case, it was ordered to respondents – State of Haryana to fill up 17 posts of Clerks and 03 posts of Stenographer subject to result of this petition. The respondents were also directed to impose a condition in the order of transfer that their transfers (appointment by transfers) is subject to result of this petition. With the above observation, the Civil Misc. Application was disposed off.

In compliance of the above orders, the result against Advt. No. 07/2016 was published on dated 01.08.2017 and subsequently, appointment letters were issued by KCGMC, Karnal authorities barring the petitioners (Sr No. 14 to 23) of above mentioned cases listed in the selection / waiting list.

Initially, appointment letters to 08 candidates (belonging to other Govt. departments and universities of the State except the candidates on the Court) were issued on dated 09.08.2017 for the post of Clerk on transfer basis. Out of these 08 candidates, 03 officials (Sh. Deepak Kumar, Sh. Dilbag Singh and Sh. Rakesh Kumar) joined their duties and other 05 appointment were withdrawn due to not joining in stipulated time / refusal to join. Subsequently, appointments letters were issued to wait listed candidate Sr. No. 1, 2 & 4 (Ms. Renu, Ms. Priyanka Tiwari, Sh. Rajesh Kumar) being employees of Haryana Govt. and the candidates from Court were not issued appointments due to matter being subjudice. Out of above 03-Clerks, 02 Clerks Sr. 2 & 4 have joined their duties and the appointment letter of Ms. Renu, Clerk cancelled as the six months of issuance of appointment letter has already been completed. The appointment letters to the court employees were not issued as decided at NP-19-21 (renumbered-20-22 and again renumbered to 54, 54, 55) of file No. 3 (Main & Extension File 7 /2016) by the Director, KCGMC, Karnal stating that:

"As the order of the High Court is not cleared in respect of those who have been selected from High Court cadre, therefore opinion of the Law Officer may be obtained before issuing the appointment letter." in which opinion of A.G., Haryana in the matter was proposed to be obtained by **Sh. Subhash Goel, Dy. Supdt. (Sr No. 5 as per Annexure-A of the complaint).**

Subsequently, as detailed further on noting pages, **as per the verbal orders of the Director, KCGMC, Karnal, appointment letters to the Clerks on transfer basis to all such candidates who belongs to Haryana Govt. Department only were issued and opinion of A.G., Haryana was sought (although communication letter not found in record).**

In response to the above action, the petitioners (Sr No. 14 to 23 - court employees) again approached Hon'ble Punjab & Haryana High Court by filing another Civil Misc. Application No. 11482 of 2017 in CWP No. 20093 of 2016 titled as Pankaj Sharma Vs State of Haryana in which, orders dated 20.09.2017 decided that ***"if the present application is allowed, as good as allowing the writ petition. Therefore, the present Civil Misc. application is dismissed."*** The orders were also communicated to the petitioners (Sr No. 14 to 23) vide this office letter No. KCGMC/Estt/GA-2/2018/7335-41 dated 01.08.2018.

It is pertinent to mentioned here that as per instruction circulated by the Chief Secretary to Govt. of Haryana vide Endst No. 45/10/1999-5GS-I dated 19.02.2015, on the subject regarding the employees who have been appointed by Way of Transfer from Haryana Vidhan Sabha in Government Department under the State which are re-produce as under:

“It is has been decided that the employees of Haryana Vidhan Sabha/ High Court/ District Court may not be repatriated to their parent unit. However, from now onwards no employees of Haryana Vidhan Sabha/High Court/ District Court should be taken / appointed on transfer basis in departments of the State Government.”

On similar lines an affidavit dated 08.12.2016 has been submitted by the Chief Secretary to Govt of Haryana in the above CWP No. 20093 of 2016 titled as Pankaj Sharma Vs State of Haryana in which, it is submitted that ***“the employees of the High Court and Haryana Vidhan Sabha are not eligible for appointment by transfer in Haryana Civil Secretariat and in view of the position explained it is respectfully submitted that the High Court, in which the petitioner is originally employed is not a department under the State Govt. and as such the employees of the High Court are not the employee of the Haryana Government”***.

Subsequently, guidelines were sought from the Director, Medical Education & Research, Haryana regarding issuance of appointment letters to Clerks appointed from Courts vide office letter No. KCGMC/Estt/GA-II/2018/8817 dated 10.09.2018 and No. KCGMC/Estt/GA-II/2018/9068 dated 20.09.2018 by citing verbal directions of Hon'ble Court given to Dy. Supdt. of Directorate to consider the plaintiff's request subject to outcome of writ petition filled by them as per process adopted by office of Director, Medical Education & Research, Haryana. In response, directions were issued from O/o Director, Medical Education & Research, Haryana to proceed as per practice adopted by that office i.e. appointment letters may be issued to the candidates selected from District Courts subject to the conditions of final outcome in CWP No. 20093 of 2016 titled as Pankaj Sharma & Others Vs State of Haryana and file reply accordingly in the Hon'ble High Court of Punjab & Haryana.

As per above quoted directions received from the O/o DMER, Haryana appointed letters were issued to the following Clerks who were working in different District Courts considering waiting list for these candidates w.e.f. the date of issuance of appointment letters:-

Sr No.	Name Sh./Smt/Ms.	Father's Name Sh./	Remarks
1	Pankaj Sharma	Ram Dulara	Out of selection list from Court
2	Naresh Kumar	Ishwar Chand	-do-
3	Ravinder	Kaman Singh	-do-
4	Poonam	Satbir Singh	-do-
5	Dhaninder	Dhoop Singh	-do-
6	Bhupinder	Gurdev	-do-
7	Reetu Rani	Krishan Kumar	-do-
8	Dheeraj Kumar	Krishan Kumar	-do-
9	Sunil Kumar	Ranjeet Singh	-do-

Note :- Application of **Ms. Poonam (Sr No. 14 of Annexure-A of the complaint)** not received through Proper channel. She alongwith other applicants filled CWP No.

20461 of 2016 in Hon'ble High Court which was clubbed with CWP No. 20093 of 2016.

Further, as only 14 Clerks joined against the total advertised 17 posts of Clerks. Reference has been made to fill up the remaining vacant posts from the existing waiting list of the result declared dated 01.08.2017 at NP-29-30 (renumbered 62-63 of file No. 3 (Main & Extension File 7 /2016) in which the office submission is as under:

"As per ordinance of Civil Appeal No. 6690 of 2008, Mukul Saikia and others, it has been decided that the currency of select list/waiting list shall deem to be expired as soon as the numbers of posts advertised are filled up. The selection panel is still authentic."

-Sh. Vikrant Singh, Supdt.

(Sr No.1 of Annexure-A of the complaint)

"Appointments may be issued subject to the fulfilling of instructions of the Govt. dated 03.08.2009" - **Director, KCGMC, Karnal**

"It is submitted that as per Govt. instructions dated 03.08.2009 speaks that once number of vacancy filled up or validity of selection list expired whichever event was earlier in point of time. The waiting list shall deemed to be in operative. Advertisement was made for 17 Nos. of Clerks, till date only 14 Clerks joined, as the matter is subjudice and selection of Clerks of Court approval subject to outcome of CWP No.20093 of 2016 received on 12.11.2018 F/A. Hence the waiting list is in operative. Accordingly, 3 appointment letters to waiting candidates are added below for approval and signature please."

-Sh. Rajesh Kumar, Dy.Supt.

(Sr No.2 of Annexure-A of the complaint)

Dated: 26.12.2018

The above was approved by the Director, KCGMC, Karnal on dated 02.01.2019 and consequently appointment letters were issued to the following tabulated officials:

Sr No.	Name Sh./Smt/Ms.	Father's Name Sh./	Remarks
10	Parkash Chand Joshi	Jaya Dutt Joshi	Out of waiting list from Court
11	Vijay Pal	Surender Singh	From other Govt. Deptt.
12	Sandeep Kumar	Krishan Chand	Out of waiting list from Court

However, w.r.t. the Chief Secretary Haryana instruction No. 42/43/84-5GSI dated 20.01.1988 in the above subject matter (appointment of candidates out of the waiting list prepared by the Sub-Ordinate Services Selection Board), point No. 3 of the said instructions is reproduced as below: -

"It has further been decided that main list as well as waiting list shall remain valid for a period of one year from the date of recommendation. The list of remaining candidates, if any, after one year would be scrapped and if any further demand is received by the Board, it would process the matter of fresh and maker further recommendations."

And further modification / additions to the above instruction circulated by the Chief Secretary Haryana instruction No. 42/304/2007-5GSI dated 03.08.2009 in the above

subject matter (appointment of candidates out of the waiting list prepared by the Haryana Staff Selection Commission), point No. 3 of the said instructions is reproduced as below: -

"Now, in view of the Hon'ble Supreme Court's judgement dated 18.11.2008 in Civil Appeal No.6690 of 2008- Mukul Saikia & Others, reported as (2009) ISCC 386, it has been decided that the currency of select list/waiting list shall deem to be expired as soon as the number of posts advertised are filled up. Once number of vacancies advertised by Haryana Staff Selection Commission have been filled or validity of select list or waiting list expired which-ever event was earlier in point of time, the waiting list shall deemed to be inoperative. Any vacancy arising thereafter due to any reasons, shall not be filled out of the relevant waiting."

Keeping in view, the above instructions of the Govt., it has been observed that the result of the advertisement No. 07/2016 was declared on dated 01.08.2017 and appointment letters to various officials under complaint had been issued dated 15.11.2018 (Sr No. 14 to 20), 02.01.2019 (Sr No. 21 & 23) and dated 05.02.2019 (Sr No. 22) after a lapse of period of one year from the declaration of the result.

Further, vide letter No. KCGMC/Legal Cell/2019/314 dated 14.03.2019, this institute has submitted the written statement to be submitted in the case of CWP No. 20093 of 2016 titled as Pankaj Sharma & Others Vs State of Haryana taking precedence of the Chief Secretary to Govt of Haryana instructions vide letter Endst No. 45/10/1999-5GS-I dated 19.02.2015 and the reply filed dated 08.10.2016 in the Hon'ble High Court of Punjab & Haryana in the same case (CWP No. 20093 of 2016) by the Chief Secretary to Govt of Haryana and not contending the above referred instructions.

Now, the CWP No. 20093 of 2016 titled as Pankaj Sharma Vs State of Haryana is admitted by Hon'ble High Court vide order dated 29.08.2019.

All the Court employees joined in this institute vide recruitment held against Advt No. 07/2016 by giving resignation / technical resignation in their previous institute (Courts). However, as per point No. 09 of the terms & conditions of the interview call letter issued to them, it has been specifically mentioned that:

" ;fn bl in ij vkidk p;u gk tkrk g' rk vki viu: foHkkx I: HkkjeDr gkdj gh bl LFkk e' dk; xg.k dj ldr: gl ;fn vki viu: foHkkx I: !;kx"i# ndj vkr: gl rk vkidk bl dk;k\$; e' dk;Hkkj xg.k ugh djok;k tK%xx& D;kfd ;g in fu;eku lKj LFkkuk'rj.k vk(Hkkj ij gh Hkjk tkuk vif)kr gl"

However, all the employees have been allowed to join subsequent upon resignation / technical resignation in their previous institute (Courts).

Reference is taken from the Notice issued by Director, KCGMC, Karnal vide memo No. KCGMC/Estt/GA-2/2016/15625 dated 27.09.2016 in which it has informed to all the candidates who have applied for various posts advertised by KCGMC, Karnal to be filled on transfer basis and will be appearing in interview on 28.09.2016 to 01.10.2016 that **No Conditional NOC** from parent department will be accepted and such candidates will not be interviewed by the Selection Committee. The NOC put on record of candidates mentioned at Annexure-A of the complaint have various sorts of conditions with respect to resignation, lien, extra ordinary leave (without pay) etc. put forth by their forwarding authority of the parent departments / Courts / Universities and have been selected as well as accepted for joining on these advertised posts.

(Relevant record to point No. (vi) attached in Index File page No. AE-1 to AE-41)

vii) In the year 2017, another advertisement was floated by Director Kalpana Chawla Govt. Medical College, Karnal vide advertisement No. 04/2017 vide which 01 post of Superintendent (in the pay scale 9300-34800+4200 GP) was advertised for filling up of post by way of transfer basis from other Govt. departments / State Universities of Haryana for absorption on permanent basis in KCGMC, Karnal.

Background – 50% quota of the posts of superintendent has already been filled through transfer basis.

An application from Sh. Satish Kaushik, Superintendent O/o Yamuna Water Services Circle, Irrigation Department Karnal addressed to DGMR Panchkula was received for examining the request as per policy and in reference to the same, a letter Vide Letter KCGMC/Estt./GA-1/2017/4127 dated 02.03.2017 was sent to the DGMR in which the facts are mentioned which are reproduced as below:

"It is further informed that four posts of Superintendents were sanctioned by the Govt. for this Institution and as per Haryana Govt. Notifications no. 1/2/2011-1 HBIV dated 08.04.2015 (copies enclosed as Annexure -A & B), 50% of total posts of office staff and para medical staff of Kalpana Chawla Govt. Medical College, Karnal were to be filled up by way of transfer from other government departments and universities of the state and 50% of these posts by direct recruitment. Accordingly, two posts of Superintendent have already been filled by way of transfer from other departments of Haryana Govt, out of which one superintendent Sh. Ramphal Yadav has been retired on 31.01.2017 & at present only one Superintendent, Sh. Roop Singh Kuhar is working in KCGMC, Karnal. The post of Superintendent is promotional post and accordingly the case for promotion on the post of Superintendent of Sh. Gobind Lal Budhiraja, Accountant, KCGMC, Karnal has been forwarded to the Govt. through your good office.

It is also mentioned here that as of now Kalpana Chawla Govt. Medical College, Karnal has not advertised or invited the applications for the post of Superintendent. The application of Sh. Satish Kaushik is submitted for your perusal."

In reply to the above mentioned letter No. M.E.R./2017/14877 dated 22.03.17 received from the Director, MER, Haryana Panchkula which is reproduced as below:

"fo*k; +" **Application for the post of Superintendent by way of transfer.**

उपरोक्त विषय पर आपके पत्र क्रमांक KCGMC/Estt./GA-1/2017/4127 दिनांक 02.03.2017 के सन्दर्भ में यह स्पष्ट किया जाता है कि अधीक्षक के चार में से दो पद स्थानान्तरण द्वारा भरे जाने हैं। श्री रामफल, अधीक्षक सेवानिवृत्ति उपरान्त जो पद रिक्त हो चुका है उसे पुनः शीघ्र स्थानान्तरण द्वारा भरे जाने की अनुमति दी जाती है। यहां यह भी स्पष्ट किया जाता है कि जो पद पदोन्नति द्वारा भरे जाने हैं वे पद विज्ञापित न किये जाएं। निदेशक चिकित्सा शिक्षा एवं अनुसंधान, हरियाणा पंचकुला।

The committee on persual of the records received from establishment has examined this case which is as below

1. The Government has issued the directions to fill 50% of the posts on Transfer basis & 50% of the posts on direct basis vide Haryana Govt. Notifications no. 1/2/2011-1 HBIV dated 08.04.2015
2. Again, vide letter no. DMER/2016/A-3/9520 dated 01.09.2016 at Sr. No. 2, the government has accorded the approval for filling up the vacant posts left from the quota for transfer basis on direct basis.

3. 02 posts of Superintendent were already filled through transfer basis and the 50% of the quota for the post of Superintendent was already exhausted
4. The Promotional case of Sh. Gobind Budhiraja was already forwarded which was under consideration at the level of the Government and the same is reproduced above as mentioned in letter no. Letter KCGMC/Estt./GA-1/2017/4127 dated 02.03.2017.
5. The letter from DMER was received vide letter No. M.E.R./2017/14877 dated 22.03.17 and it was explained that out of the 04 posts of Superintendent in KCGMC, 02 are to be filled up by way of transfer. One post which has been vacated after the retirement of Sh. Ramphal Yadav, Superintendent, the same is permitted to be filled up by transfer again. It is also made clear that other two posts of Superintendent which are to be filled up through promotion may not be advertised.
6. In perusal of the same, the office of Director KCGMC, initiated the noting and highlighted that the 50% of the quota of transfer basis has already exhausted and the case of promotion of Sh. Gobind Budhiraja, Accountant KCGMC, Karnal has already been forwarded to the Government through DMER. It was also highlighted in the noting that **neither Kalpana Chawla Govt. Medical College, Karnal had advertised or invited the applications for the post of Superintendent on transfer basis nor any permission was sought to advertise this vacated posts of Superintendent to fill up by way of transfer from the DMER, Haryana.**
7. In the noting referenced above, it was also highlighted which is reproduced as below:

“At this stage, it will not be appropriate to fill up any promotional post through transfer basis from any other Govt. department/State University, where the process of taking 50% of the posts have already been over and the eligible candidates are available in the institute to be promoted.”

Then Superintendent, Sh. Roop Singh Kuhar proposed that the one post of Superintendent may be filled by way of Transfer which become vacant due to the retirement of a Supdt. Sh. Ramphal Yadav and further proposed that a letter to fill one post of Supdt of KCGMC, Karnal, by way of transfer, may be circulated amongst all Head of Departments of State Government/State Universities and also to advertise the same in newspapers as per practice of this institute.

8. Director, KCGMC, Karnal approved the proposal put in by then Superintendent Sh. Roop Singh Kuhar.
9. The ministerial staff of KCGMC Karnal had submitted the representation for not filling the above post by way of transfer and their representation was filed by considering Sh. Roop Singh Kuhar(Then Superintendent)'s comments which are reproduced as below:

There is no justification to send the representation to the Govt. without giving any justification.

The advertisement 04/2017 was floated and the recruitment on the post of Superintendent by way of transfer (after exceeding the 50% quota of the transfer basis) was conducted.

Upon selection, Sh. Vikrant Singh Chauhan was issued appointment letter by the O/o Additional Chief Secretary to Govt. of Haryana, Medical Education & Research vide letter No. 1/53/2017-1HB-IV dated 17.08.2017.

(Relevant record to point No. (vii) attached in Index File page No. AF-1 to AF-16)

The details of appointment by way of recruitment on transfer basis as per the public advertisement floated from time to time as detailed above in context of officials under observations of the above matter is tabulated below:-

Sr. No. as per Annexure-A	Name of officials	Posts in which recruited	Advertisement	Advt. Issuing Authority
1	Vikrant Chauhan	Superintendent	04/2017	Director, KCGMC,
2	Rajesh Kumar	Assistant	Year 2013 (193 No. of posts)	DMER, Haryana
3	Sumer Chand	Assistant		
4	Ram Kumar	Assistant		
5	Subhash Goel	Assistant		
6	Parbhat Kumar	Assistant		
7	Deepak Goswami	Clerk		
8	Dharam Pal	Peon	2011, dt. 14.11.2011	
9	Rajesh Dabra	Peon	Year 2013 (193 No. of posts)	
10	Amit Kumar	Peon		
11	Arvind Kumar	Peon		
12	Rakesh Saini	Clerk	07/2016 dt. 11.07.2016	
13	Dilbag Singh	Clerk		
14	Poonam Rani	Clerk		
15	Pankaj Sharma	Clerk		
16	Reetu Rani	Clerk		
17	Dheeraj Kumar	Clerk		
18	Sunil Kumar	Clerk		
19	Bhupender Kumar	Clerk		
20	Ravinder Kumar	Clerk		
21	Parkash Chand Joshi	Clerk		
22	Pardeep Kumar	Clerk		
23	Sandeep Kumar	Clerk		

- Note:-**
1. The pay have been protected of above listed employees (Except Sr. No. 7 & 8) as detailed by the concerned branch, for each of the above listed employee, the copy of which is attached in Index File page No. AG-24) (Relevant record attached in Index File page No. AG-19 to AG-24).
 2. The above listed employees have filed various applications /petitions in Hon'ble Courts pertaining to their recruitment/ service matters the detail of which have been furnished to the committee by the Legal Cell of KCGMC, Karnal. (Relevant record attached in Index File page No. AI-1 to AI-38)

The details of total Nos. of posts sanctioned and No. of posts to be filled on transfer basis are as below:-

Name of Posts	Group of the posts	Total No. of sanctioned posts	Total No. of posts available to be filled on transfer basis (50% of the total sanctioned posts)	Total No of posts filled on transfer basis till date
Superintendent	B	04	02	03
Assistant	C	11	06	07
Clerk	C	53	27	19
Peon	D	14	07	07

As depicted in the table above, the posts of Superintendent and Assistants have been filled over and above the permissible limit to be filled by way of transfer. **However, the committee didn't find any approval of the competent authority for filling the post by way of transfer beyond the permissible limit.**

Detail of the ministerial staff recruited on transfer basis against the posts in question are enclosed in the Index File (page No.AG-1 to 2).

Moreover, it is also stated that the approval of SSS Board (Now HSSC) is required for appointment of employees on transfer basis whose initial appointment was not done through SSS Board (Now HSSC) as per instructions conveyed vide Chief Secretary to Govt. of Haryana Memo No. 42/20/82-5 GS-1 dated 19.08.1982 which has not been obtained so far as per the available record.

Sr. No. 1 :- Sh. Vikrant Singh Chauhan, Superintendent : (Relevant record attached in Index File page No. A-1 to A-15):

Sh. Vikrant Singh Chauhan was initially appointed as Assistant on 13.03.1995 in Haryana Agriculture University, Hisar. His application for the post of Superintendent was forwarded by the Director, Extension Education, CCS HAU, Hisar vide letter No. DEE/A2/2017/3664-67 dated 20.04.2017 with the condition that "in case of his selection, relieving from the university services will be decided as per rules prevailing at that time". He was working as Superintendent in Haryana Agriculture University, Hisar at the time of appointment as Superintendent in this institute on transfer basis. He was appointed as Superintendent on transfer basis in Kalpana Chawla Govt. Medical College, Karnal and appointment letter was issued vide the Additional Chief Secretary to Govt. Haryana, Medical Education & Research Department, Haryana, Chandigarh memo No. 1/53/2017-1HBIV dated 11.08.2017. He was granted Extra Ordinary Leave (Without Pay) for the period of six months by the previous organization to enable him join in this institute, accordingly he joined as Superintendent in this institute on 04.09.2017 in FPL-7 (Rs.44900-142400). He was drawing pay of Rs.70000 in the previous organization as per Last Pay Certificate at the time of joining this institute. His original service book in previous organization has not been received so far in this institute. Moreover, an amount of Rs. 3767820/- on account of pro-rata pension vide Comptroller, CCS Haryana Agriculture Univ. Hisar letter No.CAUH/P-5/2019/15642-45 dated 19.09.2019 and Rs. 826875/- on account of Gratuity was received vide Regional Director , EEI, Nilokheri letter No. EEI/Nlk/19/A-2/4291-92 dated 04.12.2019, but the same has not been deposited in State Exchequer due to pending decision regarding grant of benefit of previous service towards pensionary benefits.

A proposal for pay protection was previously sent to the Finance Department, Haryana through Administrative Department on the request of employees appointed on transfer basis from various universities and Finance Department, Haryana vide U.O. No. 1/11/2015-1PR (FD) dated 07.05.2015 rejected the proposal for pay protection with the advice that "Finance Department observes that the employees have been appointed on transfer basis from universities and do not cover under the provisions of CSR, therefore, this is a policy matter of pay protection and it is to be decided at the level of AD with the consultation of O/o Chief Secretary and with the concurrence of Budget & Controlling Branch of Finance Department". Further, the Additional Chief Secretary to Govt. Haryana, Medical Education & Research Department vide letter Endst. No. 2/4/2015-4 HB4 dated 20.10.2015 decided that "उक्त विषय में सरकार ने पी0जी0आई0एम0एस0 रोहतक तथा अन्य विश्वविद्यालयों से स्थानान्तरण आधार पर कल्पना चावला राजकीय मैडिकल कालेज, करनाल में नियुक्त हुए सहायकों/स्टाफ नर्स व अन्य अमले की पे प्रोटेक्ट ;एल0पी0सी0 के आधार पर करने का निर्णय लिया है।". Accordingly, his pay was protected on the basis of Last Pay Certificate issued by previous organisation.

However, Sh. Vikrant Singh Chauhan joined as Superintendent on transfer basis in this institute on 04.09.2017 and previously he was posted in an autonomous body i.e. Haryana Agriculture University, Hisar w.e.f. 02.12.1997 and he applied for Permanent Retirement Account Number under New Pension Scheme (NPS). Accordingly he was allotted NPS Account No. 10093083597. Moreover, he has been paid a sum of Rs.7,35,000/- as leave encashment towards 300 Nos. unutilized earned leave by his previous organisation.

Out of the total sanctioned posts of Superintendent (Total No. - 04), 50% of the posts had to be filled by the way of transfer from other departments as decided in the minutes of meeting held on 22.12.2010 under the Chairmanship of Hon'ble Chief Minister, Haryana. It was also decided by the Govt. that until an unless the departmental rules of Medical Colleges are framed, all the Medical Colleges, under the Administrative Control of the Government will follow the PGIMS Rohtak Rules in toto. However, the two posts of Superintendent had been already filled on transfer basis vide Advt. dated 14.11.2011 (Sh. Ramphal Yadav – Retd.) and vide Advt dated 21.02.2013 (Sh. Roop Singh Kuhar – Retd.) and subsequently in surplus to those to be filled by transfer basis (02 - posts), **Sh. Vikrant Singh Chauhan was recruited on the post of Superintendent vide Advt. No. 04/2017 on the 3rd vacant post out of the total sanctioned posts of Superintendent.**

Sr No. 2 :- Sh. Rajesh Kumar, Dy. Superintendent : (Relevant record attached in Index File page No. B-1 to A-21)

Sh. Rajesh Kumar was initially appointed as Clerk on 02.12.1997 in Guru Jambheshwar University of Science & Technology, Hisar. His application for the post of Assistant was forwarded by Registrar, Guru Jambheshwar University of Science & Technology, Hisar vide letter No. EN-I/2013/956 dated 28.02.2013 with the condition that "in case of his selection at Kalpana Chawla Govt. Medical College, Karnal, his case will be considered for grant of EOL (without pay) as per rules". He was working as Assistant – cum- Data Entry Operator in Guru Jambheshwar University of Science & Technology, Hisar at the time of appointment as Assistant in this institute on transfer basis. He was appointed as Assistant on transfer basis in Kalpana Chawla Govt. Medical College, Karnal and appointment letter was issued vide this office memo No.

KCGMC/Estt/2014/1760 dated 04.03.2014 with the condition at para 9 that "If you are an employee of any university/board/corporation, the pro-rata pension/leave salary etc. is to be deposited to this department, as per instructions contained in FD letter No. 1/2(4) 96-2 FR-II dated 07.01.2002, otherwise no benefit of previous service will be granted". He was granted Extra Ordinary Leave (Without Pay) for the period 01.04.2014 to 31.03.2015 further extended for the period 01.04.2015 to 31.03.2016 by the previous organization to enable him join in this institute, accordingly he joined as Assistant in this institute on 01.04.2014 in PB of Rs.9300-34800+3200 GP. The Registrar, Guru Jambheshwar University of Science & Technology, Hisar was requested to withdraw the orders of Extra Ordinary Leave (Without Pay) and relieve the official on transfer basis w.e.f. 01.04.2014 and also arrange to supply the pro-rata pension, leave salary etc. to this institute vide this office memo No. KCGMC/Estt/GA-2/2014/3998 dated 02.06.2014 and Registrar vide letter No. EN-I/2014/3849 dated 18.06.2014 informed that "there is no provision in university rules for sending an employee on transfer basis to any other institute. Further the pro-rata pension and leave salary to your college cannot be supplied till Sh. Rajesh Kumar, Assistant –cum- DEO holds lien on his post in the university". He was drawing pay of Rs.15200+3600 GP in the previous organisation as per Last Pay Certificate at the time of joining this institute. His original service book in previous organisation has not been received so far in this institute. Moreover, an amount of Rs. 565927/- on account of pro-rata pension Rs. 294360/- on account of DCRG was received vide Assistant Registrar, Guru Jambheshwar University of Science & Technology, Hisar letter No. A/CS/2021/6685 dated 19.07.2021, but the same has not been deposited in State Exchequer due to pending decision regarding grant of benefit of previous service towards pensionary benefits.

A proposal for pay protection was sent to the Finance Department, Haryana through Administrative Department on the request of employees appointed on transfer basis from various universities and Finance Department, Haryana vide U.O. No. 1/11/2015-1PR (FD) dated 07.05.2015 rejected the proposal for pay protection with the advice that "Finance Department observes that the employees have been appointed on transfer basis from universities and do not cover under the provisions of CSR, therefore, this is a policy matter of pay protection and it is to be decided at the level of AD with the consultation of O/o Chief Secretary and with the concurrence of Budget & Controlling Branch of Finance Department". Further, the Additional Chief Secretary to Govt. Haryana, Medical Education & Research Department vide letter Endst. No. 2/4/2015-4 HB4 dated 20.10.2015 decided that "उक्त विषय में सरकार ने पी0जी0आई0एम0एस0 रोहतक तथा अन्य विश्वविद्यालयों से स्थानान्तरण आधार पर कल्पना चावला राजकीय मैडिकल कालेज, करनाल में नियुक्त हुए सहायकों/स्टाफ नर्स व अन्य अमले की पे प्रोटेक्ट ;एल0पी0सी0 के आधार पर करने का निर्णय लिया है।". Accordingly, his pay was protected on the basis of Last Pay Certificate issued by previous organisation.

However, Sh. Rajesh Kumar joined as Assistant on transfer basis in this institute on 01.04.2014 and previously he was in an autonomous body i.e. Guru Jambheshwar University of Science & Technology, Hisar w.e.f. 02.12.1997 and he applied for opening of new General Provident Fund Account. He was allotted new G.P.F. A/c No. HRMED/53732. An amount of Rs. 439744/- on accounts of final payment was received from his previous organization which was deposited in his said GPF A/c Number. The matter of opening new GPF A/c is being enquired at the level of the Director General, Medical Education & Research Department, Haryana, Panchkula. Para wise comments

on the complaint have already been sent to the office of the Director General, Medical Education & Research Department, Haryana, Panchkula vide this office memo No.KCGMC/Estt/2022/2461 dated 12.05.2022.

Sh. Rajesh Kumar, Assistant was promoted to the post of Dy. Superintendent vide this office memo No. KCGMC/Estt/GA2/2017/7330-35 dated 10.04.2017 by considering the service rendered in previous department. Meanwhile, a CWP No.19524 of 2020 titled as "Ram Kumar and others versus State of Haryana and others" was filed in Hon'ble Punjab & Haryana High Court at Chandigarh and Hon'ble High Court vide order dated 18.11.2020 disposed of the petition with a direction to decide legal notice dated 21.07.2020 and also by keeping in view the contentions stated in the petition by treating the same as supplementary representation and pass a speaking order, in accordance with law. Accordingly, a detailed speaking order was passed vide this office memo No.KCGMC/PA/2021/445-55 dated 12.02.2021 and rejected the claim of the petitioners. Moreover, the Director General, Medical Education & Research Department, Haryana, Panchkula vide letter No.DMER/A4/Court Case/2021/1334 dated 02.02.2021 issued the instructions to this institute that the persons who have been promoted by counting the past service of previous department should be reverted back in view of the advice of the Chief Secretary and the legal opinion of Ld. Advocate General, Haryana dated 26.12.2020. Accordingly a show cause notice was issued to Sh. Rajesh Kumar, Dy. Superintendent vide this office memo No. KCGMC/Estt/2021/8348 dated 06.08.2021 to show cause why he should not be reverted to the post of Assistant w.e.f. 10.04.2017. Meanwhile Civil Writ Petition No. 16481 of 2021 was filed before the Hon'ble Punjab & Haryana High Court challenging the Show Cause Notice which is pending in Hon'ble High Court and the next date hearing in the said CWP has been fixed on 25.08.2023.

Sr No. 3 :- Sh. Sumer Chand, Dy. Superintendent: (Relevant record attached in Index File page No. C-1 to C-14)

Sh. Sumer Chand was initially appointed as Peon on 12.11.1997 in Guru Jambheshwar University of Science & Technology, Hisar. His application for the post of Assistant was forwarded by Registrar, Chaudhary Devi Lal University, Sirsa vide letter No. EN/P-70/13/13383 dated 13.02.2013. He was working as Assistant in Chaudhary Devi Lal University, Sirsa at the time of appointment as Assistant in this institute on transfer basis. He was appointed as Assistant on transfer basis in Kalpana Chawla Govt. Medical College, Karnal and appointment letter was issued vide this office memo No. KCGMC/Estt/2014/5414 dated 17.07.2014 with the condition at para 9 that "If you are an employee of any university/board/corporation, the pro-rata pension/leave salary etc. is to be deposited to this department, as per instructions contained in FD letter No. 1/2(4) 96-2 FR-II dated 07.01.2002, otherwise no benefit of previous service will be granted". He was granted Extra Ordinary Leave (Without Pay) for the period 07.08.2014 to 06.08.2015 further extended for the period 07.08.2015 to 06.08.2016 by the previous organisation to enable him join in this institute, accordingly he joined as Assistant in this institute on 07.08.2014 in PB of Rs.9300-34800+3200 GP. The Assistant Registrar, Chaudhary Devi Lal University, Sirsa was requested to arrange to supply the service book and deposit pro-rata pension/leave salary as per terms and conditions of the appointment letter to this institute vide this office memo No. KCGMC/Estt/GA-2/2014/7948 dated 29.09.2014, but nothing towards terminal benefits from previous organization has been received so far as per record received. He was drawing pay of Rs.10500+3600 GP in the previous organisation as per Last Pay Certificate at the time of joining this institute. His original

service book in previous organisation has not been received so far in this institute. However, partial photocopy of service book (page 1 to 6) is received from O/o Superintendent, Estt. (N.T.), CDLU, Sirsa vide letter No. Estt./AE-IV/16/P-70/9060 dated 26.09.2016 and after perusal of the same, it is not to say that the concerned has rendered continuous service in his parent department.

A proposal for pay protection was sent to the Finance Department, Haryana through Administrative Department on the request of employees appointed on transfer basis from various universities and Finance Department, Haryana vide U.O. No. 1/11/2015-1PR (FD) dated 07.05.2015 rejected the proposal for pay protection with the advice that "Finance Department observes that the employees have been appointed on transfer basis from universities and do not cover under the provisions of CSR, therefore, this is a policy matter of pay protection and it is to be decided at the level of AD with the consultation of O/o Chief Secretary and with the concurrence of Budget & Controlling Branch of Finance Department". Further, the Additional Chief Secretary to Govt. Haryana, Medical Education & Research Department vide letter Endst. No. 2/4/2015-4 HB4 dated 20.10.2015 decided that "उक्त विषय में सरकार ने पी0जी0आई0एम0एस0 रोहतक तथा अन्य विश्वविद्यालयों से स्थानान्तरण आधार पर कल्पना चावला राजकीय मैडिकल कालेज, करनाल में नियुक्त हुए सहायकों/स्टाफ नर्स व अन्य अमले की पे प्रोटेक्ट ;एल0पी0सी0 के आधार पर करने का निर्णय लिया है।". Accordingly, his pay was protected on the basis of Last Pay Certificate issued by previous organisation.

However, Sh. Sumer Chand joined as Assistant on transfer basis in this institute on 07.08.2014 and previously he was in an autonomous body i.e. Chaudhary Devi Lal University, Sirsa w.e.f. 12.11.1997 and he applied for opening of new General Provident Fund Account. He was allotted new G.P.F. A/c No. HR/MED/53733. The matter of opening new GPF A/c No. is being enquired at the level of the Director General, Medical Education & Research Department, Haryana, Panchkula. Para wise comments on the complaint have already been sent to the office of the Director General, Medical Education & Research Department, Haryana, Panchkula vide this office memo No. KCGMC/Estt/2022/2461 dated 12.05.2022.

Sh. Sumer Chand, Assistant was promoted to the post of Dy. Superintendent vide this office order Endst No. KCGMC/Estt/GA-II/2018/10041-43 dated 17.10.2018 by considering the service rendered in previous department. Meanwhile, a CWP No.19524 of 2020 titled as "Ram Kumar and others versus State of Haryana and others" was filed in Hon'ble Punjab & Haryana High Court at Chandigarh and Hon'ble High Court vide order dated 18.11.2020 disposed of the petition with a direction to decide legal notice dated 21.07.2020 and also by keeping in view the contentions stated in the petition by treating the same as supplementary representation and pass a speaking order, in accordance with law. Accordingly, a detailed speaking order was passed vide this office memo No.KCGMC/PA/2021/445-55 dated 12.02.2021 and rejected the claim of the petitioners. Moreover, the Director General, Medical Education & Research Department, Haryana, Panchkula vide letter No.DMER/A4/Court Case/2021/1334 dated 02.02.2021 issued the instructions to this institute that the persons who have been promoted by counting the past service of previous department should be reverted back in view of the advice of the Chief Secretary and the legal opinion of Ld. Advocate General, Haryana dated 26.12.2020. Accordingly a show cause notice was issued to Sh. Sumer Chand, Dy. Superintendent vide this office memo No. KCGMC/Estt/2021/8351 dated 06.08.2021 to show cause why he should not be reverted to the post of Assistant w.e.f. 10.04.2017.

Meanwhile Civil Writ Petition No. 16481 of 2021 was filed before the Hon'ble Punjab & Haryana High Court challenging the Show Cause Notice which is pending in Hon'ble High Court and the next date hearing in the said CWP has been fixed on 25.08.2023.

Sr. No. 4 :- Sh. Ram Kumar, Dy. Superintendent: (Relevant record attached in Index File page No. D-1 to D-15)

Sh. Ram Kumar was initially appointed as Assistant on 02.04.2010 in Chaudhary Devi Lal University, Sirsa. His application for the post of Assistant was forwarded by Registrar, Chaudhary Devi Lal University, Sirsa vide letter No. EN/P-311/13/13386 dated 13.02.2013. He was working as Assistant in Chaudhary Devi Lal University, Sirsa at the time of appointment as Assistant in this institute on transfer basis. He was appointed as Assistant on transfer basis in Kalpana Chawla Govt. Medical College, Karnal and appointment letter was issued vide this office memo No. KCGMC/Estt/2014/5418 dated 17.07.2014 with the condition at para 9 that "If you are an employee of any university/board/corporation, the pro-rata pension/leave salary etc. is to be deposited to this department, as per instructions contained in FD letter No. 1/2(4) 96-2 FR-II dated 07.01.2002, otherwise no benefit of previous service will be granted". He was granted Extra Ordinary Leave (Without Pay) for the period 07.08.2014 to 06.08.2015 further extended for the period 07.08.2015 to 06.08.2016 by the previous organisation to enable him join in this institute, accordingly he joined as Assistant in this institute on 07.08.2014 in PB of Rs.9300-34800+3200 GP. The Assistant Registrar, Chaudhary Devi Lal University, Sirsa was requested to arrange to supply the service book and deposit pro-rata pension/leave salary as per terms and conditions of the appointment letter to this institute vide this office memo No. KCGMC/Estt/GA-2/2014/7948 dated 29.09.2014 but nothing has been received so far as per record received. He was drawing pay of Rs.11980+3600 GP in the previous organisation as per Last Pay Certificate at the time of joining this institute. His original service book in previous organisation has not been received so far in this institute.

A proposal for pay protection was sent to the Finance Department, Haryana through Administrative Department on the request of employees appointed on transfer basis from various universities and Finance Department, Haryana vide U.O. No. 1/11/2015-1PR (FD) dated 07.05.2015 rejected the proposal for pay protection with the advice that "Finance Department observes that the employees have been appointed on transfer basis from universities and do not cover under the provisions of CSR, therefore, this is a policy matter of pay protection and it is to be decided at the level of AD with the consultation of O/o Chief Secretary and with the concurrence of Budget & Controlling Branch of Finance Department". Further, the Additional Chief Secretary to Govt. Haryana, Medical Education & Research Department vide letter Endst. No. 2/4/2015-4 HB4 dated 20.10.2015 decided that "उक्त विषय में सरकार ने पी0जी0आई0एम0एस0 रोहतक तथा अन्य विश्वविद्यालयों से स्थानान्तरण आधार पर कल्पना चावला राजकीय मैडिकल कालेज, करनाल में नियुक्त हुए सहायकों/स्टाफ नर्स व अन्य अमले की पे प्रोटेक्ट ;एल0पी0सी0 के आधार पर करने का निर्णय लिया है।". Accordingly, his pay was protected on the basis of Last Pay Certificate issued by previous organisation.

However, Sh. Ram Kumar joined as Assistant on transfer basis in this institute on 07.08.2014 and previously he was posted in an autonomous body i.e. Chaudhary Devi Lal University, Sirsa w.e.f. 02.04.2010 and he was previously allotted Permanent Retirement Account Number under New Pension Scheme (NPS). Moreover, he has been

paid a sum of Rs. 69,076/- as leave encashment towards 141 Nos. unutilized earned leave by his previous organisation.

Sh. Ram Kumar, Assistant was promoted to the post of Dy. Superintendent vide this office order Endst No. KCGMC/Estt/GA-II/2018/4093-95 dated 16.04.2018 by giving the benefit of service rendered in previous department. Meanwhile, a CWP No.19524 of 2020 titled as "Ram Kumar and others versus State of Haryana and others" was filed in Hon'ble Punjab & Haryana High Court at Chandigarh and Hon'ble High Court vide order dated 18.11.2020 disposed of the petition with a direction to decide legal notice dated 21.07.2020 and also by keeping in view the contentions stated in the petition by treating the same as supplementary representation and pass a speaking order, in accordance with law. Accordingly, a detailed speaking order was passed vide this office memo No.KCGMC/PA/2021/445-55 dated 12.02.2021 and rejected the claim of the petitioners. Moreover, the Director General, Medical Education & Research Department, Haryana, Panchkula vide letter No.DMER/A4/Court Case/2021/1334 dated 02.02.2021 issued the instructions to this institute that the persons who have been promoted by counting the past service of previous department should be reverted back in view of the advice of the Chief Secretary and the legal opinion of Ld. Advocate General, Haryana dated 26.12.2020. Accordingly a show cause notice was issued to Sh. Ram Kumar, Dy. Superintendent vide this office memo No. KCGMC/Estt/2021/8347 dated 06.08.2021 to show cause why he should not be reverted to the post of Assistant w.e.f. 10.04.2017. Meanwhile Civil Writ Petition No. 16481 of 2021 was filed before the Hon'ble Punjab & Haryana High Court challenging the Show Cause Notice which is pending in Hon'ble High Court and the next date hearing in the said CWP has been fixed on 25.08.2023.

Assistant (Sr No. 5 to 6) (Relevant record attached in Index File page No. E-1 to E-7 & F-1 to F-6):-

Assistants joined from District Courts

Sr No. as per the Complaint	Name of Employee	Appointment letter No. & Date	Pay Scale as per appointment letter	Date of Joining at KCGMC, Karnal	Service record received from District Courts	Remarks
5	Subhash Goel, Assistant, District & Sessions Judge, Kaithal	KCGMC/2014/1768 dt. 04.03.2014	9300-34800+3200 GP	03.04.2014 FN	Yes, Vide No. 4136 dt 16.05.2016 from District & Sessions Judge, Kaithal	As per order Endst No. 2607-10 dt 02.04.2014, the concerned was relieved after the acceptance of his resignation from Distt & Session Judge, Kaithal
6	Parbhat Kumar, Statistical Assistant (Falling in the cadre in Assistant), District & Sessions Judge, Kaithal	KCGMC/2014/1743 dt. 04.03.2014	9300-34800+3200 GP	03.04.2014 FN	Yes, Vide No. 5557 dt 17.07.2019 from District & Sessions Judge, Kaithal	As per order Endst No. 2611-13 dt 02.04.2014, the concerned was relieved after the acceptance of his resignation from Distt & Session Judge, Kaithal

It is submitted that the concerned employees were relieved after the acceptance of their resignation from Distt & Session Judge, Kaithal and in this regard, the guidance from the O/o DGMER, Panchkula was sought vide memo No. KCGMC/Estt/GA-2/2014/3824 dated 27.05.2014 for ministerial and group-D employees who were recruited

on transfer basis and further instructions /decisions received from the O/o DGMER, Panchkula are not available in the records provided to the committee.

A proposal for pay protection was sent to the Finance Department, Haryana through Administrative Department on the request of employees appointed on transfer basis from various universities and Finance Department, Haryana vide U.O. No. 1/11/2015-1PR (FD) dated 07.05.2015 rejected the proposal for pay protection with the advice that "Finance Department observes that the employees have been appointed on transfer basis from universities and do not cover under the provisions of CSR, therefore, this is a policy matter of pay protection and it is to be decided at the level of AD with the consultation of O/o Chief Secretary and with the concurrence of Budget & Controlling Branch of Finance Department". Further, the Additional Chief Secretary to Govt. Haryana, Medical Education & Research Department vide letter Endst. No. 2/4/2015-4 HB4 dated 20.10.2015 decided that "उक्त विषय में सरकार ने पी0जी0आई0एम0एस0 रोहतक तथा अन्य विश्वविद्यालयों से स्थानान्तरण आधार पर कल्पना चावला राजकीय मैडिकल कालेज, करनाल में नियुक्त हुए सहायकों/स्टाफ नर्स व अन्य अमले की पे प्रोटेक्ट ;एल0पी0सी0 के आधार पर करने का निर्णय लिया है।". Accordingly, his pay was protected on the basis of Last Pay Certificate issued by previous organisation.

Sh. Subhash Goel and Sh. Parbhat Kumar, Assistants were promoted to the post of Dy. Superintendent vide this office order Endst No. KCGMC/Estt/GA-II/2017/7330-35 dated 10.04.2017 by giving the benefit of service rendered in previous department. Meanwhile, a CWP No.19524 of 2020 titled as "Ram Kumar and others versus State of Haryana and others" was filed in Hon'ble Punjab & Haryana High Court at Chandigarh and Hon'ble High Court vide order dated 18.11.2020 disposed of the petition with a direction to decide legal notice dated 21.07.2020 and also by keeping in view the contentions stated in the petition by treating the same as supplementary representation and pass a speaking order, in accordance with law. Accordingly, a detailed speaking order was passed vide this office memo No.KCGMC/PA/2021/445-55 dated 12.02.2021 and rejected the claim of the petitioners. Moreover, the Director General, Medical Education & Research Department, Haryana, Panchkula vide letter No.DMER/ A4/Court Case/2021/1334 dated 02.02.2021 issued the instructions to this institute that the persons who have been promoted by counting the past service of previous department should be reverted back in view of the advice of the Chief Secretary and the legal opinion of Ld. Advocate General, Haryana dated 26.12.2020. Accordingly a show cause notice was issued to Sh. Subhash Goel, Dy. Superintendent vide this office memo No. KCGMC/Estt/2021/8349 dated 06.08.2021 and Sh. Parbhat Kumar, Dy. Superintendent vide this office memo No. KCGMC/Estt/2021/8350 dated 06.08.2021 to show cause why he should not be reverted to the post of Assistant w.e.f. 10.04.2017. Meanwhile Civil Writ Petition No. 16481 of 2021 was filed before the Hon'ble Punjab & Haryana High Court challenging the Show Cause Notice which is pending in Hon'ble High Court and the next date hearing in the said CWP has been fixed on 25.08.2023.

Miscellaneous Information regarding Recruitment of Assistant by transfer basis

Out of the total sanctioned posts of Assistant (Total No. - 11), 50% of the posts had to be filled by the way of transfer from other departments as decided in the minutes of meeting held on 22.12.2010 under the Chairmanship of Hon'ble Chief Minister, Haryana. It was also decided by the Govt. that until an unless the departmental rules of

Medical Colleges are framed, all the Medical Colleges, under the Administrative Control of the Government will follow the PGIMS Rohtak Rules in toto. However, more than 50% of the total sanctioned posts i.e. seven (07) posts of Assistant have been filled on transfer basis vide various advertisements as detailed above in surplus to those to be filled by transfer basis (06 - posts).

Peon (Sr No. 8 to 11) (Relevant record attached in Index File page No. H-1 to H-5; I-1 to I-10, J-1 to J-4 & K-1 to K-3):-

Peons joined from District Courts

Sr No. as per the Complaint	Name of Employee	Appointment letter No. & Date	Pay Scale as per appointment letter	Date of Joining at KCGMC, Karnal	Service record received from District Courts	Condition on relieving order	Remarks
8	Dharam Pal, Processor Server, District & Sessions Judge, Fatehabad	KCGMC/2011/6338 dt 05.12.2011	4440-7440+1300 GP+30 SP	15.12.2011 FN	Yes, Vide No. 456 dt 21.01.2012 from District & Sessions Judge, Fatehabad	----	As per order Endst No. 8766-67 dt 14.12.2011, the concerned was relieved after the acceptance of his resignation from Distt & Sessions Judge, Fatehabad
9	Rajesh Dabra, Peon, District & Sessions Judge, Yamuna Nagar at Jagadhari	KCGMC/Estt/2014/630 dt 27.01.2014	4440-7440+1300 GP	07.02.2014 FN	Yes, Vide No. 8814 dt 28.05.2015 from District & Sessions Judge, Yamuna Nagar at Jagadhari	----	As per order Endst No. 1839 dt 06.02.2014, the concerned was relieved after the acceptance of his voluntarily resignation from Distt & Sessions Judge, Yamuna Nagar at Jagadhari
10	Amit Kumar, Chowkidar, District & Sessions Judge, Bhiwani	KCGMC/Estt/2014/640 dt 27.01.2014	4440-7440+1300 GP	18.02.2014 FN	Yes, Vide No. 9081/G dt 22.03.2014 from District & Sessions Judge, Bhiwani		As per order Endst No. 4285/G dt 17.02.2014, the concerned was relieved after the acceptance of his resignation from Distt & Sessions Judge, Bhiwani
11	Arvind Kumar, Peon, District & Sessions Judge, Sirsa	KCGMC/Estt/2014/645 dt 27.01.2014	4440-7440+1300 GP	06.02.2014 FN	Yes, Vide No. 1752 dt 05.03.2014 from District & Sessions Judge, Sirsa		As per order Endst No. 1752 dt 05.03.2014, the concerned was relieved after the acceptance of his resignation from Distt & Sessions Judge, Sirsa

Regarding the resignation, the guidance from the O/o DGMER, Panchkula was sought vide memo No. KCGMC/Estt/GA-2/2014/3824 dated 27.05.2014 for ministerial and group-D employees who were recruited on transfer basis and further instructions /decisions received from the O/o DGMER, Panchkula are not available in the records provided to the committee.

A proposal for pay protection was sent to the Finance Department, Haryana through Administrative Department on the request of employees appointed on transfer basis from various universities and Finance Department, Haryana vide U.O. No. 1/11/2015-1PR (FD) dated 07.05.2015 rejected the proposal for pay protection with the advice that "Finance Department observes that the employees have been appointed on transfer basis from universities and do not cover under the provisions of CSR, therefore, this is a policy matter of pay protection and it is to be decided at the level of AD with the consultation of O/o Chief Secretary and with the concurrence of Budget & Controlling Branch of Finance Department". Further, the Additional Chief Secretary to Govt. Haryana, Medical Education & Research Department vide letter Endst. No. 2/4/2015-4 HB4 dated 20.10.2015 decided that "उक्त विषय में सरकार ने पी0जी0आई0एम0एस0 रोहतक तथा अन्य विश्वविद्यालयों से स्थानान्तरण आधार पर कल्पना चावला राजकीय मैडिकल कालेज, करनाल में नियुक्त हुए सहायकों/स्टाफ नर्स व अन्य अमले की पे प्रोटेक्ट एल0पी0सी0 के आधार पर करने का निर्णय लिया है।". Accordingly, their pay (except Sh. Dharam Pal) was protected on the basis of Last Pay Certificate issued by previous organisation.

The above listed officials (Sr No. 8 to 11) were promoted to the post of Clerk vide this office order Endst No. KCGMC/Estt/GA-II/2017/6464-72 dated 27.03.2017 by giving the benefit of service rendered in previous department. Meanwhile, a CWP No.19524 of 2020 titled as "Ram Kumar and others versus State of Haryana and others" was filed in Hon'ble Punjab & Haryana High Court at Chandigarh and Hon'ble High Court vide order dated 18.11.2020 disposed of the petition with a direction to decide legal notice dated 21.07.2020 and also by keeping in view the contentions stated in the petition by treating the same as supplementary representation and pass a speaking order, in accordance with law. Accordingly, a detailed speaking order was passed vide this office memo No.KCGMC/PA/2021/445-55 dated 12.02.2021 and rejected the claim of the petitioners. Moreover, the Director General, Medical Education & Research Department, Haryana, Panchkula vide letter No.DMER/ A4/Court Case/2021/1334 dated 02.02.2021 issued the instructions to this institute that the persons who have been promoted by counting the past service of previous department should be reverted back in view of the advice of the Chief Secretary and the legal opinion of Ld. Advocate General, Haryana dated 26.12.2020. Accordingly a show cause notice was issued to all officials listed above (Sr. No. 8 to 11) vide this office memo No. KCGMC/Estt/2021/8353, 8354, 8355 & 8355 dated 06.08.2021 respectively to show cause why they should not be reverted to the post of Peon/Class-IV w.e.f. 27.03.2017. Meanwhile Civil Writ Petition No. 16481 of 2021 was filed before the Hon'ble Punjab & Haryana High Court challenging the Show Cause Notice which is pending in Hon'ble High Court and the next date hearing in the said CWP has been fixed on 25.08.2023.

Recruitment on the post of Clerk by transfer basis (Sr No. 7, 12 to 23) :-

The total of 53 Nos. of post of Clerk (Group-C) are sanctioned for KCGMC, Karnal and out of 53, 27 Nos. of posts are required to be filled on transfer basis.

Total sanctioned posts of Clerk	No. of posts to be filled by transfer basis	No. of Clerks currently working at KCGMC, Karnal (recruited through transfer basis)	No. of Clerk joined from Deptt. Of State Govt. (transfer basis)	No. of Clerks joined from State University (transfer basis)	No. of Clerks joined from District Courts (transfer basis)
53	27	14	02	02	10

Sr No. 7 :- Sh. Deepak Goswami, Assistant (Relevant record attached in Index File page No. G-1 to G-7)

Sh Deepak Goswami, Clerk has joined on dated 24.01.2012 vide letter No. KCGMC/2012/31 dated 10.01.2012 in this institute on the post of Record Clerk on transfer basis consequent upon his resignation from the post of Receipt & Dispatch Clerk at District & Sessions Court Yamunanagar at Jagadhari. His service record viz service book, annual confidence record file and Last Pay Certificate was received in this institute vide No. 1010 dated 31.01.2012 from the O/o District and Sessions Judge, Yamunanagar at Jagadhari. He is now working on the post of Assistant after getting promotion vide office order No. KCGMC/Estt/GA-2/2017/6461-63 dated 27.03.2017.

Sh. Deepak Goswami, Clerk was promoted to the post of Assistant vide this office order Endst No. KCGMC/Estt/GA-II/2017/6461-63 dated 27.03.2017 by giving the benefit of service rendered in previous department. Meanwhile, a CWP No.19524 of 2020 titled as "Ram Kumar and others versus State of Haryana and others" was filed in Hon'ble Punjab & Haryana High Court at Chandigarh and Hon'ble High Court vide order dated 18.11.2020 disposed of the petition with a direction to decide legal notice dated 21.07.2020 and also by keeping in view the contentions stated in the petition by treating the same as supplementary representation and pass a speaking order, in accordance with law. Accordingly, a detailed speaking order was passed vide this office memo No.KCGMC/PA/2021/445-55 dated 12.02.2021 and rejected the claim of the petitioners. Moreover, the Director General, Medical Education & Research Department, Haryana, Panchkula vide letter No.DMER/A4/Court Case/2021/1334 dated 02.02.2021 issued the instructions to this institute that the persons who have been promoted by counting the past service of previous department should be reverted back in view of the advice of the Chief Secretary and the legal opinion of Ld. Advocate General, Haryana dated 26.12.2020. Accordingly a show cause notice was issued to Sh. Deepak Goswami, Assistant vide this office memo No. KCGMC/Estt/2021/8352 dated 06.08.2021 to show cause why he should not be reverted to the post of Clerk w.e.f. 10.04.2017. Meanwhile Civil Writ Petition No. 16481 of 2021 was filed before the Hon'ble Punjab & Haryana High Court challenging the Show Cause Notice which is pending in Hon'ble High Court and the next date hearing in the said CWP has been fixed on 25.08.2023.

Sr No. 12 :- Sh. Rakesh Saini, Clerk: (Relevant record attached in Index File page No. L-1 to L-12):

Sh. Rakesh Saini, Clerk has been appointed on the post of Clerk in this institute vide letter No. KCGMC/Estt/GA-2/2017/23225-28 dated 09.08.2017 on transfer basis and joined on dated 24.08.2017 consequent upon being relieved from the post of Clerk-cum-Jr. Data Entry Operator against extra ordinary leave (Without pay) from Maharishi

Dayanand University, Rohtak. Also a letter has been issued to Director, KCGMC, Karnal from Superintendent (Estt.NT), MDU Rohtak vide No. EN-5/17/P-1573/12284 dated 17.10.2017 on the subject regarding joining report of Sh. Rakesh Saini which states that :-

"However, it is specifically brought to your kind notice that there is no any concept/provision of allowing an employee to join a foreign institute on transfer basis as per rules and regulations of this university."

The attested photocopies of service book and ACRs in respect of Sh. Rakesh Saini were sent vide letter referred above. Further, Sh. Rakesh Saini, Clerk has already been relieved from KCGMC, Karnal and have joined some other institute. Further, his service book has already been sent to his current employer.

Sr. No. 13 :- Sh. Dilbag Singh, Clerk: (Relevant record attached in Index File page No. M-1 to M-6):

Sh. Dilbag Singh, Clerk has joined in this institute on 25.08.2017 FN by transfer basis after getting relieved (with maintenance of lien for the period of probation) from the post of Clerk-cum-DEO at Deen Bandhu Chhotu Ram Science & Technology University, Murthal (Sonipat) vide advertisement No. 07/2016 dated 11.07.2016 in FPL-2 (Group-C) and appointment letter No. KCGMC/Estt/GA-2/2017/23229 dated 09.08.2017 on the pay scale of 5200-20200-1900 GP+allowance as admissible from time to time. His service record viz service book, Gist of ACRs file and Last Pay Certificate was received in this institute vide No. 13736 dated 27.10.2017 from the O/o Registrar, Deen Bandhu Chhotu Ram Science & Technology University, Murthal (Sonipat).

Recruitment on the post of Clerk by transfer basis (Sr No. 14 to 23) :-

Details of Clerks joined from District Courts on transfer basis in the pay scale of 5200-20200+1900 GP

Sr No. as per the Complaint	Name of Employee	Appointment letter No. & Date (KCGMC/Estt/GA-2/2018)	Pay Scale in previous department	Date of Joining at KCGMC, Karnal	Service record received from District Courts	Condition on relieving order	Remarks
14	Poonam Rani, Addl Ahlmad, District & Sessions Judge, Karnal	10634 dt. 15.11.2018	5200+20200 +2400 GP (Pay protection claimed as per LPC)	28.11.2018 FN	Yes, Vide No. 18479 dt 16.12.2019 from District & Sessions Judge, Karnal	Relieved vide order Endst No. 17847-50 dt 27.11.2018 upon acceptance of Technical Resignation	As per the terms & conditions of his appointment letter, is subject to the final decision of CWP No. 20093 of 2016
15	Pankaj Sharma, Ahlmad, Distt & Sessions Judge Kaithal	10594 dt. 15.11.2018	5200+20200 +2400 GP (Pay protection claimed as per LPC)	30.11.2018 AN	Yes, vide No. 9931 dt 15.12.18 from Distt & Sessions Judge Kaithal	Relieved vide directions issued by Hon'ble High Court of Punjab and Haryana at Chandigarh, vide letter no.	(Pankaj Sharma & Others Vs State of Haryana) pending in the Hon'ble

Sr No. as per the Complaint	Name of Employee	Appointment letter No. & Date (KCGMC/Estt/ GA-2/2018)	Pay Scale in previous department	Date of Joining at KCGMC, Karnal	Service record received from District Courts	Condition on relieving order	Remarks
16	Reetu Rani, Assistant, Distt & Sessions Judge Kaithal	10619 dt. 15.11.2018	9300+34800 +3600 GP (FPL-6, Cell-4) (Pay protection claimed)	30.11.2018 AN	Yes, vide No. 9931 dt 15.12.18 from Distt & Sessions Judge Kaithal	387/Spl./E.II/L.80 (a) dated 11.05.2017	Punjab & Haryana High Court Chandigarh.
17	Dheeraj Kumar, Copiest, Distt & Sessions Judge Kaithal	10624 dt. 15.11.2018	5200+20200 +2400 GP (ACPL-6, Cell-6) (Pay protection claimed as per LPC)	30.11.2018 AN	Yes, vide No. 9931 dt 15.12.18 from Distt & Sessions Judge Kaithal		
18	Sunil Kumar, Copiest, Distt & Sessions Judge Kaithal	10629 dt. 15.11.2018	5200+20200 +2400 GP (ACPL-6, Cell-6) (Pay protection claimed as per LPC)	30.11.2018 AN	Yes, vide No. 9931 dt 15.12.18 from Distt & Sessions Judge Kaithal	Relieved vide directions issued by Hon'ble High Court of Punjab and Haryana at Chandigarh, vide letter no. 387/Spl./E.II/L.80 (a) dated 11.05.2017	
19	Bhupender Kumar, Inspection Clerk, Distt & Sessions Judge Kaithal	10615 dt. 15.11.2018	5200+20200 +2400 GP (FPL-4, Cell-8) (Pay protection claimed as per LPC)	30.11.2018 AN	Yes, vide No. 9931 dt 15.12.18 from Distt & Sessions Judge Kaithal		
20	Ravinder Kumar, Ahlmad, Distt & Sessions Judge Hissar	10605-08 dt. 15.11.2018	5200+20200 +2400 GP (ACPL-6, Cell-4) (Pay protection claimed as per LPC)	06.12.2018 FN	Yes, vide No. 797 dt 14.01.19 from Distt & Sessions Judge Hissar		
21	Parkash Chand Joshi, Clerk, Distt Session Judge, Kurukshetra	141 dt. 02.01.2019	5200+20200 +2400 GP (Pay protection claimed as per LPC)	15.01.2019 FN	Yes, No. 1075 dt. 05.02.2019 from Distt Session Judge, Kurukshetra	Relieved vide order Endst No. 352 (E-1A) dt 14.01.2019 with condition to submit Resignation from his parent post.	

Sr No. as per the Complaint	Name of Employee	Appointment letter No. & Date (KCGMC/Estt/GA-2/2018)	Pay Scale in previous department	Date of Joining at KCGMC, Karnal	Service record received from District Courts	Condition on relieving order	Remarks
22	Pardeep Kumar, Addl. Ahlmad, Distt & Session Judge, Kaithal	1378-81 dt 05.02.2019	5200+20200 +2400 GP (ACPL-6) (Pay protection claimed as per LPC)	08.02.2019 FN	Yes, No. 214 dt. 28.02.2019 from Civil Judge (Sr Division), Kaithal	Relieved vide directions issued by Hon'ble High Court of Punjab and Haryana at Chandigarh, vide letter no. 387/Spl./E.II/L.80 (a) dated 11.05.2017	
23	Sandeep Kumar, Addl. Ahlmad, Distt & Session Judge, Karnal	136, 02.01.2019	5200+20200 +2400 GP (FPL-4) (Pay protection claimed as per LPC)	08.03.2019 FN	Yes, No. 571 dt. 08.04.2019 from Civil Judge (Sr Division), Karnal	Relieved vide order Endst No. 3644-47 dt 06.03.2019 upon acceptance of Technical Resignation	

Against the Advt No. 07/2016 advertised for filling up the post of Clerk at KCGMC, Karnal (no. of posts: 17) on transfer basis from Other Govt Department/State Universities of Haryana, several candidates employed in various Districts Courts had applied for the said posts but were declared 'Not eligible' on grounds of 'Not being a Haryana Government Employee'. Consequently, these candidates sought relief from Hon'ble Punjab & High Court, Chandigarh vide CWP No.20093 of 2016 titled Pankaj Sharma and others Vs State of Haryana and were ordered interim relief under orders dated 26.09.2016 which is reproduced as below:

"The present petitioners would also be interviewed in the schedule to be held on or after 20.09.2016 but would not confer any right or equity in favour of the petitioners for consideration which will be subject to the result of the writ petition. However, the result will not be declared till further orders."

The petitioners were allowed to appear in the interview held on dated 01.10.2016. The result of the advertisement was kept on hold in compliance of the order of Hon'ble High Court in CWP No. 20093 of 2016. Consequently, further orders dated 28.07.2017 under CM No. 6428 of 2017 in the same case, it was ordered to respondents – State of Haryana to fill up 17 posts of Clerks and 03 posts of Stenographer subject to result of this petition. The respondents were also directed to impose a condition in the order of transfer that their transfers (appointment by transfers) is subject to result of this petition. With the above observation, the Civil Misc. Application was disposed off.

In compliance of the above orders, the result against Advt. No. 07/2016 was published on dated 01.08.2017 and subsequently, appointment letters were issued by KCGMC, Karnal authorities barring the petitioners (Sr No. 14 to 23) in the selection / waiting list. In response to the above action, the petitioners (Sr No. 14 to 23) again approached Hon'ble Punjab & Haryana High Court by filing another Civil Misc. Application No. 11482 of 2017 in CWP No. 20093 of 2016 titled as Pankaj Sharma Vs

State of Haryana in which, orders dated 20.09.2017 decided that ***“if the present application is allowed, as good as allowing the writ petition. Therefore, the present Civil Misc. application is dismissed.”*** The orders were also communicated to the petitioners (Sr No. 14 to 23) vide this office letter No. KCGMC/Estt/GA-2/2018/7335-41 dated 01.08.2018.

It is pertinent to mentioned here that as per instruction circulated by the Chief Secretary to Govt. of Haryana vide Endst No. 45/10/1999-5GS-I dated 19.02.2015, on the subject regarding the employees who have been appointed by Way of Transfer from Haryana Vidhan Sabha in Government Department under the State which are re-produce as under:

“It is has been decided that the employees of Haryana Vidhan Sabha/ High Court/ District Court may not be repatriated to their parent unit. However, from now onwards no employees of Haryana Vidhan Sabha/High Court/ District Court should be taken / appointed on transfer basis in departments of the State Government.”

On similar lines an affidavit dated 08.12.2016 has been submitted by the Chief Secretary to Govt of Haryana in the above CWP No. 20093 of 2016 titled as Pankaj Sharma Vs State of Haryana in which, it is submitted that ***“the employees of the High Court and Haryana Vidhan Sabha are not eligible for appointment by transfer in Haryana Civil Secretariat and in view of the position explained it is respectfully submitted that the High Court, in which the petitioner is originally employed is not a department under the State Govt. and as such the employees of the High Court are not the employee of the Haryana Government”***.

Subsequently, guidelines were sought from the Director, Medical Education & Research, Haryana regarding issuance of appointment letters to Clerks appointed from Courts vide office letter No. KCGMC/Estt/GA-II/2018/8817 dated 10.09.2018 and No. KCGMC/Estt/GA-II/2018/9068 dated 20.09.2018 by citing verbal directions of Hon'ble Court given to Dy. Supdt. of KCGMC, Karnal to consider the plaintiff's request subject to outcome of writ petition filled by them as per process adopted by office of Director, Medical Education & Research, Haryana. In response, directions were issued from O/o Director, Medical Education & Research, Haryana to proceed as per practice adopted by that office i.e. appointment letters may be issued to the candidates selected from District Courts subject to the conditions of final outcome in CWP No. 20093 of 2016 titled as Pankaj Sharma & Others Vs State of Haryana and file reply accordingly in the Hon'ble High Court of Punjab & Haryana.

Further, vide letter No. KCGMC/Legal Cell/2019/314 dated 14.03.2019, this institute has submitted the written statement to be submitted in the case of CWP No. 20093 of 2016 titled as Pankaj Sharma & Others Vs State of Haryana taking precedence of the Chief Secretary to Govt of Haryana instructions vide letter Endst No. 45/10/1999-5GS-I dated 19.02.2015 and the reply filed dated 08.10.2016 in the Hon'ble High Court of Punjab & Haryana in the same case (CWP No. 20093 of 2016) by the Chief Secretary to Govt of Haryana and not contending the above referred instructions.

Now, the CWP No. 20093 of 2016 titled as Pankaj Sharma Vs State of Haryana is admitted by Hon'ble High Court vide order dated 29.08.2019.

However, the officials listed from Sr No. 14 to 23 continue to hold the post of Clerk acquired through the above discussed appointment subject to the outcome of the CWP No. 20093 of 2016 titled as Pankaj Sharma Vs State of Haryana.

The applications received from the above listed officials were forwarded from their previous employers with the conditions that in case of their appointment on said post, they will be governed by Rules 3.11 to 3.17 of Civil Service Rules, Vol. 1, Part-1 in the matter of lien and they have to submit resignation from the present posts.

The above detailed information has been prepared by the committee thus constituted for the purpose in compliance of the directions received from Haryana Vidhan Sabha Secretariat in the matter of the complaint regarding backdoor entry in requirement of employees, corruption and lots of revenue losses in Kalpana Chawla Govt. Medical College, Karnal. The said information has been compiled keeping in view of the contentions of the complaint and the relevant record files received from the Establishment Branch of the institute. This is submitted for your kind information and perusal please.

Note:- Documents Attached as listed in Index

Dated: 22.08.2023

(Dr. Sumeet Khanduja)
Professor & HOD, Ophthalmology,
KCGMC, Karnal

(Dr. Gulshan Garg)
Associate Professor, Gen. Surgery,
KCGMC, Karnal

(Dr. Gaurav Kamboj)
Associate Professor,
Comm.Medicine,
KCGMC, Karnal

(Ashok Kumar
Grover)
Accounts Officer,
KCGMC, Karnal

(Rajesh Turan)
Sr.Programmer
KCGMC, Karnal

Director,
Kalpana Chawla Govt Medical College,
Karnal

MEDICAL EDUCATION & RESEARCH DEPARTMENT

Observations/Recommendations of Committee

1. The Committee discussed with Additional Chief Secretary Medical Education & Research Department that this Department is established with the mandate to promote the quality of Medical Education for Under Graduate, Post Graduate in the State and Super- Specialties in medicine and surgery across the state. Formulation of policies for ensuring quality Medical Education means education in the field of medical, dental allopathic, homoeopathic, Ayurvedic, Nursing, Pharmaceutical, physiotherapy, Para-Medical, Para-Dental, Para-Clinical and Hospital Administration etc. is also aiming the Department. Arranging funds for development of Medical Education and Research and encouraging investment through public Private Partnership. The Department stated that there are 12 Medical Colleges in the state apart from this four are under construction and three are in active phase. The Committee discussed the point that Medical Education & Research Department is a Governing body to control all the process to be trained the Doctors but after completion their courses they do not give their service in Government Sectors which causes dire shortage of the Doctors in all streams in the Government Medical Universities, Medical Colleges & Hospitals in the public sector. It is very serious matter.

The Committee directed the Medical Education & Research Department should make a policy for Doctors who complete their courses in from Government Institutions that they are bound to give their services in public sectors at least 10 years. The Committee also recommended that amendment should be in selection criteria for seeking admission in Doctors courses in Medical Universities, Medical Colleges. There should be reserved some points for selection criteria in Doctors courses who prefer to do their duties in Government Medical Universities, Medical Colleges & Hospitals. The pass out Doctors should also compel to sign a strict bond for doing their jobs in Government Medical Universities, Medical Colleges & Hospitals so that the shortage of the doctors can curtail. Supply a detailed reply to the Committee what kind of steps have been taken in this connection.

2. During the course of oral examination, the Chairperson of the Committee asked about Pt. Deendayal Upadhyaya University of Health Sciences, Kutail at Karnal. The Additional Chief Secretary, Medical Education & Research Department explained that the DPR amounting to Rs. 761.51 Cr. has been approved by the Government of Haryana. The University shall have the facilities of Super Specialty Hospital with 750 beds Academic Block for Post Graduate/Post-doctoral teaching (DM/MCH Courses) along with Research Departments like Biotechnology. She also told that Pt. Deendayal Upadhyaya University of Health Sciences, Kutail at Karnal will fulfil its goal. In the reply of Medical Education & Research Department the completion date of above said University is 30.10.2023 and Government Medical College Bhiwani will be completed on 31.01.2024. While Government Medical College, Jind has completed 52 percent work.

The Committee desired to supply the latest progress reports to the Committee of Pt. Deendayal Upadhyaya University of Health Sciences, Kutail at Karnal, Government Medical College & Hospital, Village Koriyawas, District Narnaul, Pandit Neki Ram Sharma Government Medical College Bhiwani,

Government Medical College, Sirsa and Government Medical College, Jind. The Committee also desired to supply the progress report of AIIMS Riwari, Under Pradhan Mantri Swasthya Suraksha which has projected cost of Rs. 1299 Cores.

3. The Chairperson of the Committee pointed out that the Committee visited Bhagat Phool Singh Medical College Khanpur Kalan, Sonipat District. The Committee discussed widely all the issues like shortage of Doctors, Nurses and Paramedical staff and inadequate infrastructures in the Medical Colleges. The Additional Chief Secretary, Medical Education & Research Department showed her inability to provide Cardiologist in Bhagat Phool Singh Medical College Khanpur Kalan, Sonipat District when Shri Shamsher Singh Gogi, one of the Member of the Committee said that this Medical College is only referral Hospital and could not meet its goal. The representatives of Medical Education & Research Department assured the Committee that they have sent the vacancies to the Haryana Public Services Commission for recruitment. The Chairperson said that there are dire shortage of the Doctors and Medical staff in Medical Universities and Medical Colleges in all the state which is a serious matter in connection with medical facilities to people. The salary of 743 outsourcing employees who were deployed in Bhagat Phool Singh Medical College Khanpur Kalan, Sonipat District was not given yet and this matter was raised by Shri Shamsher Singh Gogi, member of the Committee during the meeting..

The Chairperson of the Committee strongly recommended that Medical Education & Research Department must take strong steps for requirement of Doctors and other Medical staff in Medical Universities and Medical Colleges in all the state otherwise these Medical Universities and Medical Colleges are merely buildings nothing beyond that. The Committee also directed the Department that it should take appropriate steps because the Government is investing a lots of budget in opening so many Medical Universities & Colleges which aiming to provide adequate medical facilities to the people. The Committee directed that observations made by the Committee during the spot visit of Bhagat Phool Singh Medical College Khanpur Kalan, Sonipat District should be implemented seriously. Chairperson of the Committee directed the Department that salary of 743 outsourcing employees should be released who were deployed in Bhagat Phool Singh Medical College Khanpur Kalan, Sonipat District and supply requisite reply to the Committee. The Chairperson also directed to supply the new Nursing policy to the Committee.

4. During the course of oral examination Chairperson of the Committee inquired to the Additional Chief Secretary, Medical Education and Research Department about not to increase the scholarship and stipend for the Scheduled Caste & Backward Class students in Medical Universities and Medical Colleges in the state since 2013. Although last year the Committee recommended to increase scholarship and stipend but Medical Education and Research Department did not supply the proper reply. Chairperson mentioned that the scholarship and stipend are not sufficient for the students. Shri Shish Pal Singh one of the member of the Committee pointed out that Medical Education and Research Department did not use the allotted budget for scholarship of the students for the years 2019-2020. The Chairperson of the Committee also intervened in the matter and objected that it was a serious matter that Department could not give scholarship to the students.

The Chairperson of the Committee strongly recommended that the budget of scholarship and stipend for students in Medical Universities and Medical Colleges in the state must be increased because it is not revised since 2013. The Committee also directed the Additional Chief Secretary, Medical Education and Research Department that submit a report regarding allotted budget for scholarship of the students for the years 2019-2020. What are the reason behind it, convey to Committee accordingly.

5. The Committee discussed about shortage of Medicines in Hospitals which are under Medical Education and Research Department for example Shaheed Hasan Khan Mewati Government Medical College Nulhar, Nuh and Bhagat Phool Singh Medical College Khanpur Kalan, Sonapat District.

The Chairperson of the Committee directed the Department about to prepare a monthly report including the data of patients who come into the Hospitals. In this way it can be found out how much supply and demand for medicines per month. The Committee recommended that if the funds are insufficient for medicines in Hospitals, then funds can be transferred from other head of the Medical Education and Research Department because medicines are the essential part of human life.

SCHOOL EDUCATION DEPARTMENT

The Committee Discussed its scope and functions and framed the following questionnaires and asked to the School Education Department to give replies.

1. How many students are being admitted in the State under Rule 134-A ? Supply the District-wise details of the students who got the admission under Rule 14-A to the Committee.
2. Supply the school-wise list of students who are registered under Rule 134-A in the Ambala, Kurukshetra and Kaithal Districts. What action has been taken against the schools which have been violated Rule 134-A?
3. What is the criteria to seek admission in the State under Rule 134-A? Whether any regular monitoring Committee has been constituted by School Education Department to listen the complaints regarding the violation of Rule 134-A of the students?
4. What is the latest position of teaching/non-teaching staff in Government Schools (Senior Secondary Schools, High Schools and Primary Schools) in the state Haryana? Supply the district-wise list of vacant posts to the Committee.
5. What is proposal of Education Department to fill up the vacant posts of Teachers/Lecturers in Government Senior Secondary Schools in Village Chandvass, Adampur Daddi, Hansavass Kanlan and Naourangabans Rajputan. Government Model Sanskriti Senior Secondary School, Badhda, Government Secondary Schools at Village Khorda, Balkra, Ghasoula. Government Girls Senior Secondary School Dhani Faougat in Halka Badhda, Distirct Bhiwani.
6. When will be upgraded the Government High School, Village Unn, in to Secondary School in Halka Badhda, Distirct Bhiwani?
7. When will be upgraded the Government Middle School, Village Kheri Bura and Mai Khurad in to Government Senior Secondary School in Halka Badhda, District Bhiwani?
8. How many class rooms & toilets are available in each school of Block Assandh, district Karnal for the students? Supply the list to Committee.
9. How many toilets are available in each school of Block Assandh, district Karnal for the girls' students and what type condition of these toilets is?

10. How many toilets are available in each school of Block Assandh, district Karnal for the girls' students and what type of condition of these toilets is?
11. How many schools are in Block Assandh, district Karnal in which the Punjabi language is taught? What is the strength of the Punjabi learning students and position of Punjabi teachers/Lecturers in Block Assandh, district Karnal?
12. How many Senior Secondary Schools in which Medical and Non-Medical subjects are taught in Block Assandh, district Karnal?
13. How much grant for construction/repair work has been sent by School Education Department for Senior Secondary Schools/High Schools and Primary Schools in Vidhan Sabha Hodal during the last four years? Supply the list to the Committee.
14. What proposal has been made by the School Education Department regarding crumbled building of Boys Government Senior Secondary School Village-Bancharee and Khambi, Tehsil Hodal, District- Palwal? Supply the detail reply to the Committee.
15. How many Government Senior Secondary Schools (boys & girls), Government High Schools (boys & girls) and Government Primary Schools (boys & girls) including Sanskriti Model Schools in Haryana? How many posts are sanctioned of sweepers and water carriers? And how many posts of sweepers and water carriers are lying vacant in the Government Schools in Haryana?
16. What is position of Dual-desks in Government Senior Secondary Schools (boys & girls), Government High Schools (boys & girls) and Government Primary Schools (boys & girls) including Sanskriti Model Schools in Haryana? Supply the district-wise detailed reply to the Committee.
17. What is the criteria being adopted by Haryana Government for giving scholarship to poor students in the Government Schools (Senior Secondary Schools, High Schools and Primary Schools) in the state? What is the income criteria of the concerned parents whose children are eligible to get scholarship in the Government Schools? In which year the rates of scholarship have been revised by Education department?
18. Whether the Books and school uniforms are being provided to the poor students in the Government Schools, if so, the details thereof? The Committee has not yet received the reply of the Recommendations/ Observations of Eight Report of the Committee vide letter no. HVS/E&H/19/2023-2024/6672-73 dated 8th May, 2023. Supply the reply.

The Committee Discussed its scope and functions and framed the following questionnaires and asked to the School Education Department to give replies.

1. How many Government Schools (Model Sanskriti Schools, Senior Secondary Schools, High Schools and Primary Schools) affected by the flood and how much loss fall out such as fallen of school building and boundary walls etc. in the state Haryana? Supply the District-wise details to the Committee.
2. How much special budget has been allotted by Haryana Government for flood relief fund for the Government Schools (Model Sanskriti Schools, Senior Secondary Schools, High Schools and Primary Schools). Supply the details how much budget has consumed till now.
3. What is the criteria to seek Child Care Leave for the Lectures/PGT and TGT teachers in the Government Schools (Model Sanskriti Schools, Senior Secondary Schools, High Schools and Primary Schools)? What are the essential requirements to grant the Child Care Leave? Who is the Competent Authority to sanction the Child Care Leave and what is time period to dispose of the application in this regard? How many time Lectures/PGT and TGT teachers can get Child Care Leave in a year? Supply the detailed reply to the Committee.
4. What is the criteria to open new Government Primary School? Has any proposal to open new Government Primary School at Ram Nagar Colony Ward no. 14, Ratia district Sirsa. There are 300 small students who have to go 2-3 Kilometre away from their home.
5. Explain about the Right to Education Constitutional Law.
6. What is criteria to merge the Government Primary Schools in other Schools? How many Schools have been merged till now in the state? What are the reasons behind it? Supply the list of closed Schools to Committee.
7. Has any proposal pending at School Education Department to upgrade Government Primary School Village Munshiwal and Government Primary School Village Nathwal district Fatehabad into Government Middle Schools?
8. How many orders/notifications/circulars are being issued by the Department in past 3 years to regulate the working of Private Schools according to rules and acts of School Education?
9. How many minorities Schools have been established in the State and what is their student strength? What kind of facility/relaxation is being provided by Department. The details report should be provided to the Committee along with the difference between normal and Minority School.
10. There are lots of play school are running in the state. What is the control/policy to open play schools in the states? Is there any permission/affiliation required from School Education Department?
11. What is department policy on the fee structure of the Private Schools i.e. Admission Fee, Prospectus Fee, Tuition Fees and Annual Fees etc? Is there any minimum or maximum limit defined by the Department for the fees charged by the Private Schools? Can they increase the fees at their own level and when? What is the control of School Education Department in this regard?

12. Is fee and fund regulatory committee (FFRC) is in existence in School Education Department? If yes, the details of the Member of the Committee along with the decision and orders passed by them should be provided to the Committee.
13. Some of the Private Schools charged high prices for transport from students in the state. Is there any policy/directions issued by the department on the transport charges taken by the Private Schools? If yes, the copy of the same may be provided to the Committee. If no, what are the steps taken by the Department in this matter.
14. Is there any provision to include people from parents' association in the school management committee? If no, what is department's next course of action in this matter?

The Committee Discussed its scope and functions and framed the following questionnaires and asked to the School Education Department to give replies.

Question No. 1 of reply (i) The 134 -A Scheme has launched in 2011 so provide the complete data of the students who admitted under the scheme 134-A in private Schools in the state. The Committee desired that supply the complete data of the students since the scheme has launched instead of three years as mentioned on Annexure-i.

(ii) The details of the students who got admission under scheme 134-A, as mentioned on Annexure-11, is only for the years of 2022-2023. It should be given the data since 2012 -20213 to 2022-2023.

(iii) Explain how CHEERAG Yojna is better than 134 -A Scheme. Explain in details about the CHEERAG Yojna.

Question No. 2:- supply the School-wise list of the students who registered under scheme 134-A, in Kurukshetra and Kaithal districts since 2012 -20213 to 2022-2023. At Annexure-iv only 2022-2023 session's data has been given. How many complaints have been received against the Private schools which have violated scheme 134-A, during the years 2014-2015 to 2022-2023.

Question No. 3:- what is the criteria to take admission in the state under scheme 134-A? Whether any regular monitoring Committee had been constituted by Scholl Education Department to listen the complaints of the students regarding violation of scheme 134-A?

Question No.4:- What is the latest position of teaching/non-teaching staff in Government Schools (Senior Secondary Schools, High Schools and Primary Schools) in the state Haryana? Supply the district-wise list of vacant posts to the Committee.

Question No. 5:- How many Government Senior Secondary Schools (boys & girls), Government High Schools (boys & girls) and Government Primary Schools (boys & girls) including Sanskriti Model Schools in Haryana? How many posts are sanctioned of sweepers and water careers? And how many posts of sweepers and water careers are lying vacant in the Government Schools in Haryana?

Question No. 6:-What is position of Dual-desks in Government Senior Secondary Schools (boys & girls), Government High Schools (boys & girls) and Government Primary Schools (boys & girls) including Sanskriti Model Schools in Haryana? Supply the district-wise detailed reply to the Committee.

Question No. 7:-What is the criteria being adopted by Haryana Government for giving scholarship to poor students in the Government Schools (Senior Secondary Schools, High Schools and Primary Schools) in the state? What is the income criteria of the concerned parents whose children are eligible to get scholarship in the Government Schools? In which year the rates of scholarship have been revised by Education department?

Question No. 8:-Whether the Books and school uniforms are being provided to the poor students in the Government Schools, if so, the details thereof?

The Committee Discussed its scope and functions and framed the following questionnaires and asked to the School Education Department to give replies.

1. In 2022 there are 4,26,690 students registered in 9th Class and 10th Class in Haryana Government Schools & 2,27,404 failed in 9th Class and only 57 percent students passed 10th Class. In sum up only 30 percent students pass every year from the total number of students who registered in the 9th classes and 10th classes according to analysis of UDISE of Central Educational Ministry. Is it true? If yes, what are the reasons behind it?
2. How many students have been dropping out from 9th class and 10th classes in the past four years in Haryana Government Schools and what are the reasons of drop outs? Is it true that 2,00,650 students have been dropped out in the last four years according to analysis of Government of Haryana? Supply the district wise-details of the dropped-out students during the last four years in the state.
3. Is it true that there are 15 Lakhs students have been out of School Education system in the last five years? Supply the district-wise details that how many students have been out of School Education system.
4. What is the Cluster system in School Education Department?

The Committee Discussed its scope and functions and framed the following questionnaires and asked to the School Education Department to give replies at earliest.




1. How many Government Model Sanskriti Senior Secondary Schools/ Model Sanskriti Government Middle/ Model Sanskriti Primary Schools are in the State at present? What is the criteria to open Model Sanskriti Schools? Give District-wise details of such schools thereof?
2. What is the source or policy to appoint teaching staff in Model Sanskriti Senior Secondary Schools/ Model Sanskriti Government Middle/ Model Sanskriti Primary Schools? What is latest position of teaching staff in above mentioned schools? Give the District-wise details. How many Government Model Sanskriti Schools will be opened during the current financial year by the School Education Department?
3. How many construction work projects are going in the state? Which are the executive agencies according the Grants? Who are the authority to check the quality of civil works/monitoring the civil work in the state? Give the District-wise details of the ongoing projects.
4. As Government has provided ground for Middle and Primary Government Schools under Piolet projects. Which authority monitors the Pilot Project's civil work in the state?
5. How many couches are appointed on regular basis and how many coaches are appointed on temporary basis in the Government school. What is the criteria to appoint the coaches and recruitment process of such coaches? Whom they report for their duty and performance? Has any irregularity received regarding such coaches in the state?
6. What is the transfer policy for employees who recruited through Haryana Kaoushal Rojgar Nigam? How many teachers have been appointed through Haryana Kaoushal Rojgar Nigam in the state?
7. How many plants have been planted in the Government Schools (Senior Secondary Schools, High Schools and Primary Schools) in the current year to promote greenery?

The Committee Discussed its scope and functions and framed the following questionnaires and asked to the School Education Department to give replies.

1. In 2022 there are 4,26,690 students registered in 9th Class and 10th Class in Haryana Government Schools & 2,27,404 failed in 9th Class and only 57 percent students passed 10th Class. In sum up only 30 percent students pass every year from the total number of students who registered in the 9th classes and 10th classes according to analysis of UDISE of Central Educational Ministry. Is it true? If yes, what are the reasons behind it?
2. How many students have been dropping out from 9th class and 10th classes in the past four years in Haryana Government Schools and what are the reasons of drop outs? Is it true that 2,00,650 students have been dropped out in the last four years according to analysis of Government of Haryana? Supply the district wise-details of the dropped-out students during the last four years in the state.
1. Is it true that there are 15 Lakhs students have been out of School Education system in the last five years? Supply the district-wise details that how many students have been out of School Education system.
2. What is the Cluster system in School Education Department?

Replies of School Education Department

Sr. No.	Questions	Reply
1.	What is the criteria has been adopted by the School Education Department for the affiliation of the Schools (Senior Secondary Schools, High Schools and Primary Schools) in the State of Haryana ?	<p>Sir, the department does not grant affiliation to any type of schools (Private/Government), rather, the concerned Board grants affiliation to the schools.</p> <p>NOC is provided by the Secondary Education Department under the Haryana School Education Rules-2003 and by the Elementary Education Department under the Right to Education Act-2011 to obtain permission, permanent recognition and affiliation from the concerned board to establish a new private school in the state. Thereafter, the concerned private schools apply for affiliation to the concerned board</p> <p>The department has launched a Portal "Private School Portal" on 27.12.2019 for obtaining permission to build a new private school in the state, obtaining permanent recognition and NOC for getting affiliation from the concerned board, etc. Through this portal, simplification, speediness and transparency in the matters of private schools has come. Through this online portal, NOC certificates are issued by the competent authority to obtain permission, permanent recognition and affiliation from the concerned board to establish a private school in the state.</p> <p>For granting the permission to build the new private school Form-I, for permanent recognition Form-II and NOC Form for affiliation from the concerned Board etc. details of prescribed all documents, Fees and Application User Manual are available on this portal. The photocopy of these documents/guidelines are placed at Annexure-I (Page 4-15).</p> <p>If the documents prescribed by the concerned private school are not uploaded on the portal or there is some error in them, then the objection letter regarding the desired documents is immediately sent to the registered e-mail of the concerned schools.</p> <p>It is also worth mentioning here that the department has obtained affiliation from the Central Board of Secondary School Education, New Delhi (CBSE) for the Government Model Sanskriti Senior Secondary Schools and the PM Shri Vidyalayas have been affiliated to the Central Board of Secondary School Education, New Delhi. Action is being taken to get affiliation from RTI. All the remaining government schools of the state are affiliated to Haryana School Education Board, Bhiwani.</p>
2	How many applications have been received by the School Education Department for the affiliation of the Schools (Senior Secondary Schools, High Schools and Primary Schools)? Please provide the district wise information/ application received by the School Education Department, Haryana. Kindly provide the data for the last three years 2020-23.	<p>Sir, during the last three years, a total of 1958 applications (through the portal) have been received in the department through the portal for permanent recognition from private schools of the state. Category-wise, year-wise and district-wise details of these Private Schools are available on Annexure-II (Page 16-18).</p>

Sr. No.	Questions	Reply														
3	How many Schools (Senior Secondary Schools, High Schools and Primary Schools) have been got affiliated under the criteria adopted by the School Education Department, Haryana. Kindly provide the data for the last three years 2020-23.	Sir, during the last three years, a total of 1088 Private Schools have been given permanent recognition through the portal by the School Education Department. Category-wise, year-wise and district-wise details of these private schools are available on Annexure-III (Page 19-21).														
4	National Education Policy-2020. How it is differ from current Education System? When it will be implemented in the state?	<p>'National Education Policy-2020' was announced by the Government of India on 29.07.2020 in lieu of National Education Policy-1986 and Revised Policy-1992. Also, a target has been set to implement this education policy all over India by the year 2030. The entire policy will come into implementation stage by the year 2030-40. After this, another comprehensive review will be done in this policy by the Government of India. Whereas the state government has set a target to implement "National Education Policy-2020" in the entire state by the year 2025.</p> <p>This Education Policy is the first such policy of the 21st Century, whose aim is to fulfil the essential needs for the development of the country. This policy emphasizes on the development of creative abilities inherent in every person. This policy is based on the principle that education should develop not only the 'foundational abilities' such as literacy and numeracy, but also the higher order logical and problem-solving cognitive abilities, but also the moral, social and emotional abilities of the individual. There should be development. This policy has been prepared in the light of the rich tradition of ancient and eternal Indian knowledge and thought. Under this education policy, students are to be provided complete education under one roof.</p> <p>This Education Policy talks about reorganizing the present 10+2 school system into a new 5+3+3+4 system on the basis of curriculum and pedagogy for all children aged 3 to 18 years. The differences between this new and previous educational and curriculum framework are as follows:-</p> <table border="1"> <thead> <tr> <th>Structure</th><th>New Pedagogical & Curricular Structure</th><th>Previous Academic Structure</th></tr> </thead> <tbody> <tr> <td>Secondary</td><td>(Class 9 to 12) (Ages 14 to 18)</td><td>Class 11-12th (Ages 16-18)</td></tr> <tr> <td>Middle</td><td>(Class 6 to 8) (Ages 11 to 14)</td><td rowspan="2">Upto Class 10th (Ages 6-16)</td></tr> <tr> <td>Preparatory</td><td>(Class 3 to 5) (Ages 8 to 11)</td></tr> <tr> <td>Foundation</td><td>2 Years (Class 1 & 2) (Ages 6 to 8) 3 Years (Anganwadi/ Pre-School/Balvatika) (Ages 3 to 6)</td><td></td></tr> </tbody> </table>	Structure	New Pedagogical & Curricular Structure	Previous Academic Structure	Secondary	(Class 9 to 12) (Ages 14 to 18)	Class 11-12 th (Ages 16-18)	Middle	(Class 6 to 8) (Ages 11 to 14)	Upto Class 10 th (Ages 6-16)	Preparatory	(Class 3 to 5) (Ages 8 to 11)	Foundation	2 Years (Class 1 & 2) (Ages 6 to 8) 3 Years (Anganwadi/ Pre-School/Balvatika) (Ages 3 to 6)	
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F. No. 15/84-2023 CO (1)

Flag-A

Sr. No.	Questions	Reply
1.	How much budget has been allotted by Haryana Government for Model Sanskriti Schools, Senior Secondary Schools, High Schools and Primary Schools) for the years 2023-2024 in the state Haryana. How much budget has been consumed and how much budget has remained to be used? Supply the district-wise details where the budget has been consumed till now.	Sir, the State Government (Finance Department) does not release separate school-wise budget for the Government Model Sanskriti, Senior Secondary School, High School and Primary School, but provision of item-wise budget is made under different items under various schemes run by the department. Thereafter, the Finance Department allocates the budget to all the departments in various schemes through the online Intelligent Allocation Monitoring and Analysis System. It is through this portal that the budget of the regional offices is released by the Finance Department for the financial year 2023-24. Item-wise budget details released by the Ministry of Finance are available on Annexure-I (Pages 3-7) . Apart from this, details of district-wise, item-wise expenditure and outstanding budget of the schemes operated under Elementary Education and Secondary Education are available on Annexure-II (Page 8-74 Elementary Education) (Page 75-146 Secondary Education)
2.	By sending the cutting of the news published in Dainik Bhaskar (Kurukshetra) newspaper dated 10.08.2023 by the Subject Committee, departmental reply has been sought regarding the shortage of 928 teachers in the government schools of Kurukshetra district.	Sir, a total of 5011 posts of teachers of various subjects are sanctioned in the government schools of district Kurukshetra and a total of 928 posts of Teachers are vacant. The department is taking action regarding online transfer of teachers as per requirement in proportion to the number of students in the schools through rationalization. Apart from this, necessary steps are being taken to fill the vacant posts of teachers as follows:- <ul style="list-style-type: none"> The department has sent a demand letter to Haryana Public Service Commission, Panchkula on 09.09.2022 regarding filling 3883 remaining vacant posts of PGT (various subjects) in Haryana cadre and 613 in Mewat cadre. The Department of elementary Education has sent a demand letter to the Haryana Staff Selection Commission on 17/02/2023 regarding filling the vacant posts of 6130 remaining Haryana cadre and 1341 Mewat cadre of TGT (various subjects). Apart from this, the matter regarding appointment of teachers on contract basis through Haryana Skill Employment Corporation is in progress. Therefore, as soon as the list of selected teachers is received from the Commission, teachers will be immediately appointed in the said district and other districts of the state in proportion to the number of students.
2(1)	By sending the cutting of the news published in Dainik Bhaskar (Panipat) newspaper dated 10-08-2023 by the Subject Committee, the rooms of government schools across the state are in a dilapidated condition, in many schools they are seen under tin sheds. Departmental reply has been sought by the committee in this regard	Sir, under the Department's letter number 2/36-2023 Civil Work (1) dated 21/08/2023 and 22/09/2023, cutting of the news published in Dainik Bhaskar (Panipat) newspaper on 10/08/2023. Estimates regarding repair/reconstruction of the concerned government schools have been sent to District Elementary Education Officer, Panipat, Rohtak, Hisar and Palwal. As soon as the estimates are received from the regional offices, the budget will be released on priority basis for the reconstruction/repair of the condemned and dilapidated buildings of all the concerned schools. On priority basis, the department releases funds for the following 7 construction works in government schools :- <ol style="list-style-type: none"> 1. Construction of new rooms 2. Construction/repair of toilets 3. Drinking water facility 4. Minor repairs and maintenance 5. Boundary wall 6. Road to school/soil filling 7. Construction of new schools

Sr. No.	Questions	Reply
		<p>The budget provision for construction works under the School Education Department (Secondary/elementary) for this current financial year (2023-24) is as follows:-</p> <ul style="list-style-type: none"> • Secondary Education - 170 Crores • Elementary Education - 110 Crores <p>But due to reconstruction work of all the dilapidated or shabby schools not being possible in the said budget, a total additional budget of Rs 1784.03 Crore was demanded from the Finance Department, Out of which an additional amount of Rs 300 Crore has been released by the Finance Department for secondary education</p>

F.No. 15/85-2023 CO (1)**Flag-A**

Sr. No.	Questions	Reply
1.	How many Government Schools (Model Sanskriti Schools, Senior Secondary Schools, High Schools and Primary Schools) affected by the flood and how much loss fall out such as fallen of school building and boundary walls etc. in the State Haryana ? Supply the District wise details to the Committee.	<p>Sir, 12 Districts of the State were declared as flood affected districts in July-2023 due to heavy rainfall, in which total 1353 Villages of the State were got affected. Due to this flood total 285 Schools of the State were affected in which total 51 Government High/ Senior Secondary Schools were affected, District-wise details of the damage caused in these Schools are available at Annexure-I (Page 9-10).</p> <p>Apart from this, a total of 234 Government Secondary Schools and Primary Schools in the State were damaged due to floods, the district-wise details of which are available at Annexure-I (Page 11-15).</p>
2.	How much special budget has been allotted by Haryana Government for flood relief fund for the Government Schools (Model Sanskriti Schools, Senior Secondary Schools, High Schools and Primary Schools). Supply the details how much budget has consumed till now.	Sir, the State Government has not released any special fund (Flood Relief Fund) for these 285 flood affected schools.
3.	What is the criteria to seek Child Care Leave for the Lecturer/PGT and TGT Teachers in the Government Schools (Model Sanskriti Schools, Senior Secondary Schools, High Schools and Primary Schools)? What are the essential requirements to grant the Child Care Leave? Who is the Competent Authority to sanction the Child Care Leave and what is time period to dispose of the application in this regard? How many time Lecturers/PGT and TGT teachers can get child care leave in a year? Supply the detailed reply to Committee.	<p>Sir, in Rule 46 of Haryana Civil Services (Leave) Rules-2016, there is provision for Child Care Leave (CCL) as follows:-</p> <p>The competent authority may grant child care leave to a female Government employee subject to the following conditions:-</p> <ol style="list-style-type: none"> 1. Child care leave shall be admissible for a maximum period of 730 days during the entire service for taking care of her two eldest surviving children below the age of 18 years only. 2. Child care leave shall not be demanded as a matter of right and no one can, under any circumstances, proceed on child care leave without prior proper sanction of the leave by the competent authority. 3. Child care leave shall be admissible during the probation period, provided the probation period shall be extended by the period of child care leave availed. 4. This leave may not be availed for a spell of less than 30 days. 5. Recognized holidays including sundays and vacation falling during the period of leave shall also be treated as child care leave. 6. Leave not due (without production of medical certificate) may be granted under these rules beyond the period of 730 days of child care leave. 7. Any other kind of regular leave may be prefixed or suffixed to child care leave. 8. The leave account of child care leave shall be maintained in the prescribed proforma and be kept in the service book. 9. Period of any other kind of leave already availed or the period of unauthorized absence shall not be converted into child care leave with retrospective effect.

Sr. No.	Questions	Reply						
		<div>10. No child care leave shall be admissible for third or next child irrespective of age.</div> <div>11. Child care leave will be allowed to women Government employees with the intention to facilitate them to take care of their children at the time of need but it does not mean that child care leave shall disrupt the functioning of the offices/ institutions/schools etc. Therefore, it shall be the duty of sanctioning authority to keep this in view</div> <div>12. The competent authority for grant of such leave shall be as under:-</div> <table><tr><td>Appointing Authority</td><td>Group C and D employees</td></tr><tr><td>Head of Department</td><td>Group B Employees</td></tr><tr><td>Administrative Secretary</td><td>Group A employees</td></tr></table> <div>Note:- <i>This rule shall also be applicable to women employees appointed on adhoc basis and work charged employees, however, not before completion of minimum two years service and not beyond the date of discharge or termination on whatsoever reason.</i></div> <div>Under Rule 46 of Haryana Civil Service Rules-2016, the department grants approval of CCL to the applicant women teachers for a maximum of 730 days on the basis of provisional payment. Keeping in mind the age of the children of the applicant female teacher, her health, circumstances of her family and the teaching staff available in the school, the maximum period of leave sought by the applicant teacher will be decided by the competent authority in its discretion. CCL leave is approved keeping in mind that the studies of the students studying in the concerned school should not be affected. The authority competent to grant CCL leave is as follows:-</div> <div><ul style="list-style-type: none">• The powers to approve CCL of one month have been given to the concerned District Education Officer/District Basic Education Officers.• CCL approval powers up to 89 days have been given to the concerned Additional Director/ Joint Director.• The Director Primary/Secondary is the competent authority for granting CCL approvals of 90 days or more.• If the applicant takes leave for more than 90 days, the post of the that applicant is considered vacant.</div>	Appointing Authority	Group C and D employees	Head of Department	Group B Employees	Administrative Secretary	Group A employees
Appointing Authority	Group C and D employees							
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4.	What is the criteria to open new Government Primary School? How many proposal to open new Government Primary School at Ram Nagar Colony, Ward No.14, Ratia district Sirsa. There are 300 small students who have to go 2-3 Kilometre away from their home.	<div>Sir, under the department's letter number 2/30-22 GS (2) dated 20.06.2022, revised norms regarding opening of new primary school and upgradation of the school were issued in accordance with the Right to Education Act-2011, copy of which is available at Annexure-III (Page 16-17).</div> <div>Government Primary School, Ramnagar Colony, Ward No. 14, Ratia, is situated in Fatehabad district instead of Sirsa district. According to the report of District Elementary Education Officer, Fatehabad dated 09.08.2023, the land proposed for opening a new school has not yet been transferred in the name of the said school.</div>						

Sr. No.	Questions	Reply																																																																
		Unless and until the land is made available in the name of the said school by the concerned Gram Panchayat/Deputy Commissioner Fatehabad, it will not be possible to open a new school in Ramnagar Colony, Ward No. 14, Ratia (Fatehabad) as per the departmental norms.																																																																
5.	Explain about the Right to Education Constitutional Law.	<p>Sir, by making the 86th amendment in the Constitution on 2nd of December 2002, the Government of India made education a fundamental right under Article 21-A of the Constitution. Under this Act, the need for free and compulsory education for children of 6-14 years of age has been made clear.</p> <p>The powers conferred by sub-section (1) read with sub-section (2) of section 38 of the Right of Children to Free and Compulsory Education Act, 2009 (Central Act 35 of 2009) under the notification of the State Government dated 03 June, 2011 In exercise, 'Haryana Right of Children to Free and Compulsory Right to Education Rules 2011' was notified by the Governor of Haryana. A copy of this Act is available at Annexure-IV (Page 18-51).</p>																																																																
6.	What is criteria to merge the Government Primary Schools in other Schools? How many Schools have been merged till now in the state? What are the reasons behind it? Supply the list of closed Schools to Committee.	<p>Sir, under the department's letter number KW 4/33-2011 S.E. (4) dated 13.08.2022 (Annexure-V (Page 52-61)) and 19.09.2022 (Annexure-VI (Page 62-69)), By making the criteria regarding merger, under 'Single School unit', the government primary schools which had less than 20 students in class 6th to 8th, those schools were merged with the nearby government primary/high/senior secondary schools. The list of these schools is available on pages 56-61 and 64-69.</p> <p>As per the rationalization process by the Department, considering the schools located in the same village, in the same ward or in the same building as a single unit (single school unit) on the basis of workload and student numbers, only administrative control is exercised over the higher schools of the same village, has been shifted. In schools where the number of students was less than 20, those students have been merged with the nearest schools, the details of which are as follows:-</p> <table><tr><th rowspan="2">S. No.</th><th rowspan="2">Year</th><th colspan="2">Merge/Closed schools</th><th colspan="2">Re-opened schools</th></tr><tr><th>Primary/ Middle School</th><th>Sr. Sec. School</th><th>Primary/ Middle School</th><th>Sr. Sec. School</th></tr><tr><td>1.</td><td>2015-16</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2.</td><td>2016-17</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>3.</td><td>2017-18</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>4.</td><td>2018-19</td><td>62</td><td>0</td><td>0</td><td>0</td></tr><tr><td>5.</td><td>2019-20</td><td>88</td><td>0</td><td>0</td><td>0</td></tr><tr><td>6.</td><td>2020-21</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>7.</td><td>2021-22</td><td>46</td><td>0</td><td>43</td><td>0</td></tr><tr><td>8.</td><td>2022-23</td><td>283</td><td>4</td><td>0</td><td>0</td></tr><tr><td colspan="2">Grand Total</td><td>479</td><td>4</td><td>43</td><td>0</td></tr></table>	S. No.	Year	Merge/Closed schools		Re-opened schools		Primary/ Middle School	Sr. Sec. School	Primary/ Middle School	Sr. Sec. School	1.	2015-16	0	0	0	0	2.	2016-17	0	0	0	0	3.	2017-18	0	0	0	0	4.	2018-19	62	0	0	0	5.	2019-20	88	0	0	0	6.	2020-21	0	0	0	0	7.	2021-22	46	0	43	0	8.	2022-23	283	4	0	0	Grand Total		479	4	43	0
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Sr. No.	Questions	Reply
		In future, if the number of students in any school increases, then classes will be commenced again in those schools. The main objective of merging government schools is to appoint teachers on the basis of rationalization in proportion to the number of students and to make better management of human resources.
7.	Has any proposal pending at School Education Department to upgrade Government Primary School, Village Munshiwal and Government Primary School Village Nathwal district Fatehabad into Government Middle Schools?	No, Sir, there is no proposal under consideration to upgrade Government Primary School, Munshiwal and Government Primary School, Nathwal to secondary level. According to the report of District Elementary Education Officer, Fatehabad dated 28.04.2023, Government Primary School, Munshiwal due to lack of number of students, land and rooms and Government Primary School, Nathwal due to lack of number of students due to non-fulfillment of departmental norms could not be upgraded, due to which the case has already been filed by the competent authority.
8.	How many orders/notifications / circulars are being issued by the Department in past 3 years to regulate the working of Private Schools according to rules and acts of School Education?	Sir, copies of the amendments made by the department in Haryana Education Rules-2003 to regulate private schools and other orders/ notifications are available on Annexure-VII (Page 70-106) .
9.	How many minorities Schools have been established in the State and what is their student strength? What kind of facility/relaxation is being provided by Department? The details report should be provided to the Committee alongwith the difference between normal and Minority School.	District-wise details of DDP schools established in the state and the number of students studying in them are available on Annexure-VIII (Page 107-113) . Recognized private schools of the state apply for minority certificate directly to the National Minority Commission, Government of India, New Delhi. National Minority Commission provides certificate/ status of minority educational institution to educational institutions on the basis of criteria set under the Act 1992. Grant-in-aid is provided to these institutions by the Commission at its own level. No separate grant is issued to these minority private schools by the state government. Haryana School Education Rules-2003 are also applicable to these schools in the state. There is no special difference between these minority schools and other general schools, only these schools give special emphasis on providing education to the children of a particular religion/ community.
10.	There are lots of play school are running in the State. What is the control/policy to open play schools in the states? Is there any permission/affiliation required from School Education Department?	Sir, permission/recognition to open play schools in the state is given by the Women and Child Development Department of Haryana. Women and Child Development Department of Haryana has also control over the play schools running in the state
11.	What is department policy on the fee structure of the Private Schools i.e. Admission Fee, Prospectus Fee, Tuition Fees and Annual Fees etc.? Is there any minimum or maximum limit defined by the Department for the fees charged by the Private Schools? Can they increase	Sir, under the Haryana Government's notification dated December 08, 2021 (Annexure-IX (Page 83-99)), by amending Rule 158 of the Haryana School Education Rules, 2003, the recognized private schools have revised their fee structure for the classes. Assessment will be determined according to different categories/grades/school level. The process of collecting fees will be open, transparent and accountable. Fees will be taken from students

Sr. No.	Questions	Reply																						
	the fees at their own level and when? What is the control of School Education Department in this regard?	<p>through cheque/DD/RTGS/NEFT or other digital means on monthly or bi-monthly or quarterly basis. The concerned private school may increase the nominal fees under clause (4) of sub-rule (i) for its current students every year equal to the per capita average percentage increase in the monthly average salary of the academic staff of the previous year, but the fee increase in consumer index will not exceed the latest available annual percentage plus ten percent.</p> <p>On receiving a complaint against the concerned recognized private school, the Fees and Funds Regulatory Committee will conduct a proper investigation, in which the concerned school and the complainant will be provided a fair opportunity of being heard. If the concerned school violates one or more provisions of sub-rules (1) to (11) of Rule 158, then the concerned Fee and Fund Regulatory Committee can impose powers on that school as follows:-</p> <table border="1"> <thead> <tr> <th>School Level</th><th>Condition of Rule Violation</th><th>Maximum Punishment</th></tr> </thead> <tbody> <tr> <td>Primary Level</td><td rowspan="3">First violation</td><td>Thirty Thousand Rupees</td></tr> <tr> <td>Middle Level</td><td>Fifty Thousand Rupees</td></tr> <tr> <td>Secondary and Senior Secondary Level</td><td>One Lacs Rupees</td></tr> <tr> <td>Primary Level</td><td rowspan="3">Second violation</td><td>Sixty Thousand Rupees</td></tr> <tr> <td>Middle Level</td><td>One Lacs Rupees</td></tr> <tr> <td>Secondary and Senior Secondary Level</td><td>Two Lacs Rupees</td></tr> <tr> <td>Primary Level</td><td rowspan="3">Third violation</td><td rowspan="3">The Fees and Funds Regulatory Committee can recommend to the concerned Director for withdrawal of recognition of such a school. Within a period not exceeding three months from the date of recommendation, after proper investigation and giving the school an opportunity of being heard, if satisfied and recording the reasons in writing, the recognition of such recognized school may be withdrawn.</td></tr> <tr> <td>Middle Level</td></tr> <tr> <td>Secondary and Senior Secondary Level</td></tr> </tbody> </table>	School Level	Condition of Rule Violation	Maximum Punishment	Primary Level	First violation	Thirty Thousand Rupees	Middle Level	Fifty Thousand Rupees	Secondary and Senior Secondary Level	One Lacs Rupees	Primary Level	Second violation	Sixty Thousand Rupees	Middle Level	One Lacs Rupees	Secondary and Senior Secondary Level	Two Lacs Rupees	Primary Level	Third violation	The Fees and Funds Regulatory Committee can recommend to the concerned Director for withdrawal of recognition of such a school. Within a period not exceeding three months from the date of recommendation, after proper investigation and giving the school an opportunity of being heard, if satisfied and recording the reasons in writing, the recognition of such recognized school may be withdrawn.	Middle Level	Secondary and Senior Secondary Level
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12.	Is fee and fund regulatory committee (FFRC) is in existence in School Education Department? If yes, the details of the Member of the Committee along	Yes Sir, 06 Fees and Funds Regulatory Committees (FFRCs) have been constituted at the divisional level in the state. The Commissioner of the concerned division is the chairman of these committees and the concerned District Education Officer and																						

Sr. No.	Questions	Reply																						
	with the decision and orders passed by them should be provided to the Committee.	CA/Retired Accounts Officer on contract basis are its members. Copies of two sample orders/decisions passed by these committees are available on Annexure-X (Page 114-128)																						
13.	Some of the Private Schools charged high prices for transport from students in the state. Is there any policy/directions issued by the department on the transport charges taken by the Private Schools? If yes, the copy of the same may be provided to the Committee. If no, what are the steps taken by the Department in this matter.	<p>Sir, under the Haryana Government's notification dated December 08, 2021 (Annexure-IX) (Page 83-99) amending Rule 158 of the Haryana School Education Rules-2003 regarding the alternative activities provided by the recognized private schools and The fees payable for the facilities shall include the following:-</p> <ol style="list-style-type: none"> Transportation Boarding Restaurant or Dining room Study tour Any other similar activity <p>But the optional fee component will be charged only from those students who opt to avail these facilities. No private school can restrict students from availing transport facility. Parents are free to arrange school bus or private vehicle/auto rickshaw as per their convenience.</p> <p>On receiving a complaint against the concerned recognized private school, the Fees and Funds Regulatory Committee will conduct a proper investigation, in which the concerned school and the complainant will be provided a fair opportunity of being heard. If the concerned school violates one or more provisions of sub-rules (1) to (11) of Rule 158, then the concerned Fee and Fund Regulatory Committee can impose powers on that school as follows:-</p> <table border="1"> <thead> <tr> <th>School Level</th><th>Condition of Rule Violation</th><th>Maximum Punishment</th></tr> </thead> <tbody> <tr> <td>Primary Level</td><td rowspan="3">First violation</td><td>Thirty Thousand Rupees</td></tr> <tr> <td>Middle Level</td><td>Fifty Thousand Rupees</td></tr> <tr> <td>Secondary and Senior Secondary Level</td><td>One Lacs Rupees</td></tr> <tr> <td>Primary Level</td><td rowspan="3">Second violation</td><td>Sixty Thousand Rupees</td></tr> <tr> <td>Middle Level</td><td>One Lacs Rupees</td></tr> <tr> <td>Secondary and Senior Secondary Level</td><td>Two Lacs Rupees</td></tr> <tr> <td>Primary Level</td><td rowspan="3">Third</td><td rowspan="3">The Fees and Funds Regulatory Committee can recommend to the concerned Director for</td></tr> <tr> <td>Middle Level</td></tr> <tr> <td>Secondary and</td></tr> </tbody> </table>	School Level	Condition of Rule Violation	Maximum Punishment	Primary Level	First violation	Thirty Thousand Rupees	Middle Level	Fifty Thousand Rupees	Secondary and Senior Secondary Level	One Lacs Rupees	Primary Level	Second violation	Sixty Thousand Rupees	Middle Level	One Lacs Rupees	Secondary and Senior Secondary Level	Two Lacs Rupees	Primary Level	Third	The Fees and Funds Regulatory Committee can recommend to the concerned Director for	Middle Level	Secondary and
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Secondary and																								

Sr. No.	Questions	Reply		
		Senior Secondary Level	violation	withdrawal of recognition of such a school. Within a period not exceeding three months from the date of recommendation, after proper investigation and giving the school an opportunity of being heard, if satisfied and recording the reasons in writing, the recognition of such recognized school may be withdrawn.
14.	Is there any provision to include people from parents association in the school management committee ? If no, what is department's next course of action in this matter?	Sir, under Rule 32 of Haryana Education Rules-2003, the approval of the School Management Committee is done at the directorate level, in which it is mandatory to make a parent a member. A copy of these rules is available at Annexure-XI (Page 129-137) .		

Point No. 1**Annexure-III**

“मुख्यमंत्री समान शिक्षा राहत, सहायता एवं अनुदान (CHEERAG)” के तहत प्राइवेट स्कूलों में करवाये गये दाखिलों का जिलेवार विवरण इस प्रकार है:-

वर्ष 2022-23		
क्रमांक	जिले का नाम	छात्रों की संख्या
1.	अम्बाला	03
2.	भिवानी	178
3.	चरखी दादरी	06
4.	फरीदाबाद	37
5.	फतेहाबाद	10
6.	गुरुग्राम	04
7.	हिसार	107
8.	झज्जर	03
9.	जींद	94
10.	कैथल	46
11.	करनाल	60
12.	कुरुक्षेत्र	69
13.	महेन्द्रगढ़	16
14.	नूहं (मेवात)	76
15.	पलवल	06
16.	पंचकूला	00
17.	पानीपत	47
18.	रेवाड़ी	07
19.	रोहतक	00
20.	सिरसा	13
21.	सोनीपत	42
22.	यमुनानगर	16
	कुल योग	840

नोट:-शैक्षणिक सत्र 2023-24 के लिये "मुख्यमंत्री समान शिक्षा राहत, सहायता एवं अनुदान (CHEERAG)" के तहत छात्रों के दाखिले करवाने बारे मामला कार्यवाही में है।

Sr. No.	Question Dated 23.06.2023	Reply																								
1.	In 2022 there are 4,26,690 students registered in 9 th Class and 10 th Class in Haryana Government Schools & 2,27,404 failed in 9 th Class and only 57 percent students passed 10 th class. In sum up only 30 percent students pass every year from the total number of students who registered in the 9 th classes and 10 th classes according to analysis of UDISE of Central Educational Ministry. Is it true? If yes, what are the reason behind it?	<p>i. In 2022, total 4,26,690 students were registered in 9th and 10th classes in Haryana Govt. Schools including Central Govt. Schools in Haryana.</p> <p>ii. Sir, It is not true that 2,27,404 students of 9th class failed in 2022. The fact is that 2,13,153 students were enrolled in 9th class and 2,13,537 in 10th Class in year 2022 in the Govt. Schools of Haryana including Central Govt. Schools as per UDISE. As UDISE has not finalized the data for the year 2022-23, so number of students failed in 9th class for the year 2021-22 cannot be ascertained. However, School Education Department maintains its own MIS for the schools (State Govt. Schools and Private Schools). As per MIS there were 1,92,904 students in 9th class in 2021-22 and there were 1,98,886 students in 10th class in session 2022-23 as per MIS. Therefore negligible students failed in 9th class.</p> <p>iii. It is also not true that only 30% students passed in the 9th & 10th classes. The fact is that 1,98,886 students appeared in grade 10th from Govt. Schools of Haryana and out of them 1,26,372 passed, hence, the result was 63.54%.</p>																								
2.	How many students have been dropping out from 9 th class and 10 th classes in the past four years in Haryana Government Schools and what are the reasons of drop outs ? Is it true that 2,00,650 students have been dropped out in the last four years according to analysis of Government of Haryana? Supply the district wise-details of the dropped-out students during the last four years in the state.	<p>i. 4,31,635 students have been dropped out from 9th & 10th classes in Haryana during last four years from both Govt. and Private Schools of Haryana.</p> <p>The details of dropout rate of last four years as per UDISE is being given in the following table:-</p> <table><tr><th colspan="4">Dropout Rate (%) of Secondary Classes for last four years</th></tr><tr><th>Year</th><th>Boys(%)</th><th>Girls (%)</th><th>Total (%)</th></tr><tr><td>2018-19</td><td>15.7</td><td>13.7</td><td>14.8</td></tr><tr><td>2019-20</td><td>14.4</td><td>12</td><td>13.3</td></tr><tr><td>2020-21</td><td>12.2</td><td>8.9</td><td>10.8</td></tr><tr><td>2021-22</td><td>6.7</td><td>4.9</td><td>5.9</td></tr></table> <p>Source: As per UDISE Data</p> <p>It is mentioned that high dropout rate is a national issue. The dropout rate of Haryana State is 5.9% which is less than the percentage in 26 other States/UTs in the country. Haryana is amongst Eight States/UTs having lowest dropout rate of Secondary classes.</p>	Dropout Rate (%) of Secondary Classes for last four years				Year	Boys(%)	Girls (%)	Total (%)	2018-19	15.7	13.7	14.8	2019-20	14.4	12	13.3	2020-21	12.2	8.9	10.8	2021-22	6.7	4.9	5.9
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		<p>Reason of dropout:-</p> <ul style="list-style-type: none"> • Migration to other States • Poor academic performance • Home responsibilities • Lack of support • Joining any work to earn livelihood to financial support the family <p>ii. No Sir, instead of 2,00,650 students, total 4,31,635 students have been dropped out during last four years. The district wise data of total dropout students of classes 9th & 10th is being given in the following table:-</p> <table border="1"> <thead> <tr> <th>S No</th><th>District</th><th>Total dropout from 2018 to 2021 (9th & 10th)</th></tr> </thead> <tbody> <tr><td>1.</td><td>Ambala</td><td>18834</td></tr> <tr><td>2.</td><td>Bhiwani</td><td>17026</td></tr> <tr><td>3.</td><td>Charkhi Dadri</td><td>4884</td></tr> <tr><td>4.</td><td>Faridabad</td><td>42632</td></tr> <tr><td>5.</td><td>Fatehabad</td><td>18329</td></tr> <tr><td>6.</td><td>Gurugram</td><td>23345</td></tr> <tr><td>7.</td><td>Hisar</td><td>30947</td></tr> <tr><td>8.</td><td>Jhajjar</td><td>10805</td></tr> <tr><td>9.</td><td>Jind</td><td>23612</td></tr> <tr><td>10.</td><td>Kaithal</td><td>18498</td></tr> <tr><td>11.</td><td>Karnal</td><td>30091</td></tr> <tr><td>12.</td><td>Kurukshetra</td><td>15358</td></tr> <tr><td>13.</td><td>Mahendragarh</td><td>5864</td></tr> <tr><td>14.</td><td>Mewat</td><td>19807</td></tr> <tr><td>15.</td><td>Palwal</td><td>23551</td></tr> <tr><td>16.</td><td>Panchkula</td><td>17554</td></tr> <tr><td>17.</td><td>Panipat</td><td>22052</td></tr> <tr><td>18.</td><td>Rewari</td><td>6703</td></tr> <tr><td>19.</td><td>Rohtak</td><td>16436</td></tr> <tr><td>20.</td><td>Sirsa</td><td>24510</td></tr> <tr><td>21.</td><td>Sonapat</td><td>18852</td></tr> <tr><td>22.</td><td>Yamunanagar</td><td>21945</td></tr> <tr> <td colspan="2">Total</td><td>4,31,635</td></tr> </tbody> </table> <p>Source: As per UDISE Data</p> <ul style="list-style-type: none"> • UDISE data do not include the enrolment of ITI's and Polytechnics <p>However, after 10th class students take admission in ITI's and Polytechnics also. As per data received from ITIs and Polytechnics in the State of Haryana in the last 4 years,</p>	S No	District	Total dropout from 2018 to 2021 (9 th & 10 th)	1.	Ambala	18834	2.	Bhiwani	17026	3.	Charkhi Dadri	4884	4.	Faridabad	42632	5.	Fatehabad	18329	6.	Gurugram	23345	7.	Hisar	30947	8.	Jhajjar	10805	9.	Jind	23612	10.	Kaithal	18498	11.	Karnal	30091	12.	Kurukshetra	15358	13.	Mahendragarh	5864	14.	Mewat	19807	15.	Palwal	23551	16.	Panchkula	17554	17.	Panipat	22052	18.	Rewari	6703	19.	Rohtak	16436	20.	Sirsa	24510	21.	Sonapat	18852	22.	Yamunanagar	21945	Total		4,31,635
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3.	Is it true that there are 15 Lakhs students have been out of School Education system in the last five years? Supply the district-wise details that how many students have been out of School Education system.	<p>No Sir, it is not true that 15 lacs students have been dropped out from school education system in the last four years. Only 4,31,635 students from classes 9th to 10th and 1,38,875 students of 1st to 8th classes (Total 5,70,510) have been dropped out during last four years.</p> <p>The district wise detail of total dropout students of classes 1st to 10th from 2018-19 to 2020-21 is given below:</p> <table border="1"> <thead> <tr> <th>Sr. No</th><th>District</th><th>Dropout 1st to 8th</th><th>Dropout 9th to 10th</th><th>Dropout 1st to 10th</th></tr> </thead> <tbody> <tr><td>1.</td><td>Ambala</td><td>6038</td><td>18834</td><td>24872</td></tr> <tr><td>2.</td><td>Bhiwani</td><td>-296</td><td>17026</td><td>16730</td></tr> <tr><td>3.</td><td>Charkhi Dadri</td><td>-500</td><td>4884</td><td>4384</td></tr> <tr><td>4.</td><td>Faridabad</td><td>39239</td><td>42632</td><td>81871</td></tr> <tr><td>5.</td><td>Fatehabad</td><td>1256</td><td>18329</td><td>19585</td></tr> <tr><td>6.</td><td>Gurugram</td><td>14226</td><td>23345</td><td>37571</td></tr> <tr><td>7.</td><td>Hisar</td><td>-2369</td><td>30947</td><td>28578</td></tr> <tr><td>8.</td><td>Jhajjar</td><td>289</td><td>10805</td><td>11094</td></tr> <tr><td>9.</td><td>Jind</td><td>2198</td><td>23612</td><td>25810</td></tr> <tr><td>10.</td><td>Kaithal</td><td>1245</td><td>18498</td><td>19743</td></tr> <tr><td>11.</td><td>Karnal</td><td>7350</td><td>30091</td><td>37441</td></tr> <tr><td>12.</td><td>Kurukshetra</td><td>1337</td><td>15358</td><td>16695</td></tr> <tr><td>13.</td><td>Mahendragarh</td><td>-2706</td><td>5864</td><td>3158</td></tr> <tr><td>14.</td><td>Mewat</td><td>21689</td><td>19807</td><td>41496</td></tr> <tr><td>15.</td><td>Palwal</td><td>9058</td><td>23551</td><td>32609</td></tr> <tr><td>16.</td><td>Panchkula</td><td>6022</td><td>17554</td><td>23576</td></tr> <tr><td>17.</td><td>Panipat</td><td>14477</td><td>22052</td><td>36529</td></tr> <tr><td>18.</td><td>Rewari</td><td>-4772</td><td>6703</td><td>1931</td></tr> <tr><td>19.</td><td>Rohtak</td><td>4280</td><td>16436</td><td>20716</td></tr> <tr><td>20.</td><td>Sirsa</td><td>6248</td><td>24510</td><td>30758</td></tr> <tr><td>21.</td><td>Sonipat</td><td>7734</td><td>18852</td><td>26586</td></tr> <tr><td>22.</td><td>Yamunanagar</td><td>6832</td><td>21945</td><td>28777</td></tr> <tr> <td></td><td>Total</td><td>1,38875</td><td>4,31,635</td><td>5,70,510</td></tr> </tbody> </table>			Sr. No	District	Dropout 1 st to 8 th	Dropout 9 th to 10 th	Dropout 1 st to 10 th	1.	Ambala	6038	18834	24872	2.	Bhiwani	-296	17026	16730	3.	Charkhi Dadri	-500	4884	4384	4.	Faridabad	39239	42632	81871	5.	Fatehabad	1256	18329	19585	6.	Gurugram	14226	23345	37571	7.	Hisar	-2369	30947	28578	8.	Jhajjar	289	10805	11094	9.	Jind	2198	23612	25810	10.	Kaithal	1245	18498	19743	11.	Karnal	7350	30091	37441	12.	Kurukshetra	1337	15358	16695	13.	Mahendragarh	-2706	5864	3158	14.	Mewat	21689	19807	41496	15.	Palwal	9058	23551	32609	16.	Panchkula	6022	17554	23576	17.	Panipat	14477	22052	36529	18.	Rewari	-4772	6703	1931	19.	Rohtak	4280	16436	20716	20.	Sirsa	6248	24510	30758	21.	Sonipat	7734	18852	26586	22.	Yamunanagar	6832	21945	28777		Total	1,38875	4,31,635	5,70,510
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4.	What is the Cluster system in School Education Department?	<p>As per the framework of Samagra Shiksha, Cluster Resource Centres (CRCs) have been conceptualized to function as academic resource centers. The RTE Act mandates provisions of training facilities as well as good quality education. The coordinators in CRCs provide in-service training and on-site support to schools for qualitative improvement.</p> <p>Role and Functions of CRCs:-</p> <ul style="list-style-type: none"> (a) Function as academic resource centre with adequate resource/reference materials for concerned teachers; (b) Undertake regular school visits and provide onsite academic support to teachers; (c) Organise monthly meetings to discuss academic issues and design strategies for better performance of the schools. (d) Visit and hold meetings with members of the SMCs and other local bodies for school improvement, support SMCs in School Development Plan (SDP). (e) Ensure that the special training programmes are properly designed and implemented in the cluster for out of school children and securing their admission to age-appropriate classes. <p>Cluster system in the state:-</p> <p>1415 Clusters have been establishment in the State. One Cluster consists of 12 to 15 nearby schools. The senior school situated in the middle of cluster has been designated as Cluster Resource Centre. The School Head of that designated school will be the In-charge of the Cluster. The CRC is supported by Assistant Block Resource Coordinator (ABRC) and one computer technical person.</p>

Annexure –V

Point No. 5:- District Wise list of Salor Panels Installed in Govt. Model Sanskriti Sr. Sec. Schools:-

[illegible]

Annexure-VI**Details of required upgradation Primary to Middle School:-**

Sr. No.	Name of School	District
1.	Govt. Primary School,(15584) Malpuri, Hathin,	Palwal
2.	Govt. Primary School, (15585) Kumrehra, Hathin	Palwal
3.	GPS Mala Singh	Palwal
4.	GPS Bholra	Palwal
5.	GPS Pehraka	Palwal
6.	GPS Meethaka	Palwal
7.	GPS Mangorka	Palwal
8.	GPS Mankaki	Palwal
9.	GPS Jacopur	Faridabad
10.	GPS Sec-23D	Faridabad
11.	GPS Sec- 23	Faridabad
12.	GPS शाहजहांपुर	Faridabad
13.	GPS मोटूका नंगला	Faridabad
14.	GPS रनहेरा खेड़ा	Faridabad
15.	GPS Sabzi Mandi	Faridabad
16.	GPS Sanjay Colony	Faridabad
17.	GPS Bhimbagh	Faridabad
18.	GPS Chawala Colony	Faridabad
19.	GPS Kailgaon	Faridabad
20.	GPS Panchyat Juggi	Faridabad
21.	GPS Prem Nagar	Faridabad
22.	GPS Milhard	Faridabad
23.	GPS Sec-3	Faridabad
24.	GPS आलमपुर	Faridabad
25.	GPS नवादा कोह	Faridabad
26.	GPS डबुआ कालोनी	Faridabad

27.	GPS जनता कालोनी	Faridabad
28.	GPS अजरोदा	Faridabad
29.	GPS शास्त्री कालोनी	Faridabad
30.	GPS सन्त नगर	Faridabad
31.	GPS Sec-37	Faridabad
32.	GPS पल्ला नं0 1	Faridabad
33.	GPS पल्ला नं0 2	Faridabad
34.	GPS गांधी कॉलोनी	Faridabad
35.	GPS लिपरांली कालोनी	Faridabad
36.	GPS सिलारवरी	Faridabad
37.	GPS जवाहर कालोनी	Faridabad
38.	GPS जवाहर कालोनी	Faridabad
39.	GPS कुरेशी पुर	Faridabad
40.	GPS गाली पुर	Faridabad
41.	GPS मादलपुर	Faridabad
42.	GPS राजीव नगर	Faridabad
43.	GPS सुभाष नगर	Faridabad
44.	GPS Sec-21D	Faridabad
45.	GPS बडौली	Faridabad
46.	GPS Kolu Majra	Kaithal
47.	GPS Tarawali	Kaithal
48.	GPS Mandi Sadran	Kaithal
49.	GPS Jalala viran	Karnal
50.	GPS Peer Badoli	Karnal
51.	GPS Mundigarhi	Karnal
52.	GPS Tatarpur	Karnal
53.	GPS Haibatpur	Karnal

54.	GPS Khirazpur	Karnal
55.	GPS Andhera	Karnal
56.	GPS Nabipur	Karnal
57.	GPS Asrewali	Panchkula
58.	GPS Chilawali	Nuh Mewat
59.	GPS Mannki	Nuh Mewat
60.	GPS Badwa	Nuh Mewat
61.	GPS Purankhera	Nuh Mewat
62.	GPS Rahuka	Nuh Mewat
63.	GPS Andhaka	Nuh Mewat
64.	GPS Chhava	Nuh Mewat
65.	GPS Jogipur	Nuh Mewat
66.	GPS Marora	Nuh Mewat
67.	GPS Mahoon	Nuh Mewat
68.	GPS MP Nuh	Nuh Mewat
69.	GPS Nalhar	Nuh Mewat
70.	GPS Kherli Kankar	Nuh Mewat
71.	GPS Chhapera	Nuh Mewat
72.	GPS Kuldhera	Nuh Mewat
73.	GPS Behripur	Nuh Mewat
74.	GPS Kalakheda	Nuh Mewat
75.	GPS Sakerpuri	Nuh Mewat
76.	GPS Dalabass	Nuh Mewat
77.	GPS Nangla Aktyan	Nuh Mewat
78.	GPS F.D Dahar	Nuh Mewat

Annexure-VII**Details of upgraded Schools (Elementary Education):-**

Sr. No.	Name of School	District	Remarks
1	GPS Pakki Diggi (Branch School of Talwandi Rana, Hisar) for sanction of Posts & Budget.	Hisar	Hon'ble CM has upgraded the schools from Primary to Middle.
2	GPS Sinthala for sanction of Posts & Budget.	Fatehabad	Hon'ble CM has upgraded the schools from Primary to Middle.

District Wise list of Salor Panels Installed in Buniyad Centers:-

Sr. No.	District	Fund Type	Purpose	Session	Order Date	School	Amount
1	Ambala	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GGSSS-Ambala City (Police Line)[143] (Ambala)/Urban	500000
2	Ambala	Non-Recurring	Installation of Solar Panel	2022-23	28-04-2022	GSSS-Naneola[95] (Ambala)/Rural	1000000
3	Bhiwani	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Bhiwani[396] (Bhiwani)/Urban	500000
4	Bhiwani	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Siwani Mandi[359] (Bhiwani)/Urban	500000
5	Bhiwani	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Kairu[395] (Bhiwani)/Rural	500000
6	Bhiwani	Non-Recurring	Installation of solar panel	2022-23	23-01-2023	GSSS-Palwas[460] (Bhiwani)/Rural	1000000
7	Bhiwani	Non-Recurring	Installation of solar panel	2022-23	23-01-2023	GSSS-Sanga[361] (Bhiwani)/Rural	1000000
8	Bhiwani	Non-Recurring	Installation of solar panel	2022-23	14-02-2023	GGSSS-Pur[366] (Bhiwani)/Rural	1000000
9	Charkhi Dadri	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Charkhi Dadri[377] (Charkhi Dadri)/Urban	500000
10	Charkhi Dadri	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Badhra[658] (Charkhi Dadri)/Rural	500000
11	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Fatehabad[3274] (Fatehabad)/Urban	500000
12	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Tohana[3288] (Fatehabad)/Urban	500000
13	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Bhattu Kalan[3266] (Fatehabad)/Rural	1000000
14	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Bhuna[3267] (Fatehabad)/Rural	1000000

15	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Fatehabad[3274] (Fatehabad)/Urban	1000000
16	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Jakhal Mandi [3277] (Fatehabad)/Rural	1000000
17	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Ratia [3393] (Fatehabad)/Urban	1000000
18	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Sarhaul[860] (Gurugram)/Urban	500000
19	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Pataudi[736] (Gurugram)/Urban	500000
20	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Pataudi[736] (Gurugram)/Urban	1000000
21	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Farrukh Nagar [735](Gurugram)/Urban	1000000
22	Hisar	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Barwala (Nahar Kothi)[4079] (Hisar)/Urban	500000
23	Hisar	Non-Recurring	Installation of Solar Panel	2022-23	16-05-2022	GSSS-Bass[1430] (Hisar)/Rural	1000000
24	Jhajjar	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Jhajjar[3099] (Jhajjar)/Urban	500000
25	Jhajjar	Non-Recurring	Installation of solar panel	2022-23	23-01-2023	GGSSS-Matan[3131] (Jhajjar)/Rural	1000000
26	Jhajjar	Non-Recurring	Installation of solar panel	2022-23	23-01-2023	GGSSS-Bhaproda [3092] (Jhajjar)/Rural	1000000
27	Jhajjar	Non-Recurring	installation of solar panel	2022-23	22-02-2023	GGHS-Kharman[3128] (Jhajjar)/Rural	1000000
28	Jhajjar	Non-Recurring	installation of solar panel	2022-23	22-02-2023	GSSS-Lohari[3232] (Jhajjar)/Rural	1000000
29	Jind	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Jind (Defence Colony)[1566] (Jind)/Urban	500000
30	Jind	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Narwana[1515] (Jind)/Urban	500000
31	Jind	Non-Recurring	Installation of solar panel	2022-23	27-12-2022	GSSS-Ujhana[1731] (Jind)/Rural	1000000
32	Jind	Non-Recurring	Installation of solar panel	2022-23	27-12-2022	GSSS-Frain Kalan[1709] (Jind)/Rural	1000000
33	Jind	Non-Recurring	Installation of solar panel	2022-23	27-12-2022	GGSSS-Dhamtan Sahib [1738] (Jind)/Rural	1000000

34	Jind	Non-Recurring	Installation of solar panel	2022-23	27-12-2022	GSSS-Bighana[1571] (Jind)/Rural	1000000
35	Jind	Non-Recurring	Installation of solar panel	2022-23	28-12-2022	GSSS-Ramrai[1692] (Jind)/Rural	1000000
36	Jind	Non-Recurring	Installation of solar panel	2022-23	28-12-2022	GSSS-Ikkas[1511] (Jind)/Rural	1000000
37	Jind	Non-Recurring	Installation of solar panel	2022-23	28-12-2022	GSSS-Nidani[1543] (Jind)/Rural	1000000
38	Jind	Non-Recurring	Installation of solar panel	2022-23	28-12-2022	GSSS-Bhambhewa [1582](Jind)/Rural	1000000
39	Kaithal	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	DIET-Kaithal[4301] (Kaithal)/Urban	500000
40	Karnal	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Karnal (Model Town)[1790] (Karnal)/Urban	500000
41	Karnal	Non-Recurring	Installation of solar panel	2022-23	04-10-2022	GHS-Balu[1838] (Karnal)/Rural	1000000
42	Karnal	Non-Recurring	Installation of solar panel	2022-23	04-10-2022	GSSS-Gonder[1858] (Karnal)/Rural	1000000
43	Karnal	Non-Recurring	Installation of Solar Panel	2022-23	04-01-2023	GSSS-Bastli[1776] (Karnal)/Rural	1000000
44	Karnal	Non-Recurring	Installation of Solar Panel	2022-23	04-01-2023	GSSS-Jalmana[1984] (Karnal)/Rural	1000000
45	Karnal	Non-Recurring	Installation of Solar Panel	2022-23	04-01-2023	GSSS-Brass[1847] (Karnal)/Rural	1000000
46	Karnal	Non-Recurring	Installation of Solar Panel	2022-23	04-01-2023	GSSS-Balrangran [1842](Karnal)/Rural	1000000
47	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Shahabad Markanda[2411] (Kurukshetra)/Urban	500000
48	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	28-04-2022	GSSS-Kurukshetra [2406](Kurukshetra)/ Urban	1000000
49	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	25-07-2022	GSSS-Babain[2392] (Kurukshetra)/Rural	1000000
50	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	25-07-2022	GSSS-Thana[2412] (Kurukshetra)/Rural	1000000
51	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	04-01-2023	GSSS-Ladwa[2323] (Kurukshetra)/Urban	1000000
52	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	04-01-2023	GSSS-Murtzapur [2424] (Kurukshetra)/Rural	1000000

53	Kurukshetra	Non-Recurring	Insallation of Solar Panel	2022-23	04-01-2023	GSSS-Thaska Miranji[2429] (Kurukshetra)/Rural	1000000
54	Kurukshetra	Non-Recurring	Installation of solar panel	2022-23	14-02-2023	GSSS-Kamoda[2320] (Kurukshetra)/Rural	1000000
55	Mahendergarh	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Narnaul[3887] (Mahendergarh)/Urban	500000
56	Mahendergarh	Non-Recurring	Installation of Solar Panel	2022-23	27-07-2022	DEO-Narnaul[4098] (Mahendergarh)/Urban	1000000
57	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Palwal[1008] (Palwal)/Urban	500000
58	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Hodal[1002] (Palwal)/Urban	500000
59	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	26-07-2022	GSSS-Hathin[979] (Palwal)/Urban	1000000
60	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	26-07-2022	GSSS-Hodal[1002] (Palwal)/Urban	1000000
61	Panchkula	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Panchkula (Sector 6)[3704] (Panchkula)/Urban	500000
62	Panchkula	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Pinjore[3706] (Panchkula)/Urban	500000
63	Panchkula	Non-Recurring	solar system	2022-23	16-09-2022	GSSS-Raipur Rani[3708] (Panchkula)/Rural	1000000
64	Panchkula	Non-Recurring	Installation of Solar Panel	2022-23	28-04-2022	GSSS-Bataur[3716] (Panchkula)/Rural	1000000
65	Panipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	DIET-Panipat[4246] (Panipat)/Urban	500000
66	Panipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Madlauda[2106] (Panipat)/Rural	500000
67	Panipat	Non-Recurring	Installation of Solar Panel	2022-23	25-07-2022	GSSS-Israna[2093] (Panipat)/Rural	1000000
68	Rewari	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Rewari[2540] (Rewari)/Urban	500000
69	Rewari	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Kosli[2546] (Rewari)/Rural	500000
70	Rohtak	Non-Recurring	Installation of Solar Panel	2022-23	05-09-2022	GSSS-Lakhan Majra [2665] (Rohtak)/Rural	1000000

71	Rohtak	Non-Recurring	Installation of Solar Panel	2022-23	30-05-2022	GSSS-Sampla[2679] (Rohtak)/Urban	1000000
72	Rohtak	Non-Recurring	Installation of solar panel	2022-23	04-10-2022	GGSSS-Sampla[2698] (Rohtak)/Urban	1000000
73	Rohtak	Non-Recurring	Installation of solar panel	2022-23	16-11-2022	GSSS-Kalanaur [4214](Rohtak)/Urban	1000000
74	Rohtak	Non-Recurring	Installation of solar panel	2022-23	16-11-2022	GSSS-Rohtak (Bhiwani Road)[2672] (Rohtak)/Urban	1000000
75	Rohtak	Non-Recurring	Installation of solar panel	2022-23	16-11-2022	GSSS-Mokhra[2724] (Rohtak)/Rural	1000000
76	Rohtak	Non-Recurring	installation of solar panel	2022-23	22-02-2023	GGSSS-Farmana[2711] (Rohtak)/Rural	1000000
77	Sirsa	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Nathusari Chopta [2923] (Sirsa)/Rural	500000
78	Sirsa	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Ellenabad[2825] (Sirsa)/Urban	500000
79	Sirsa	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Bupp[4023] (Sirsa)/Rural	1000000
80	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GHS-Mithanpura [3044](Sirsa)/Rural	1000000
81	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GHS-Karam Shana[3055] (Sirsa)/Rural	1000000
82	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GSSS-Kuttabadh [2982](Sirsa)/Rural	1000000
83	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GHS-Damdama [2976](Sirsa)/ Rural	1000000
84	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GHS-Kirtinagar[3014] (Sirsa)/Urban	1000000
85	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GSSS-Nejadela Kalan [2835] (Sirsa)/Rural	1000000
86	Sonipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Gohana[3560] (Sonipat)/Urban	500000
87	Sonipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Ganaur[3679] (Sonipat)/Urban	500000
88	Sonipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	DIET-Beeswanmeel [4614](Sonipat)/Rural	500000
89	Sonipat	Non-Recurring	installation of solar system	2022-23	30-09-2022	GGSSS-Gohana[3458] (Sonipat)/Urban	1000000

90	Sonipat	Non-Recurring	installation of solar system	2022-23	30-09-2022	GSSS-Bhaiswan Khurd[3580] (Sonipat)/Rural	100000
91	Sonipat	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GSSS-Kohla[3583] (Sonipat)/Rural	1000000
92	Sonipat	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GSSS-Chhichhrana [3453](Sonipat)/Rural	1000000
93	Yamuna Nagar	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Pratap Nagar (erstwhile Khizrabad)) [4059] (Yamuna Nagar)/ Rural	500000
94	Yamuna Nagar	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	DIET-Tejli[4617] (Yamuna Nagar)/Rural	500000
95	Yamuna Nagar	Non-Recurring	Installation of Solar Panel	2022-23	20-07-2022	DEO-Yamuna Nagar[4610] (Yamuna Nagar)/Urban	1000000
96	Yamuna Nagar	Non-Recurring	Installation of solar panel	2022-23	08-07-2022	GSSS-Buria[275] (Yamuna Nagar)/Urban	1000000
97	Yamuna Nagar	Non-Recurring	Installation of solar panel	2022-23	30-01-2023	GSSS-Yamuna Nagar (SNV Model Town)[4187] (Yamuna Nagar)/Urban	1000000
98	Yamuna Nagar	Non-Recurring	Installation of solar panel	2022-23	30-01-2023	GSSS-Bhambol[200] (Yamuna Nagar)/Rural	1000000
99	Yamuna Nagar	Non-Recurring	Installation of solar system	2022-23	30-01-2023	GSSS-Yamuna Nagar (SNV Model Town)[4187] (Yamuna Nagar)/Urban	1000000
100	Yamuna Nagar	Non-Recurring	Installation of solar system	2022-23	30-01-2023	GSSS-Bhambol[200] (Yamuna Nagar)/Rural	1000000
Total Amount							82600000

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सत्यमेव जयते

National Education Policy 2020

**Ministry of Human Resource
Development**

Government of India

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Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and

changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next

generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

Previous Policies

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles of this Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- **recognizing, identifying, and fostering the unique capabilities of each student**, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- **according the highest priority to achieving Foundational Literacy and Numeracy** by all students by Grade 3;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;

- **no hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- **multidisciplinarity** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **creativity and critical thinking** to encourage logical decision-making and innovation;
- **ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **promoting multilingualism and the power of language** in teaching and learning;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **respect for diversity** and **respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- a '**light but tight**' **regulatory framework** to ensure **integrity, transparency,** and **resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**;
- **outstanding research** as a corequisite for outstanding education and development;
- **continuous review** of progress based on sustained research and regular assessment by educational experts;
- **a rootedness and pride in India**, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;

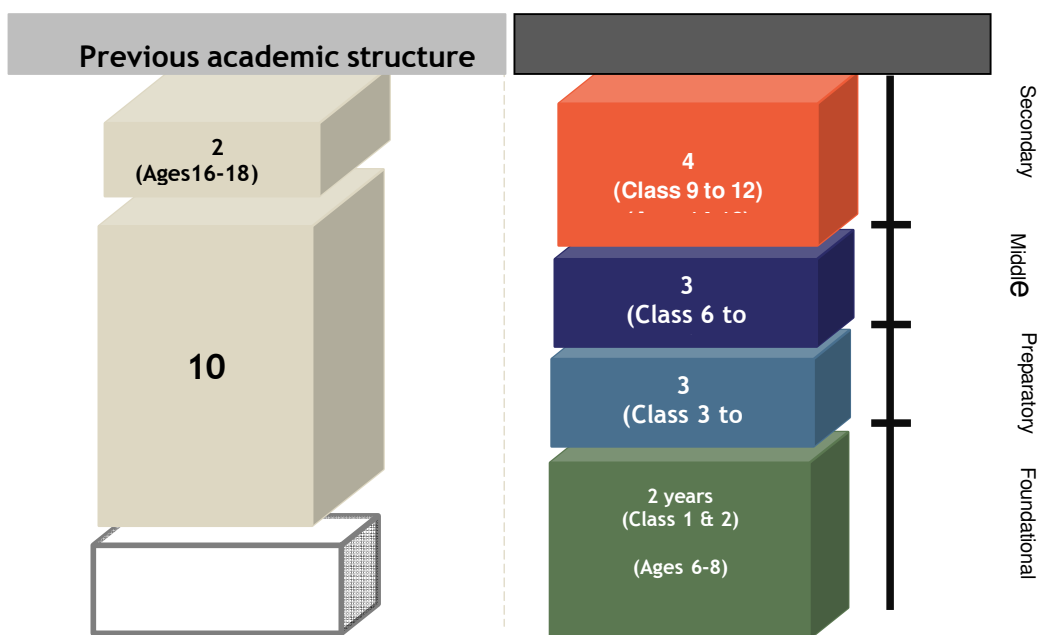
- **education is a public service**; access to quality education must be considered a basic right of every child;
- **substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

The Vision of this Policy

This National Education Policy 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 Policy envisages that the curriculum and pedagogy of our institutions must 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. The vision of the Policy is to instill 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.

Part I. SCHOOL EDUCATION

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure and elaborated in detail later under Chapter 4.



Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

1. Early Childhood Care and Education: The Foundation of Learning

- 1.1. Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.
- 1.2. ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.
- 1.3. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions.
- 1.4. The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

- 1.5. For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the teachers and students of their local primary schools, in order to make the transition from Anganwadi Centres to primary schools a smooth one. Anganwadis shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa.
- 1.6. It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-day meal programme shall also be extended to the Preparatory Classes in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students of Anganwadi as well as of primary schools.
- 1.7. To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD).
- 1.8. ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner. The process for integration and implementation of ECCE in Ashramshalas and alternative schooling will be similar to that detailed above.
- 1.9. The responsibility for ECCE curriculum and pedagogy will lie with MHRD to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development

(WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education.

2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning

- 2.1. The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals.
- 2.2. Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.
- 2.3. First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. Special attention will be given to employing local teachers or those with familiarity with local languages. A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy.
- 2.4. On the curricular side, there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning. Specific hours daily - and regular events over the year-on activities involving these subjects will be dedicated to encourage and enthuse students. Teacher education and the early grade curriculum will be redesigned to have a renewed emphasis on foundational literacy and numeracy.

- 2.5. Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1. Thus, to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents, will be developed by NCERT and SCERTs.
- 2.6. A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented
- 2.7. Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy. Studies around the world show one-on-one peer tutoring to be extremely effective for learning not just for the learner, but also for the tutor. Thus, peer tutoring can be taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects. Additionally, it will also be made far easier for trained volunteers - from both the local community and beyond - to participate in this large-scale mission. Every literate member of the community could commit to teaching one student/person how to read, it would change the country's landscape very quickly. States may consider establishing innovative models to foster such peer-tutoring and volunteer activities, as well as launch other programmes to support learners, in this nationwide mission to promote foundational literacy and numeracy.
- 2.8. Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries. Public and school libraries will be significantly expanded to build a culture of reading across the country. Digital libraries will also be established. School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.
- 2.9. Children are unable to learn optimally when they are undernourished or unwell. Hence, the nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system. Furthermore, research shows that the morning hours after a nutritious breakfast can be particularly productive for the study of cognitively more demanding subjects and hence these hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals. In

locations where hot meals are not possible, a simple but nutritious meal, e.g., groundnuts/chana mixed with jaggery and/or local fruits may be provided. All school children shall undergo regular health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same.

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels

- 3.1. One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education—including vocational education - from pre-school to Grade 12.
- 3.2. There are two overall initiatives that will be undertaken to bring children who have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support. The credibility of Government schools shall be re-established and this will be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and/or hostels, especially for the girl children, so that all children have the opportunity to attend a quality school and learn at the appropriate level. Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education.
- 3.3. The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. For providing equitable and quality education from the Foundational

Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place. Counsellors or well- trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents and will travel through and engage with communities to ensure that all school-age children are attending and learning in school. Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, could be connected to schools, through various innovative mechanisms adopted by State/UT Governments, to help in carrying out this important work.

- 3.4. Once infrastructure and participation are in place, ensuring quality will be the key in retention of students, so that they (particularly, girls and students from other socio-economically disadvantaged groups) do not lose interest in attending school. This will require a system of incentives for deploying teachers with knowledge of the local language to areas with high dropout rates, as well as overhauling the curriculum to make it more engaging and useful.
- 3.5. To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. NIOS and State Open Schools will offer the following programmes in addition to the present programmes: A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and life-enrichment programmes. States will be encouraged to develop these offerings in regional languages by establishing new/strengthening existing State Institutes of Open Schooling (SIOS).
- 3.6. To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the requirements for schools will be made less restrictive. The focus will be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes. Regulations on inputs will be limited to certain areas as enumerated in Chapter 8. Other models for schools will also be piloted, such as public-philanthropic partnerships.
- 3.7. Efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra- help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. In

this regard, the support of active and healthy senior citizens, school alumni and local community members will be suitably garnered. Databases of literate volunteers, retired scientists/government/semi government employees, alumni, and educators will be created for this purpose.

4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

- 4.1. The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).
- 4.2. The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12, including at a more specialized school, if so desired.
- 4.3. The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and

teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required.

Holistic development of learners

- 4.4. The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.

Reduce curriculum content to enhance essential learning and critical thinking

- 4.5. Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Experiential learning

- 4.6. In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.
- 4.7. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at

every level. This art-integrated approach will strengthen the linkages between education and culture.

- 4.8. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.

Empower students through flexibility in course choices

- 4.9. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.
- 4.10. Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects.

Multilingualism and the power of language

- 4.11. It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language. Wherever possible, 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. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in home languages/mother tongue. All efforts will be made early on

to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction. All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.

- 4.12. As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India. States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.
- 4.13. The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school.
- 4.14. All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.
- 4.15. As so many developed countries around the world have amply demonstrated, being well educated in one's language, culture, and traditions is not a detriment but indeed a huge benefit to educational, social, and

technological advancement. India's languages are among the richest, most scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as modern literature (both prose and poetry), film, and music written in these languages that help form India's national identity and wealth. For purposes of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and the treasures that they and their literatures contain.

- 4.16. Thus, every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the '*Ek Bharat Shrestha Bharat*' initiative. In this project/activity, students will learn about the remarkable unity of most of the major Indian languages, starting with their common phonetic and scientifically-arranged alphabets and scripts, their common grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences. They will also learn what geographical areas speak which languages, get a sense of the nature and structure of tribal languages, and learn to say commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each (through suitable translations as necessary). Such an activity would give them both a sense of the unity and the beautiful cultural heritage and diversity of India and would be a wonderful icebreaker their whole lives as they meet people from other parts of India. This project/activity would be a joyful activity and would not involve any form of assessment.
- 4.17. The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as 'Sanskrit Knowledge Systems'), written by people of various religions as well as non-religious people, and by people from all walks of life and a wide range of socio-economic backgrounds over thousands of years. Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable.
- 4.18. India also has an extremely rich literature in other classical languages, including classical Tamil, Telugu, Kannada, Malayalam, Odia. In addition to these classical languages Pali, Persian, and Prakrit; and their works of literature too must be preserved for their richness and for the pleasure and enrichment of posterity. As India becomes a fully developed country, the

next generation will want to partake in and be enriched by India's extensive and beautiful classical literature. In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules, through experiential and innovative approaches, to ensure that these languages and literature stay alive and vibrant. Similar efforts will be made for all Indian languages having rich oral and written literatures, cultural traditions, and knowledge.

- 4.19. For the enrichment of the children, and for the preservation of these rich languages and their artistic treasures, all students in all schools, public or private, will have the option of learning at least two years of a classical language of India and its associated literature, through experiential and innovative approaches, including the integration of technology, in Grades 6-12, with the option to continue from the middle stage through the secondary stage and beyond.
- 4.20. In addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations.
- 4.21. The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy.
- 4.22. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.

Curricular Integration of Essential Subjects, Skills, and Capacities

- 4.23. While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

- 4.24. Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels.
- 4.25. It is recognized that mathematics and mathematical thinking will be very important for India's future and India's leadership role in the numerous upcoming fields and professions that will involve artificial intelligence, machine learning, and data science, etc. Thus, mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding will be introduced in Middle Stage.
- 4.26. Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State.
- 4.27. "Knowledge of India" will include knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India's future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available. An engaging course on Indian Knowledge Systems will also be available to students in secondary school as an elective. Competitions may be held in schools for learning various topics and subjects through fun and indigenous games. Video documentaries on inspirational luminaries of India, ancient and modern, in

science and beyond, will be shown at appropriate points throughout the school curriculum. Students will be encouraged to visit different States as part of cultural exchange programmes.

- 4.28. Students will be taught at a young age the importance of “doing what's right”, and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as *seva*, *ahimsa*, *swachchhata*, *satya*, *nishkam karma*, *shanti*, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students. Children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. Excerpts from the Indian Constitution will also be considered essential reading for all students. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.
- 4.29. All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted.

National Curriculum Framework for School Education (NCFSE)

- 4.30. The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, and will be made available in all regional languages. The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.

National Textbooks with Local Content and Flavour

- 4.31. The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs.
- 4.32. The aim will be to provide such quality textbooks at the lowest possible cost -namely, at the cost of production/printing - in order to mitigate the burden of textbook prices on the students and on the educational system. This may be accomplished by using high-quality textbook materials developed by NCERT in conjunction with the SCERTs; additional textbook materials could be funded by public-philanthropic partnerships and crowd sourcing that incentivize experts to write such high-quality textbooks at cost price. States will prepare their own curricula (which may be based on the NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed. While doing so, it must be borne in mind that NCERT curriculum would be taken as the nationally acceptable criterion. The availability of such textbooks in all regional languages will be a top priority so that all students have access to high-quality learning. All efforts will be made to ensure timely availability of textbooks in schools. Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help conserve the environment and reduce the logistical burden.
- 4.33. Concerted efforts, through suitable changes in curriculum and pedagogy, will be made by NCERT, SCERTs, schools, and educators to significantly reduce the weight of school bags and textbooks.

Transforming Assessment for Student Development

- 4.34. The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.
- 4.35. The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre,

NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, in order to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices.

- 4.36. The current nature of secondary school exams, including Board exams and entrance exams - and the resulting coaching culture of today - are doing much harm, especially at the secondary school level, replacing valuable time for true learning with excessive exam coaching and preparation. These exams also force students to learn a very narrow band of material in a single stream, rather than allowing the flexibility and choice that will be so important in the education system of the future.
- 4.37. While the Board exams for Grades 10 and 12 will be continued, the existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes. To reverse these harmful effects of the current assessment system, Board exams will be redesigned to encourage holistic development; students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests. Board exams will also be made 'easier', in the sense that they will test primarily core capacities/competencies rather than months of coaching and memorization; any student who has been going to and making a basic effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort. To further eliminate the 'high stakes' aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.
- 4.38. In addition to introducing greater flexibility, student choice, and best-of-two attempts, assessments that primarily test core capacities must be the immediate key reforms to all Board exams. Boards may over time also develop further viable models of Board Exams that reduce pressure and the coaching culture. Some possibilities include: a system of annual/semester/modular Board Exams could be developed - that each test far less material, and are taken immediately after the corresponding course is taken in school - so that the pressure from exams is better distributed, less intense, and less high-stakes across the Secondary Stage; all subjects and corresponding assessments, beginning with mathematics, could be offered at two levels,

with students doing some of their subjects at the standard level and some at a higher level; and Board exams in certain subjects could be redesigned to have two parts – one part of an objective type with multiple-choice questions and the other of a descriptive type.

- 4.39. With regard to all of the above, guidelines will be prepared by NCERT, in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National Assessment Centre etc., and teachers prepared, for a transformation in the assessment system by the 2022-23 academic session, to align with the NCFSE 2020-21.
- 4.40. To track progress throughout the school years, and not just at the end of Grades 10 and 12 - for the benefit of students, parents, teachers, principals, and the entire schooling system in planning improvements to schools and teaching-learning processes - all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization. The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills. The results of school examinations will be used only for developmental purposes of the school education system, including for public disclosure by schools of their overall (anonymized) student outcomes, and for continuous monitoring and improvement of the schooling system.
- 4.41. It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. This Centre will also advise school boards regarding new assessment patterns and latest researches, promote collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards.
- 4.42. The principles for university entrance exams will be similar. The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year. These exams shall test conceptual understanding and the ability to apply knowledge and shall aim to eliminate the need for taking coaching for these exams. Students will be able to choose the subjects for taking the test, and each university will be able to see each student's individual subject portfolio and admit students into their programmes based on individual interests and

talents. The NTA will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions.

Support for Gifted Students/Students with Special Talents

- 4.43. There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum. Teacher education will include methods for the recognition and fostering of such student talents and interests. The NCERT and NCTE will develop guidelines for the education of gifted children. B.Ed. programmes may also allow a specialization in the education of gifted children.
- 4.44. Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on. Along these lines, high-quality national residential summer programmes for secondary school students in various subjects will also be encouraged, with a rigorous merit-based but equitable admission process to attract the very best students and teachers from across the country including from socio-economically disadvantaged groups.
- 4.45. Olympiads and competitions in various subjects will be conducted across the country, with clear coordination and progression from school to local to state to national levels, to ensure that all students may participate at all levels for which they qualify. Efforts will be made to make these available in rural areas and in regional languages to ensure widespread participation. Public and private universities, including premier institutions like the IITs and NITs, would be encouraged to use merit-based results from National, and International Olympiads, and results from other relevant national programmes, as part of the criteria for admissions into their undergraduate programmes.
- 4.46. Once internet-connected smart phones or tablets are available in all homes and/or schools, online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed, and will work to enhance all the aforementioned initiatives, as

group activities for students with appropriate supervision of parents and teachers. Schools will develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the teaching-learning process with online resources and collaborations.

5. Teachers

- 5.1. Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

Recruitment and Deployment

- 5.2. To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances.
- 5.3. The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.
- 5.4. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so

that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s).

- 5.5. To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.
- 5.6. Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.
- 5.7. A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below. Teacher education programmes and offerings will also align with the vacancies thus projected.

Service Environment and Culture

- 5.8. The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning.
- 5.9. The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.
- 5.10. State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way towards building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school

complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment.

- 5.11. In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees.
- 5.12. To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work, so that they may fully concentrate on their teaching-learning duties.
- 5.13. To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders.
- 5.14. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

Continuous Professional Development (CPD)

- 5.15. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.
- 5.16. School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership

and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

Career Management and Progression (CMP)

- 5.17. Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para 5.20. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure.
- 5.18. Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other.
- 5.19. Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

Professional Standards for Teachers

- 5.20. A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management,

including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

Special educators

- 5.21. There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/*Divyang* children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

Approach to Teacher Education

- 5.22. Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.
- 5.23. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who

are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum- training and student-teaching components of the programme.

- 5.24. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.
- 5.25. Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.
- 5.26. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.
- 5.27. It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.
- 5.28. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

- 5.29. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

6. Equitable and Inclusive Education: Learning for All

- 6.1. Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. This Chapter may be read in conjunction with Chapter 14 which discusses analogous issues of Equity and Inclusion in Higher Education.
- 6.2. While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain - especially at the secondary level - particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher education. A brief status overview of the SEDGs that come within socio-cultural identities is given in following sub-sections.
- 6.2.1. According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop-offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper.
- 6.2.2. A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on

rates of enrolment and retention among the Scheduled Castes. Bridging these gaps in access, participation, and learning outcomes of children belonging to Scheduled Castes will continue to be one of the major goals. Also, the Other Backward Classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus.

- 6.2.3. Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.
- 6.2.4. Minorities are also relatively underrepresented in school and higher education. The Policy acknowledges the importance of interventions to promote education of children belonging to all minority communities, and particularly those communities that are educationally underrepresented.
- 6.2.5. The Policy also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or *Divyang*, the same opportunities of obtaining quality education as any other child.
- 6.2.6. Separate strategies will be formulated for focused attention on reducing the social category gaps in school education as outlined in the following sub-sections.
- 6.3. The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment and attendance discussed in Chapters 1–3, are particularly relevant and important for underrepresented and disadvantaged groups. Therefore, the measures from Chapters 1– 3 will be targeted in a concerted way for SEDGs.
- 6.4. In addition, there have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country.
- 6.5. It will also be essential to take into account research that ascertains which measures are particularly effective for certain SEDGs. For example, providing bicycles and organizing cycling and walking groups to provide access to school have been shown to be particularly powerful methods in increasing participation of female students - even at lesser distances - because of the safety benefits and comfort to parents that they provide. One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities. Schools providing quality ECCE reap the greatest dividends for children who come from families that are economically disadvantaged. Meanwhile, counsellors

and/or well-trained social workers that work with and connect with students, parents, schools, and teachers in order to improve attendance and learning outcomes have been found to be especially effective for children in urban poor areas.

- 6.6. Data shows that certain geographical areas contain significantly larger proportions of SEDGs. Also, there are geographical locations that have been identified as Aspirational Districts which require special interventions for promoting their educational development. Hence, it is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape.
- 6.7. It must be noted that women cut across all underrepresented groups, making up about half of all SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplified for the women in these SEDGs. The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.
- 6.8. In addition, the Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.); funds will also enable States to support and scale effective community-based interventions that address local context- specific barriers to female and transgender children's access to and participation in education. Similar 'Inclusion Fund' schemes shall also be developed to address analogous access issues for other SEDGs. In essence, this Policy aims to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group.
- 6.9. Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all children, especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in aspirational districts, Special Education Zones, and other disadvantaged areas, to increase high-quality educational opportunities. Pre-school sections covering at least one

year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.

- 6.10. Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD.
- 6.11. To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities.
- 6.12. As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. The children under home-based education must be treated as equal to any other child in the general system. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity. Guidelines and standards for home-based schooling shall be developed based on this audit in line with the

RPWD Act 2016. While it is clear that the education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority.

- 6.13. Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.
- 6.14. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.
- 6.15. Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles. At the same time, they will be supported to integrate the subject and learning areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education. In particular, financial assistance will be provided to introduce science, mathematics, social studies, Hindi, English, State languages, or other relevant subjects in the curriculum, as may be desired by these schools. This would enable children studying in these schools to attain the learning outcomes defined for Grades 1–
12. Furthermore, students in such schools would be encouraged to appear for State or other Board examinations and assessments by the NTA, and thereby enroll in higher education institutions. Capacities of teachers in the teaching of science, mathematics, language, and social studies will be developed including orientation to new pedagogical practices. Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc., and other teaching-learning materials will be made available.
- 6.16. Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. As a part of the efforts to enhance participation in school education, special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered to talented and meritorious

students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education.

- 6.17. Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defence forces.
- 6.18. All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of, and may apply in a simplified manner on such a 'single window system', as per eligibility.
- 6.19. All the above policies and measures are absolutely critical to attaining full inclusion and equity for all SEDGs - but they are not sufficient. What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and equity will become a key aspect of teacher education (and training for all leadership, administrative, and other positions in schools); efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students.
- 6.20. Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities.

7. Efficient Resourcing and Effective Governance through School Complexes/ Clusters

- 7.1. While the establishment of primary schools in every habitation across the country-driven by the Sarva Shiksha Abhiyan (SSA), now subsumed under the Samagra Shiksha Scheme and other important efforts across the States - has helped to ensure near-universal access to primary schools, it has also led to the development of numerous very small schools. According to U-DISE 2016–17 data, nearly 28% of India's public primary schools and 14.8% of India's upper primary schools have less than 30 students. The average number of students per grade in the elementary schooling system (primary and upper primary, i.e., Grades 1–8) is about 14, with a notable proportion

having below 6; during the year 2016–17, there were 1,08,017 single-teacher schools, the majority of them (85743) being primary schools serving Grades 1–5.

- 7.2. These small school sizes have rendered it economically suboptimal and operationally complex to run good schools, in terms of deployment of teachers as well as the provision of critical physical resources. Teachers often teach multiple grades at a time, and teach multiple subjects, including subjects in which they may have no prior background; key areas such as music, arts, and sports are too often simply not taught; and physical resources, such as lab and sports equipment and library books, are simply not available across schools.
- 7.3. The isolation of small schools also has a negative effect on education and the teaching-learning process. Teachers function best in communities and teams, and so do students. Small schools also present a systemic challenge for governance and management. The geographical dispersion, challenging access conditions, and the very large numbers of schools make it difficult to reach all schools equally. Administrative structures have not been aligned with the increases in the number of school or with the unified structure of the Samagra Shiksha Scheme.
- 7.4. Although consolidation of schools is an option that is often discussed, it must be carried out very judiciously, and only when it is ensured that there is no impact on access. Such measures are nevertheless likely to result only in limited consolidation, and would not solve the overall structural problem and challenges presented by the large numbers of small schools.
- 7.5. These challenges will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools. The objective behind this intervention would be to ensure that every school has: (a) adequate number of counsellors/trained social workers and teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc; (b) adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; (c) a sense of community is built to overcome the isolation of teachers, students, and schools, through joint professional development programmes, sharing of teaching-learning content, joint content development, holding joint activities such as art and science exhibitions, sports meets, quizzes and debates, and fairs; (d) cooperation and support across schools for the education of children with disabilities; and (e) improved governance of the schooling system by devolving all finer decisions, to Principals, teachers, and other stakeholders within each group of schools and treating such a group of schools, which range from the foundational stage through the secondary stage, as an integrated semi-autonomous unit.
- 7.6. One possible mechanism for accomplishing the above would be the establishment of a grouping structure called the school complex, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten

kilometers. This suggestion was first made by the Education Commission (1964–66) but was left unimplemented. This Policy strongly endorses the idea of the school complex/cluster, wherever possible. The aim of the school complex/cluster will be greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster.

- 7.7. The establishment of school complexes/clusters and the sharing of resources across complexes will have a number of other benefits as a consequence, such as improved support for children with disabilities, more topic-centred clubs and academic/sports/arts/crafts events across school complexes, better incorporation of art, music, language, vocational subjects, physical education, and other subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and empower the schooling system, and in a resource-efficient manner.
- 7.8. The governance of schools will also improve and become far more efficient with school complexes/clusters. First, the DSE will devolve authority to the school complex/cluster, which will act as a semi-autonomous unit. The District Education Officer (DEO) and the Block Education Officers (BEO) will interact primarily with each school complex/cluster as a single unit and facilitate its work. The complex itself will perform certain tasks delegated by the DSE and will deal with the individual schools within it. The school complex/cluster will be given significant autonomy by the DSE to innovate towards providing integrated education and to experiment with pedagogies, curriculum, etc., while adhering to the National Curricular Framework (NCF) and State Curricular Framework (SCF). Under this organization, schools will gain in strength, will be able to exercise greater freedom, and will contribute towards making the complex more innovative and responsive. Meanwhile, the DSE will be able to focus on the aggregate level goals that need to be achieved, improving overall system effectiveness.
- 7.9. The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Complex/Cluster Development Plans (SCDPs). The SCDP will also involve the plans of all other institutions associated with the school complex, such as vocational education institutions, and will be created by the principals and teachers of the school complex with the involvement of the SCMC and will be made available publicly. The plans will include human resources, learning resources, physical resources and infrastructure, improvement initiatives, financial resources, school culture initiatives, teacher development plans, and

educational outcomes. It will detail the efforts to leverage the teachers and students across the school complex to develop vibrant learning communities. The SDP and SCDP will be the primary mechanism to align all stakeholders of the school, including the DSE. The SMC and SCMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans. The DSE, through its relevant official, e.g., the BEO, will endorse and confirm the SCDP of each school complex. It will then provide the resources (financial, human, physical, etc.) necessary to achieve the SCDPs, both short-term (1-year) and long-term (3-5 years). It will also provide all other relevant support to the school complexes to achieve the educational outcomes. The DSE and the SCERT may share specific norms (e.g., financial, staffing, process) and frameworks for development of the SDP and SCDP with all schools, which may be revised periodically.

- 7.10. To further enhance cooperation and positive synergy among schools, including between public and private schools, the twinning/pairing of one public school with one private school will be adopted across the country, so that such paired schools may meet/interact with each other, learn from each other, and also share resources, if possible. Best practices of private schools will be documented, shared, and institutionalized in public schools, and vice versa, where possible.
- 7.11. Every State will be encouraged to strengthen existing or establish “Bal Bhavans” where children of all ages can visit once a week (e.g., on weekends) or more often, as a special daytime boarding school, to partake in art-related, career-related, and play-related activities. Such Bal Bhavans may be incorporated as a part of school complexes/clusters if possible.
- 7.12. The school should be a point of celebration and honour for the whole community. The dignity of the school as an institution should be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a “Samajik Chetna Kendra”.

8. Standard-setting and Accreditation for School Education

- 8.1. The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes.
- 8.2. At present, all main functions of governance and regulation of the school education system - namely, the provision of public education, the regulation of education institutions, and policymaking - are handled by a single body,

i.e., the Department of School Education or its arms. This leads to conflict of interests and excessive centralized concentration of power; it also leads to ineffective management of the school system, as efforts towards quality educational provision are often diluted by the focus on the other roles, particularly regulation, that the Departments of School Education also perform.

- 8.3. The current regulatory regime also has not been able to curb the commercialization and economic exploitation of parents by many for-profit private schools, yet at the same time it has all too often inadvertently discouraged public-spirited private/philanthropic schools. There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide quality education.
- 8.4. The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated in order to achieve the highest levels of educational outcomes for the nation. At the same time, the private/philanthropic school sector must also be encouraged and enabled to play a significant and beneficial role.
- 8.5. The key principles and recommendations of this Policy regarding the State school education system, the independent responsibilities within that system, and the approach to its regulation are as follows:
 - (a) The Department of School Education, which is the apex state-level body in school education, will be responsible for overall monitoring and policymaking for continual improvement of the public education system; it will not be involved with the provision and operation of schools or with the regulation of schools, in order to ensure due focus on the improvement of public schools and to eliminate conflict of interests.
 - (b) The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education (including the offices of the DEO and BEO, etc.); it will work independently to implement policies regarding educational operations and provision.
 - (c) An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.

Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The dimensions on which information has to be self-disclosed, and the format of disclosure will be decided by the SSSA in accordance with global best practices for standard-setting for schools. This information will have to be made available and kept updated and accurate by all schools, on the aforementioned public website maintained by the SSSA and on the schools' websites. Any complaints or grievances from stakeholders or others arising out of the information placed in the public domain shall be adjudicated by the SSSA. Feedback from randomly selected students will be solicited online to ensure valuable input at regular intervals. Technology will be employed suitably to ensure efficiency and transparency in all work of the SSSA. This will bring down significantly the heavy load of regulatory mandates currently borne by schools.

- (d) Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAC) through wide consultations with all stakeholders. The SCERT will also lead a "change management process" for the reinvigoration of CRCs, BRCs, and DIETs which must change the capacity and work culture of these institutions in 3 years, developing them into vibrant institutions of excellence. Meanwhile, certification of competencies of students at the school-leaving stage will be handled by the Boards of Assessment/Examination in each State.

- 8.6. The culture, structures, and systems that empower and provide adequate resources to schools, institutions, teachers, officials, communities, and other stakeholders, will also build concomitant accountability. Each stakeholder and participant of the education system will be accountable to perform their role with the highest level of integrity, full commitment, and exemplary work ethic.

Each role of the system will have explicitly articulated role expectations and rigorous assessment of their performance vis-à-vis these expectations. The assessment system will be objective and developmentally oriented, while ensuring accountability. It will have multiple sources of feedback and assessment, to ensure a full view of the performance (and will not just be linked simplistically, e.g., to 'marks' of students). The assessment will recognize that outcomes such as educational attainment of students have multiple intervening variables and extraneous influences. It will also recognize that education requires teamwork, particularly at the level of the school. Promotion, recognition, and accountability of all individuals will be based on such performance assessment. All functionaries will be responsible to ensure that this development, performance, and accountability system is run with high integrity, and systematically, within their span of control.

- 8.7. Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged and not stifled in any way. Private philanthropic efforts for quality education will be encouraged - thereby affirming the public-good nature of education - while protecting parents and communities from arbitrary increases in tuition fees. Public disclosure on the school website and on the SSSA website - for both public and private schools - would include (at the very least) information on the numbers of classrooms, students, and teachers, subjects taught, any fees, and overall student outcomes on standardized evaluations such as the NAS and SAS. For schools controlled/managed/aided by the Central government, the CBSE in consultation with the MHRD shall prepare a framework. All the education institutions will be held to similar standards of audit and disclosure as a 'not-for-profit' entity. Surpluses, if any, will be reinvested in the educational sector.
- 8.8. The standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance shall be reviewed to enable improvements on the basis of the learnings and experiences gained in the last decade. This review will aim to ensure that all students, particularly students from underprivileged and disadvantaged sections, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education (age 3 onwards) through higher secondary education (i.e., until Grade 12). The overemphasis on inputs, and the mechanistic nature of their specifications – physical and infrastructural – will be changed and requirements made more responsive to realities on the ground, e.g., regarding land areas and room sizes, practicalities of playgrounds in urban areas, etc. These mandates will be adjusted and loosened, leaving suitable flexibility for each school to make its own decisions based on local needs and constraints, while ensuring safety, security, and a pleasant and productive learning space. Educational outcomes and the transparent disclosure of all financial, academic, and operational matters will be given due importance and will be incorporated suitably in the assessment of schools. This will further improve India's progress towards achieving Sustainable Development Goal 4 (SDG4) of ensuring free, equitable, and quality primary and secondary education for all children.
- 8.9. The aim of the public-school education system will be to impart the highest quality education so that it becomes the most attractive option for parents from all walks of life for educating their children.
- 8.10. For a periodic 'health check-up' of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new National Assessment Centre, PARAKH with suitable cooperation with other governmental bodies- such as the NCERT– that may assist in assessment procedures as well as data analysis. The assessment will cover students across government as well as private

schools. States will also be encouraged to conduct their own census-based State Assessment Survey (SAS), the results of which will be used only for developmental purposes, public disclosure by schools of their overall and anonymized student outcomes, and for continuous improvement of the school education system. Until the establishment of the proposed new National Assessment Centre, PARAKH, NCERT may continue to carry out NAS.

- 8.11 Finally, the children and adolescents enrolled in schools must not be forgotten in this whole process; after all, the school system is designed for them. Careful attention must be paid to their safety and rights- particularly girl children - and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and for due process on any infractions against children's/adolescents' rights or safety. The development of such mechanisms that are effective, timely, and well-known to all students will be accorded high priority.

क्रमांक	प्रश्न का विवरण	विभागीय जवाब
1.	शिक्षा विभाग द्वारा राज्य में वर्षों पूर्व निर्मित विभिन्न स्तर के स्कूलों के भवन जोकि लोकनिर्माण विभाग द्वारा कंडम घोषित किये जा चुके हैं हल्का गुहला जिला कैथल के ब्लाक गुहला में लगभग 11 व सीवन ब्लाक में 6 स्कूलों के भवन कंडम हो चुके हैं जिनपर पिछले 2 वर्षों से कार्यवाही अपेक्षित है। राज्य में कितने ऐसे भवन हैं जो कंडम हैं और उनके पुनर्निर्माण हेतु क्या प्रक्रिया की जा रही है, जिलावार ब्यौरा दिया जाए।	<p>लोक निर्माण विभाग द्वारा जिला कैथल के खण्ड गुहला के कुल 22 एवं खण्ड सीवन के कुल 20 विद्यालयों के भवनों को कंडम घोषित किया गया है परन्तु इन विद्यालयों के बजट अनुमान (एस्टीमेट) इसी चालू वित्त वर्ष में प्राप्त हुए हैं। प्राथमिकता के आधार पर इन विद्यालयों की फिजीबिलिटी रिपोर्ट के आधार पर बजट जारी करने बारे आगामी कार्यवाही कर ली जायेगी।</p> <p>इसके अतिरिक्त राज्य के जिन विद्यालयों के भवन या कक्षा कक्ष कंडम अथवा जर्जर अवस्था में हैं, उनकी जिलवार सूची Annexure-I पर उपलब्ध है। विद्यालय शिक्षा विभाग (माध्यमिक/मौलिक) के अन्तर्गत निर्माण कार्यों के लिये इस चालू वित्त वर्ष (2023-24) हेतु निम्नानुसार बजट प्रावधान है:-</p> <ul style="list-style-type: none"> • माध्यमिक शिक्षा :- 120 करोड़ • मौलिक शिक्षा :- 110 करोड़ <p>परन्तु उक्त बजट में से सभी कंडम अथवा जर्जर अवस्था के विद्यालयों के पुनर्निर्माण कार्य सम्भव न होने कारण विभाग द्वारा कुल 1784.03 करोड़ रुपये के अतिरिक्त बजट की मांग वित्त विभाग से की गई है। वित्त विभाग से प्राप्त बजट अनुसार प्राथमिकता के आधार पर सभी कंडम एवं जर्जर अवस्था के भवनों के पुनर्निर्माण हेतु राशि जारी कर दी जायेगी।</p>
2.	राज्य सरकार द्वारा विभिन्न स्तर के स्कूलों में विभिन्न प्रकार के मरम्मत व निर्माण कार्यों के लिए हर जिला से पायलट प्रोजेक्ट के तहत कुछ ब्लाक चिन्हित किये गए थे इन चिन्हित ब्लाक में हर स्कूल के लिए 25 लाख रुपये की राशि जारी की जानी थी, जिसमें कैथल जिला का गुहला ब्लाक भी है और इस सम्बन्ध में गुहला ब्लाक के प्राथमिक व माध्यमिक स्तर के 91 स्कूलों व सेकेंडरी स्तर के 18 स्कूलों के एस्टीमेट संबंधित निदेशालय को भेजे जा चुके हैं, राज्य में विभिन्न जिलों के कितने ब्लाक इस योजना के तहत चिन्हित किये गए हैं कितने ब्लाक में निर्माण कार्य हेतु निर्माण राशि जारी की जा चुकी है कितने ब्लाक के एस्टीमेट लंबित है उनका जिलावार ब्यौरा दिया जाए।	<p>राज्य सरकार द्वारा प्रत्येक जिले के एक खण्ड को पायलट प्रोजेक्ट के तौर पर अधिकतम 25 लाख रुपये तक या वास्तविक मांग अनुसार प्रति विद्यालय मरम्मत कार्यों हेतु राशि जारी की जाती है। पायलट प्रोजेक्ट के तहत प्राथमिकता के आधार पर विद्यालयों में निम्नलिखित 6 निर्माण कार्य करवाये जाते हैं:-</p> <ol style="list-style-type: none"> 1. नये कमरों का निर्माण 2. शौचालय का निर्माण/मरम्मत 3. पेयजल की सुविधा 4. माईनर मरम्मत एवं रखरखाव 5. चारदिवारी 6. स्कूल पंधुच रास्ता/मिट्टी भरवाई <p>कैथल जिले के खण्ड गुहला के 91 राजकीय प्राथमिक पाठशाला/राजकीय माध्यमिक विद्यालयों एवं 18 वरिष्ठ माध्यमिक विद्यालयों के एस्टीमेट विभाग में प्राप्त हो चुके हैं। विभाग के आदेश क्रमांक 2/118-2023 निर्माण (1) दिनांक 02.06.2023 के तहत जिला कैथल के 18 राजकीय वरिष्ठ विद्यालयों में निर्माण कार्य हेतु कुल 35937000 रुपये की राशि जारी की जा चुकी है। कैथल जिले के खण्ड गुहला के 91 राजकीय प्राथमिक पाठशाला/राजकीय माध्यमिक विद्यालयों में निर्माण के लिए राशि अतिशीघ्र जारी कर दी जाएगी। वित्त विभाग से प्रथम अनुपूरक अनुदान राशि प्राप्त होने उपरान्त, चिन्हित खण्डों के विद्यालयों में निर्माण कार्य हेतु प्राथमिकता के आधार पर राशि जारी कर दी जायेगी।</p> <p>राज्य के जो खण्ड पायलट प्रोजेक्ट के तहत चिन्हित किये गये हैं, उन खण्डों में जारी की गई राशि एवं लम्बित अनुमान (एस्टीमेट्स) का जिलावार विवरण Annexure-II पर उपलब्ध है।</p>
3.	राज्य सरकार द्वारा विभिन्न स्कूलों में केमिस्ट्री, फिजिक्स	राज्य में कुल 739 राजकीय विद्यालयों में साईंस लैब की सुविधा उपलब्ध नहीं है, इन विद्यालयों का जिलावार विवरण इस प्रकार है:-

व बायोलॉजी साइंस लैब स्थापना का कार्य किया जा रहा है, राज्य में कितने स्कूलों में अभी तक यह सुविधा प्रदान नहीं की गई है जिलावार ब्यौरा दिया जाए।			क्रमांक	जिले का नाम	विद्यालयों की संख्या
			1.	अम्बाला	31
			2.	भिवानी	40
			3.	चरखी दादरी	20
			4.	फरीदाबाद	26
			5.	फतेहाबाद	35
			6.	गुरुग्राम	35
			7.	हिसार	55
			8.	झज्जर	32
			9.	जींद	39
			10.	कैथल	30
			11.	करनाल	25
			12.	कुरुक्षेत्र	23
			13.	महेन्द्रगढ़	18
			14.	नूंह, मेवात	67
			15.	पलवल	33
			16.	पंचकूला	27
			17.	पानीपत	31
			18.	रेवाड़ी	25
			19.	रोहतक	20
			20.	सिरसा	54
			21.	सोनीपत	41
			22.	यमुनानगर	32
			कुल		739
4.	क्या राज्य में हर स्कूल में छात्र व छात्राओं के लिए अलग-अलग शौचालय की स्थापना की जा चुकी है कितने स्कूलों को यह सुविधा अभी तक नहीं मिली है उसका जिलावार ब्यौरा दिया जाए।	माध्यमिक शिक्षा विभाग को विद्यालयों में छात्रों एवं छात्राओं के लिये अलग-अलग शौचालय बनाने बारे UDISE पोर्टल के माध्यम से रिपोर्ट प्राप्त हुई थी। इस रिपोर्ट के आधार पर विभाग के आदेश क्रमांक 9/60-2023 निर्माण दिनांक 31.05.2023 के तहत राज्य के जिन उच्च विद्यालयों/वरिष्ठ माध्यमिक विद्यालयों में छात्रों एवं छात्राओं के लिये अलग-अलग शौचालय नहीं थे, उन विद्यालयों में कुल 1236 शौचालय बनाने एवं 14 विद्यालयों में पीने के पानी की व्यवस्था हेतु कुल 2193.82 लाख रुपये की राशि जारी की जा चुकी है। जिसका जिलावार विवरण Annexure-III पर उपलब्ध है। इसके अतिरिक्त मौलिक शिक्षा विभाग को भी विद्यालयों में छात्रों एवं छात्राओं के लिये अलग-अलग शौचालय बनाने बारे UDISE पोर्टल के माध्यम से रिपोर्ट प्राप्त हुई थी। इस रिपोर्ट के आधार पर विभाग के आदेश क्रमांक 18/2-2023 सिविल निर्माण दिनांक 31.05.2023 के तहत राज्य के जिन प्राथमिक/माध्यमिक विद्यालयों में छात्रों एवं छात्राओं के लिये अलग-अलग शौचालय नहीं थे, उन विद्यालयों में कुल 1182 शौचालय बनाने हेतु कुल 16.90 करोड़ रुपये की राशि जारी की जा चुकी है। जिसका जिलावार विवरण Annexure-IV पर उपलब्ध है। अतः UDISE पोर्टल के माध्यम से प्राप्त रिपोर्ट अनुसार सभी विद्यालयों में छात्रों एवं छात्राओं के लिए अलग-अलग शौचालयों की व्यवस्था करवा दी गई है।			

5.	<p>जैसाकि आज का युग ऑनलाइन है और स्कूली बच्चों को टेबलेट भी दिए गए हैं लेकिन देखने में आता है कि ग्रामीण अंचल के स्कूलों में धरातल स्तर पर बिजली या विकल्प के तौर पर इनवर्टर इत्यादि की सुविधा नहीं है जिस कारण ऑनलाइन सुविधा का कोई भी महत्व नहीं रह जाता। इस सम्बन्ध में हरियाणा राज्य के प्रत्येक स्कूल में इनवर्टर या सोलर सिस्टम लगाए जाने की कोई परियोजना राज्य सरकार द्वारा चलाई जा रही है कितने स्कूलों में यह सुविधा दी जा चुकी है कितने स्कूलों में यह सुविधा नहीं दी गयी जिलावार स्कूलों का ब्योरा दिया जाए।</p>	<p>राज्य सरकार द्वारा दिनांक 05.05.2022 से ई-अधिगम योजना का शुभारंभ करते हुए सरकारी विद्यालयों के विद्यार्थियों को चरणबद्ध तरीके से टेबलेट वितरित किये गये थे। वर्तमान में प्रत्येक स्कूल में इनवर्टर या सोलर सिस्टम लगाने बारे कोई प्रस्ताव विभाग के समक्ष विचाराधीन नहीं है। केवल मॉडल संस्कृति वरिष्ठ माध्यमिक विद्यालयों एवं बुनियाद सैन्ट्रों में सोलर सिस्टम उपलब्ध करवाये जाते हैं। इन विद्यालयों की जिलावार सूची Annexure-V पर उपलब्ध है।</p>
6.	<p>बहुत से स्कूलों के ऊपर से बिजली की लाइनें गुजर रही हैं जिससे बच्चों के जीवन का खतरा बना रहता है ऐसे स्कूलों का निरीक्षण करवाकर उनके ऊपर से गुजर रही तारों को हटवाने की कार्यवाही किये जाने की जरूरत है। राज्य में ऐसे कितने स्कूल हैं जिनके ऊपर से बिजली की तारें क्रॉस करती हैं उनको हटवाने के सम्बन्ध में विभाग द्वारा क्या कार्यवाही की जा रही इसका जिलावार ब्योरा दिया जाए।</p>	<p>शिक्षा विभाग द्वारा जिन विद्यालय के परिसर के ऊपर से बिजली की हाई-टैशन तारें गुजर रही हैं, उनको हटवाने बारे विभाग द्वारा कई बारी बिजली विभाग के साथ बैठक की जा चुकी है। अतिरिक्त मुख्य सचिव उर्जा की अध्यक्षता में दिनांक 26.08.2022 को आयोजित बैठक में निम्नानुसार निर्णय लिया गया है:-</p> <p>“The dangerous line were clearance of building/structure etc. are not as per the provision of aforementioned safety regulation, such portion of lines (upto 33KV), shall be shifted by DISCOMs free of cost at Nigam expense for schools (Govt. & Private), Govt. Colleges, Govt. Hospitals & Govt. Veterinary Institutions subject to right of way provided by Department/ Benefishry.”</p> <p>उक्त बैठक के मिनट्स अनुसार अधिकतम 33 के0वी0 तक की लाईन को बिजली विभाग की ऐजेंसी (DISCOMs) द्वारा निःशुल्क हटाई जायेगी। जिसका खर्च बिजली विभाग द्वारा स्वयं वहन किया जायेगा।</p> <p>हरियाणा विद्युत प्रसारण निगम लिमिटेड, सैक्टर-6 पंचकूला द्वारा 33 के0वी0 से अधिक की बिजली लाईन हटवाने के लिये शिक्षा विभाग से राशि की मांग की जा रही है। विभाग के पत्र क्रमांक 9/1-2013 निर्माण (1) दिनांक 07.04.2023, 10.05.2023, 25.05.2023 एवं 31.05.2023 के तहत क्षेत्रीय कार्यालयों से जिन विद्यालयों के ऊपर से हाई-टैशन वायर गुजर रही है, बारे सूचना मांगी गई है।</p> <p>अतः क्षेत्रीय कार्यालय से प्राप्त सूचना के आधार पर, विभाग द्वारा हाई-टैशन वायर को हटवाने बारे की गई कार्यवाही का जिलावार ब्योरा आगामी बैठक में उपलब्ध करवा दिया जायेगा।</p>

7.	<p>समान्यतया देखा गया है कि बहुत से स्कूल ऐसे हैं जहाँ बच्चों की संख्या व विषयों के अनुसार शिक्षक उपलब्ध नहीं है। प्राप्त सुचना अनुसार जिला कैथल के गुहला ब्लाक में PGT Teacher के 91 पद, JBT Teacher के 46 पद, Master के 67 पद व सीवन ब्लाक में PGT Teacher के 31 पद, JBT Teacher के 23 पद, Master के 33 पद रिक्त हैं जिस कारण से शिक्षा प्रभावित हो रही है राज्य में स्कूली शिक्षकों के कौन कौन से पद रिक्त हैं उनका जिलावार ब्यौरा दिया जाए, इन रिक्तियों को पूरा करने हेतु क्या कदम उठाये जा रहे हैं।</p>	<p>राज्य में दिनांक 25.05.2023 की स्थिति अनुसार शिक्षकों के कुल 25192 पद रिक्त हैं। इन रिक्त पदों का जिलावार विवरण निम्नानुसार है:-</p> <table> <tr> <th rowspan="2">क्रमांक</th><th rowspan="2">जिले का नाम</th><th colspan="5">पदवार रिक्त पदों की संख्या</th><th rowspan="2">कुल रिक्त पद</th></tr> <tr> <th>पी0जी0टी0</th><th>टी0जी0टी0</th><th>ई0एस0एच0एम0</th><th>पी0आर0टी0</th><th>एच0टी0</th></tr> <tr><td>1.</td><td>अम्बाला</td><td>317</td><td>817</td><td>20</td><td>189</td><td>2</td><td>1345</td></tr> <tr><td>2.</td><td>भिवानी</td><td>324</td><td>488</td><td>12</td><td>24</td><td>7</td><td>855</td></tr> <tr><td>3.</td><td>चरखी दादरी</td><td>173</td><td>250</td><td>10</td><td>15</td><td>-5</td><td>443</td></tr> <tr><td>4.</td><td>फरीदाबाद</td><td>639</td><td>787</td><td>11</td><td>-54</td><td>86</td><td>1469</td></tr> <tr><td>5.</td><td>फतेहाबाद</td><td>460</td><td>784</td><td>34</td><td>-257</td><td>43</td><td>1064</td></tr> <tr><td>6.</td><td>गुरुग्राम</td><td>400</td><td>745</td><td>6</td><td>74</td><td>62</td><td>1287</td></tr> <tr><td>7.</td><td>हिसार</td><td>344</td><td>848</td><td>13</td><td>-124</td><td>65</td><td>1146</td></tr> <tr><td>8.</td><td>झज्जर</td><td>290</td><td>423</td><td>7</td><td>-17</td><td>18</td><td>721</td></tr> <tr><td>9.</td><td>जींद</td><td>347</td><td>615</td><td>6</td><td>-11</td><td>14</td><td>971</td></tr> <tr><td>10.</td><td>कैथल</td><td>469</td><td>549</td><td>12</td><td>-213</td><td>9</td><td>826</td></tr> <tr><td>11.</td><td>करनाल</td><td>414</td><td>893</td><td>17</td><td>-75</td><td>53</td><td>1302</td></tr> <tr><td>12.</td><td>कुरुक्षेत्र</td><td>237</td><td>646</td><td>42</td><td>21</td><td>-18</td><td>928</td></tr> <tr><td>13.</td><td>महेन्द्रगढ़</td><td>299</td><td>476</td><td>18</td><td>-36</td><td>-118</td><td>639</td></tr> <tr><td>14.</td><td>नूंह, मेवात</td><td>896</td><td>2188</td><td>99</td><td>1019</td><td>151</td><td>4353</td></tr> <tr><td>15.</td><td>पलवल</td><td>405</td><td>1037</td><td>62</td><td>104</td><td>27</td><td>1635</td></tr> <tr><td>16.</td><td>पंचकूला</td><td>142</td><td>326</td><td>8</td><td>-23</td><td>22</td><td>475</td></tr> <tr><td>17.</td><td>पानीपत</td><td>303</td><td>533</td><td>5</td><td>-219</td><td>34</td><td>656</td></tr> <tr><td>18.</td><td>रेवाड़ी</td><td>257</td><td>479</td><td>10</td><td>-66</td><td>11</td><td>691</td></tr> <tr><td>19.</td><td>रोहतक</td><td>228</td><td>303</td><td>6</td><td>-54</td><td>22</td><td>505</td></tr> <tr><td>20.</td><td>सिरसा</td><td>743</td><td>823</td><td>21</td><td>-94</td><td>42</td><td>1535</td></tr> <tr><td>21.</td><td>सोनीपत</td><td>331</td><td>584</td><td>7</td><td>-61</td><td>33</td><td>894</td></tr> <tr><td>22.</td><td>यमुनानगर</td><td>493</td><td>1074</td><td>139</td><td>11</td><td>27</td><td>1744</td></tr> <tr> <td></td><td>फोरन डेपुटेशन</td><td>-118</td><td>-120</td><td>-13</td><td>-39</td><td>-2</td><td>-292</td></tr> <tr> <td></td><td></td><td>8393</td><td>15548</td><td>552</td><td>114</td><td>585</td><td>25192</td></tr> </table>	क्रमांक	जिले का नाम	पदवार रिक्त पदों की संख्या					कुल रिक्त पद	पी0जी0टी0	टी0जी0टी0	ई0एस0एच0एम0	पी0आर0टी0	एच0टी0	1.	अम्बाला	317	817	20	189	2	1345	2.	भिवानी	324	488	12	24	7	855	3.	चरखी दादरी	173	250	10	15	-5	443	4.	फरीदाबाद	639	787	11	-54	86	1469	5.	फतेहाबाद	460	784	34	-257	43	1064	6.	गुरुग्राम	400	745	6	74	62	1287	7.	हिसार	344	848	13	-124	65	1146	8.	झज्जर	290	423	7	-17	18	721	9.	जींद	347	615	6	-11	14	971	10.	कैथल	469	549	12	-213	9	826	11.	करनाल	414	893	17	-75	53	1302	12.	कुरुक्षेत्र	237	646	42	21	-18	928	13.	महेन्द्रगढ़	299	476	18	-36	-118	639	14.	नूंह, मेवात	896	2188	99	1019	151	4353	15.	पलवल	405	1037	62	104	27	1635	16.	पंचकूला	142	326	8	-23	22	475	17.	पानीपत	303	533	5	-219	34	656	18.	रेवाड़ी	257	479	10	-66	11	691	19.	रोहतक	228	303	6	-54	22	505	20.	सिरसा	743	823	21	-94	42	1535	21.	सोनीपत	331	584	7	-61	33	894	22.	यमुनानगर	493	1074	139	11	27	1744		फोरन डेपुटेशन	-118	-120	-13	-39	-2	-292			8393	15548	552	114	585	25192
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नोट:- राज्य सरकार द्वारा वर्ष 2014 से अब तक कुल 19939 शिक्षकों (6062 PGT + 3841 TGT + 10036 PRT) की भर्ती की जा चुकी हैं।

विभाग द्वारा उक्त रिक्त पदों को भरने के लिये निम्नानुसार कदम उठाये जा रहे हैं:-

- विभाग द्वारा शेष हरियाणा कांडर में सीधी भर्ती के लिये पी0जी0टी0 के विभिन्न विषयों के कुल 3863 रिक्त पदों तथा मेवात कांडर के कुल 613 रिक्त पदों को भरने के लिये मांग पत्र दिनांक 09.09.2022 को हरियाणा लोक सेवा आयोग, पंचकूला को भेजा जा है।
- विभाग द्वारा पी0जी0टी0 हिन्दी के कुल 304 पदोन्नति कोटे के रिक्त पदों पर इनकी इसी माह में पदोन्नति कर दी गई है। इसके अतिरिक्त पी0जी0टी0 संस्कृत के पदोन्नति मामले विभाग के समक्ष विचाराधीन है। जल्दी ही पी0जी0टी0 संस्कृत के पदोन्नति आदेश जारी कर दिये जायेंगे।
- विभाग द्वारा टी0जी0टी0 (विभिन्न विषय) के कुल 7471 (6130 ROH+ 1341 मेवात कैंडर) रिक्त पदों को भरने के लिये दिनांक 17.02.2023 को हरियाणा

		<p>कर्मचारी चयन आयोग को मांग पत्र भेजा जा चुका है। जैसे ही आयोग से सिफारिश प्राप्त होती है, विभाग द्वारा इन पदों को भरने वाले कार्यवाही शुरू कर दी जायेगी।</p> <p>4- मौलिक शिक्षा विभाग द्वारा पी0आर0टी0 (मेवात कैडर) के रिक्त पदों को भरने वाले कार्यवाही की जा रही है। अतिशीघ्र पी0आर0टी0 के रिक्त पदों को भरने वाले हरियाणा कर्मचारी चयन आयोग को मांग पत्र भेजा जायेगा।</p> <p>5. इसके अलावा विभाग द्वारा हरियाणा कौशल रोजगार निगम के माध्यम से भी पी0जी0टी0 के 379 तथा टी0जी0टी0 के 874 पदों पर नियुक्ति प्रदान की गई है।</p>																																																																																																
8.	<p>स्कूलों में विद्यार्थियों के बैठने के लिए ड्यूल डेस्क पर्याप्त मात्रा में उपलब्ध नहीं है बहुत से स्कूल ऐसे हैं जिनमें डेस्क कंडम है प्राप्त सूचना अनुसार जिला कैथल के गुहला ब्लॉक में प्राथमिक, माध्यमिक व सीनियर सेकेंडरी स्कूलों में 3220 व सीवन में लगभग 2466 ड्यूल डेस्क की आवश्यकता है, राज्य स्तर पर विभिन्न स्कूलों में छात्र संख्या अनुसार कितने ड्यूल डेस्क की आवश्यकता है स्कूल अनुसार इसका ब्यौरा दिया जाए व इस दिशा में क्या कदम उठाये जा रहे हैं।</p>	<p>स्कूल शिक्षा विभाग (माध्यमिक/मौलिक) द्वारा वित्त वर्ष 2022-23 के दौरान लगभग 73,400 ड्यूल डेस्क खरीदने के लिये पायलेट प्रोजेक्ट के तहत निम्नानुसार खण्डों को राशि जारी की गई थी:-</p> <table><tr><th>क्रमांक</th><th>जिले का नाम</th><th>खण्ड का नाम</th><th>ड्यूल डेस्क की संख्या</th></tr><tr><td>1.</td><td>अम्बाला</td><td>अम्बाला-I</td><td>2404</td></tr><tr><td>2.</td><td>भिवानी</td><td>तोशाम</td><td>483</td></tr><tr><td>3.</td><td>चरखी दादरी</td><td>बाढडा</td><td>खरीद प्रक्रिया जारी है।</td></tr><tr><td>4.</td><td>फरीदाबाद</td><td>फरीदाबाद</td><td>50</td></tr><tr><td>5.</td><td>फतेहाबाद</td><td>भट्टू कलां</td><td>370</td></tr><tr><td>6.</td><td>गुरुग्राम</td><td>सोहना</td><td>1340</td></tr><tr><td>7.</td><td>हिसार</td><td>आदमपुर</td><td>खरीद प्रक्रिया जारी है।</td></tr><tr><td>8.</td><td>झज्जर</td><td>सालाहवास</td><td>325</td></tr><tr><td>9.</td><td>जींद</td><td>जींद</td><td>10083</td></tr><tr><td>10.</td><td>कैथल</td><td>पुंडरी</td><td>2675</td></tr><tr><td>11.</td><td>करनाल</td><td>असंध, घरौडा, इन्द्री, निल्लोखेड़ी एवं निसिंग</td><td>23114</td></tr><tr><td>12.</td><td>कुरुक्षेत्र</td><td>थानेसर</td><td>1820</td></tr><tr><td>13.</td><td>महेन्द्रगढ़</td><td>अटेली</td><td>595</td></tr><tr><td>14.</td><td>नूंह, मेवात</td><td>तावडू</td><td>1190</td></tr><tr><td>15.</td><td>पलवल</td><td>हसनपुर</td><td>3227</td></tr><tr><td>16.</td><td>पंचकूला</td><td>रायपुर रानी</td><td>2020</td></tr><tr><td>17.</td><td>पानीपत</td><td>बापौली</td><td>2076</td></tr><tr><td>18.</td><td>रेवाड़ी</td><td>रेवाड़ी</td><td>48</td></tr><tr><td>19.</td><td>रोहतक</td><td>कलानौर</td><td>4150</td></tr><tr><td>20.</td><td>सिरसा</td><td>सिरसा</td><td>5510</td></tr><tr><td>21.</td><td>सोनीपत</td><td>गन्नौर</td><td>1895</td></tr><tr><td>22.</td><td>यमुनानगर</td><td>जगाधरी</td><td>10026</td></tr><tr><td colspan="3">कुल</td><td>73401</td></tr></table> <p>जिला कैथल के गुहला एवं सीवन ब्लॉक को अभी ड्यूल डेस्क खरीदने वाले बजट आवंटित नहीं किया गया था, क्योंकि ये दोनों खण्ड पायलेट प्रोजेक्ट में शामिल नहीं थे। इस चालू वित्त वर्ष (2023-24) में राज्य के शेष खण्डों (प्रत्येक जिले के दो खण्डों को) प्राथमिकता के आधार पर ड्यूल डेस्क खरीदने वाले राशि जारी की जायेगी। जिसमें जिला कैथल के गुहल एवं सीवन खण्डों को भी राशि जारी कर दी जायेगी।</p>	क्रमांक	जिले का नाम	खण्ड का नाम	ड्यूल डेस्क की संख्या	1.	अम्बाला	अम्बाला-I	2404	2.	भिवानी	तोशाम	483	3.	चरखी दादरी	बाढडा	खरीद प्रक्रिया जारी है।	4.	फरीदाबाद	फरीदाबाद	50	5.	फतेहाबाद	भट्टू कलां	370	6.	गुरुग्राम	सोहना	1340	7.	हिसार	आदमपुर	खरीद प्रक्रिया जारी है।	8.	झज्जर	सालाहवास	325	9.	जींद	जींद	10083	10.	कैथल	पुंडरी	2675	11.	करनाल	असंध, घरौडा, इन्द्री, निल्लोखेड़ी एवं निसिंग	23114	12.	कुरुक्षेत्र	थानेसर	1820	13.	महेन्द्रगढ़	अटेली	595	14.	नूंह, मेवात	तावडू	1190	15.	पलवल	हसनपुर	3227	16.	पंचकूला	रायपुर रानी	2020	17.	पानीपत	बापौली	2076	18.	रेवाड़ी	रेवाड़ी	48	19.	रोहतक	कलानौर	4150	20.	सिरसा	सिरसा	5510	21.	सोनीपत	गन्नौर	1895	22.	यमुनानगर	जगाधरी	10026	कुल			73401
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		राज्य के सरकारी विद्यालयों में नामांकन/दाखिला प्रक्रिया जारी है, जो दिनांक 30.09.2023 तक जारी रहेगी। अभी तक कक्षा 9वीं से 12वीं तक की कक्षाओं में केवल 7,02,712 विद्यार्थियों का ही नामांकन हुआ है, जिसके कारण छात्रों की वास्तविक संख्या, विद्यालयों में उपलब्ध डबल डेस्क की संख्या के आधार पर कितने और डबल डेस्क की आवश्यकता होगी, इस बारे में अनुमान लगाने के लिये विभाग द्वारा गूगल लिंक के माध्यम से राज्य के सभी विद्यालयों से डाटा मांगा गया है। क्षेत्रीय कार्यालयों से सम्पूर्ण डाटा प्राप्त होने उपरान्त आगामी बैठक में स्कूल-वार डबल डेस्क की आवश्यकता बारे ब्यौरा उपलब्ध करवा दिया जायेगा।																																				
9.	विभिन्न स्तर के स्कूलों में राज्य सरकार द्वारा मिड डे मील योजना के स्कूली बच्चों को पौष्टिक आहार प्रदान किया जाता है जोकि स्कूल में ही बनाया जाता है इसके लिए गाँव से ही कुक व हैल्पर स्कूल में लगाई जाती है, इसके चयन के क्या मानदंड है अवगत करवाया जाए।	<p>मिड-डे-मील योजना के तहत स्वयं सहायता समूह के द्वारा कुक-कम-हैल्पर की पात्रता व उसकी चयन की प्रक्रिया निम्नानुसार है:-</p> <ol style="list-style-type: none">1. कुक-कम-हैल्पर के रूप में कार्य करने के इच्छुक अभ्यार्थी को ग्रामीण विकास तथा पंचायत विभाग हरियाणा द्वारा गठित स्वयं सहायता समूहों का सदस्य अवश्य होना चाहिए।2. कुक-कम-हैल्पर लगाने के लिए स्कूल के गांव की महिला को प्राथमिकता दी जाती है, यदि किसी महिला के बच्चे भी उसी स्कूल में पढ़ते हैं, तो उसको ज्यादा प्राथमिकता दी जाती है।3. वह सम्बन्धित ग्राम पंचायत/नगर पालिका की स्थाई नागरिक हो।4. वह चिकित्सकीय आधार पर स्वस्थ हो व उसे किसी प्रकार की छूत/संक्रामिक/संसर्ग रोग (Contagious diseases) न हो।5. उस पर कोई आपराधिक (Criminal Case) मुकदमा न हो।6. उसको खाना पकाने का पूर्ण अनुभव हो।7. शिक्षा मंत्रालय, भारत सरकार नई दिल्ली द्वारा जारी हिदायतों अनुसार एस0सी0 वर्ग से सम्बन्धित कुक- कम- हैल्पर को 50 प्रतिशत आरक्षण दिया जाना अनिवार्य है अर्थात कुक-कम-हैल्पर लगाते समय पहले अनुसूचित जाति की महिला को प्राथमिकता दी जानी है। स्कूल में कुल संख्या की एक तिहाई कुक अनुसूचित जाति की होनी चाहिए, उसके पश्चात विधवा/बी0पी0एल0/पिछड़ी जाति की महिला को प्राथमिकता दी जानी है। <p>कुकों का चयन उपरोक्त पात्रता के आधार पर एस0एम0सी0/सैल्फ हैल्प ग्रुप/स्कूल मुखिया की सहमति से खण्ड शिक्षा अधिकारी/खण्ड मौलिक शिक्षा अधिकारी से अनुमोदन करवा कर किया जाता है। इसके उपरान्त चयन की रिपोर्ट सम्बन्धित जिला मौलिक शिक्षा अधिकारी को भेजी जाती है।</p>																																				
10.	हरियाणा राज्य में विभिन्न स्तर के कितने स्कूल हैं जिनको अपग्रेड किये जाने की आवश्यकता है। वर्तमान में कितने स्कूल अपग्रेड किये गए हैं व कितने स्कूल इस हेतु विचाराधीन हैं उनका जिलावार ब्यौरा दिया जाए।	<p>वर्तमान में, राज्य में कुल 14,223 राजकीय विद्यालय हैं। विभाग में विभिन्न माध्यमों जैसे की सम्बन्धित ग्राम पंचायत, माननीय विधायक/सांसद, क्षेत्रीय कार्यालय इत्यादि से प्राप्त प्रस्तावों को विभागीय नार्म के अनुसार परख कर तथा फिजिबिलिटी रिपोर्ट के आधार पर उसे स्तरोन्नत करने बारे आगामी कार्यवाही की जाती है। मौलिक शिक्षा विभाग द्वारा क्षेत्रीय कार्यालयों से ऐसे विद्यालयों की सूचना मांगी गई थी, जिन्हें प्राथमिक से मिडिल स्तर पर स्तरोन्नत किये जाने की आवश्यकता है। इन 78 विद्यालयों की सूची Annexure-VI पर उपलब्ध है।</p> <p>वर्तमान में (शैक्षणिक सत्र 2023-24) राज्य के कुल 113 राजकीय उच्च विद्यालयों को वरिष्ठ माध्यमिक स्तर तक एवं दो प्राथमिक विद्यालयों को माध्यमिक स्तर तक स्तरोन्नत करने बारे माननीय मुख्यमंत्री महोदय से अनुमोदन प्राप्त हो चुका है। इन विद्यालयों की सूची Annexure- VII पर उपलब्ध है। इसके अतिरिक्त विभाग द्वारा गत वर्षों के दौरान निम्नलिखित 650 विद्यालयों को पहले ही स्तरोन्नत किया जा चुका है:-</p> <table><tr><th>वर्ष</th><th>प्राथमिक से मिडिल</th><th>मिडिल से माध्यमिक</th><th>माध्यमिक से वरिष्ठ माध्यमिक</th><th>उच्च विद्यालय से वरिष्ठ माध्यमिक</th><th>कुल विद्यालय</th></tr><tr><td>2015-16</td><td>—</td><td>—</td><td>01</td><td>—</td><td>01</td></tr><tr><td>2016-17</td><td>02</td><td>—</td><td>04</td><td>24</td><td>30</td></tr><tr><td>2017-18</td><td>59</td><td>—</td><td>43</td><td>147</td><td>249</td></tr><tr><td>2018-19</td><td>25</td><td>—</td><td>13</td><td>19</td><td>57</td></tr><tr><td>2019-20</td><td>74</td><td>—</td><td>43</td><td>70</td><td>187</td></tr></table>	वर्ष	प्राथमिक से मिडिल	मिडिल से माध्यमिक	माध्यमिक से वरिष्ठ माध्यमिक	उच्च विद्यालय से वरिष्ठ माध्यमिक	कुल विद्यालय	2015-16	—	—	01	—	01	2016-17	02	—	04	24	30	2017-18	59	—	43	147	249	2018-19	25	—	13	19	57	2019-20	74	—	43	70	187
वर्ष	प्राथमिक से मिडिल	मिडिल से माध्यमिक	माध्यमिक से वरिष्ठ माध्यमिक	उच्च विद्यालय से वरिष्ठ माध्यमिक	कुल विद्यालय																																	
2015-16	—	—	01	—	01																																	
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2017-18	59	—	43	147	249																																	
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2019-20	74	—	43	70	187																																	

		<table><tr><td>2020-21</td><td>03</td><td>—</td><td>04</td><td>03</td><td>10</td></tr><tr><td>2021-22</td><td>04</td><td>—</td><td>17</td><td>76</td><td>97</td></tr><tr><td>2022-23</td><td>08</td><td>—</td><td>03</td><td>08</td><td>19</td></tr><tr><td>कुल</td><td>175</td><td>—</td><td>128</td><td>347</td><td>650</td></tr></table> <p>विभाग के समक्ष जिन विद्यालयों को स्तरोन्नत (अपग्रेड) करने बारे मामले विचाराधीन है, उन विद्यालयों का जिलावार विवरण Annexure-VIII पर है।</p>	2020-21	03	—	04	03	10	2021-22	04	—	17	76	97	2022-23	08	—	03	08	19	कुल	175	—	128	347	650
2020-21	03	—	04	03	10																					
2021-22	04	—	17	76	97																					
2022-23	08	—	03	08	19																					
कुल	175	—	128	347	650																					
11.	राज्य में विभिन्न स्तर के स्कूलों में सरकार द्वारा क्या-क्या निर्माण कार्य मंजूर किए गए हैं? व कितनी परियोजनाओं के निर्माण कार्य चल रहे हैं? जिलावार स्कूलों के निर्माण कार्य की प्रगति रिपोर्ट समिति को दी जाए।	स्कूल शिक्षा विभाग (माध्यमिक/मौलिक) के अन्तर्गत वित्त वर्ष 2022-23 में राजकीय विद्यालयों में करवाए गए निर्माण कार्यों एवं उनकी जिलावार प्रगति रिपोर्ट Annexure – IX पर उपलब्ध है।																								
12.	नाबार्ड व अन्य योजनाओं के तहत राज्य सरकार के पास कौन-कौन से निर्माण कार्य मंजूरी हेतु विचाराधीन हैं? उनकी वर्तमान स्थिति क्या है? जिलावार स्कूलों के निर्माण कार्य की प्रगति रिपोर्ट समिति को दी जाए।	स्कूल शिक्षा विभाग के अन्तर्गत राजकीय विद्यालयों में नाबार्ड व अन्य योजनाओं के तहत करवाए जा रहे निर्माण कार्यों एवं उनकी जिलावार प्रगति रिपोर्ट Annexure – X पर उपलब्ध है।																								
13.	वर्तमान में यह देखने आता है कि उच्च अधिकारी धरातल की स्थिति से पूर्णतया अवगत नहीं हो पाते उसका मुख्य कारण है मौका निरीक्षण न हो पाना। इन्ही कारणों से बहुत सी समस्याओं का समाधान सही समय पर नहीं हो पाता, इसके लिए राज्य में जिला स्तर पर कार्यरत जिला शिक्षा अधिकारी, जिला मौलिक शिक्षा अधिकारी व जिला परियोजना संयोजक समग्र शिक्षा अधिकारी की संयुक्त कमेटी गठित कर विभिन्न स्तर के स्कूलों के निरीक्षण हेतु तुरन्त निर्देश जारी किए जाए ताकि धरातल पर स्कूलों में आ रही समस्याओं के निवारण हेतु आगामी कार्यवाही कमेटी के माध्यम से राज्य सरकार तक पहुंच सके।	<p>इस बारे में उल्लेखनीय है कि समय-समय पर सम्बन्धित उपायुक्त, अतिरिक्त उपायुक्त, जिला शिक्षा अधिकारी, जिला मौलिक शिक्षा अधिकारी एवं जिला परियोजना संयोजक तथा खण्ड शिक्षा अधिकारी द्वारा क्षेत्रीय कार्यालयों/शैक्षणिक संस्थाओं का औचक निरीक्षण किया जाता है।</p> <p>इसके अतिरिक्त विभाग द्वारा “शिक्षा-दीक्षा पर्यवेक्षण कार्यक्रम” बनाया गया है। जिसकी शुरुआत दिनांक 11.11.2022 को जिला महेन्द्रगढ़ के विद्यालयों का पर्यवेक्षण/निरीक्षण करके की जा चुकी है। इस कार्यक्रम के अन्तर्गत पर्यवेक्षण-कर्ताओं का एक समूह बनाया गया है, जिसमें विभागाध्यक्ष, निदेशक, अतिरिक्त निदेशक, उप निदेशक, सहायक निदेशक, कार्यक्रम अधिकारी एवं एसओसी0ई0आर0टी0 एवं डाईट के प्रवक्ता शामिल हैं। इस कार्यक्रम के अन्तर्गत एक जिले के लगभग 250 से 300 विद्यालयों का निरीक्षण किया जाता है। अभी तक जिला महेन्द्रगढ़, गुरुग्राम, मेवात, करनाल एवं यमुनानगर के विद्यालयों का ही पर्यवेक्षण किया जा चुका है, शेष जिलों का पर्यवेक्षण इस चालू शैक्षणिक सत्र में किया जायेगा। यहां पर यह भी उल्लेखनीय है कि पर्यवेक्षण टीम की रिपोर्ट को सम्बन्धित जिले के अधिकारियों एवं विभागाध्यक्ष के साथ साझा करके, आगामी रूपरेखा तैयार की जाती है।</p> <p>अतः माननीय विषय समिति से अनुरोध है कि विद्यालयों में आ रही समस्याओं के निवारण हेतु क्षेत्रीय कार्यालयों के अधिकारियों की संयुक्त कमेटी गठित करने बारे अपनी अनुशंसा प्रदान करें ताकि तदनुसार विभाग द्वारा संयुक्त कमेटी गठित की जा सके।</p>																								

Annexure-VI**Details of required upgradation Primary to Middle School:-**

Sr. No.	Name of School	District
79.	Govt. Primary School,(15584) Malpuri, Hathin,	Palwal
80.	Govt. Primary School, (15585) Kumrehra, Hathin	Palwal
81.	GPS Mala Singh	Palwal
82.	GPS Bholra	Palwal
83.	GPS Pehraka	Palwal
84.	GPS Meethaka	Palwal
85.	GPS Mangorka	Palwal
86.	GPS Mankaki	Palwal
87.	GPS Jacopur	Faridabad
88.	GPS Sec-23D	Faridabad
89.	GPS Sec- 23	Faridabad
90.	GPS शाहजहांपुर	Faridabad
91.	GPS मोटूका नंगला	Faridabad
92.	GPS रनहेरा खेड़ा	Faridabad
93.	GPS Sabzi Mandi	Faridabad
94.	GPS Sanjay Colony	Faridabad
95.	GPS Bhimbagh	Faridabad
96.	GPS Chawala Colony	Faridabad
97.	GPS Kailgaon	Faridabad
98.	GPS Panchyat Juggi	Faridabad
99.	GPS Prem Nagar	Faridabad
100.	GPS Milhard	Faridabad
101.	GPS Sec-3	Faridabad
102.	GPS आलमपुर	Faridabad
103.	GPS नवादा कोह	Faridabad
104.	GPS डबुआ कालोनी	Faridabad

105.	GPS जनता कालोनी	Faridabad
106.	GPS अजरोदा	Faridabad
107.	GPS शास्त्री कालोनी	Faridabad
108.	GPS सन्त नगर	Faridabad
109.	GPS Sec-37	Faridabad
110.	GPS पल्ला नं0 1	Faridabad
111.	GPS पल्ला नं0 2	Faridabad
112.	GPS गांधी कॉलोनी	Faridabad
113.	GPS लिपरांली कालोनी	Faridabad
114.	GPS सिलारवरी	Faridabad
115.	GPS जवाहर कालोनी	Faridabad
116.	GPS जवाहर कालोनी	Faridabad
117.	GPS कुरेशी पुर	Faridabad
118.	GPS गाली पुर	Faridabad
119.	GPS मादलपुर	Faridabad
120.	GPS राजीव नगर	Faridabad
121.	GPS सुभाष नगर	Faridabad
122.	GPS Sec-21D	Faridabad
123.	GPS बडौली	Faridabad
124.	GPS Kolu Majra	Kaithal
125.	GPS Tarawali	Kaithal
126.	GPS Mandi Sadran	Kaithal
127.	GPS Jalala viran	Karnal
128.	GPS Peer Badoli	Karnal
129.	GPS Mundigarhi	Karnal
130.	GPS Tatarpur	Karnal
131.	GPS Haibatpur	Karnal

132.	GPS Khirazpur	Karnal
133.	GPS Andhera	Karnal
134.	GPS Nabipur	Karnal
135.	GPS Asrewali	Panchkula
136.	GPS Chilawali	Nuh Mewat
137.	GPS Mannki	Nuh Mewat
138.	GPS Badwa	Nuh Mewat
139.	GPS Purankhera	Nuh Mewat
140.	GPS Rahuka	Nuh Mewat
141.	GPS Andhaka	Nuh Mewat
142.	GPS Chhava	Nuh Mewat
143.	GPS Jogipur	Nuh Mewat
144.	GPS Marora	Nuh Mewat
145.	GPS Mahoon	Nuh Mewat
146.	GPS MP Nuh	Nuh Mewat
147.	GPS Nalhar	Nuh Mewat
148.	GPS Kherli Kankar	Nuh Mewat
149.	GPS Chhapera	Nuh Mewat
150.	GPS Kuldhera	Nuh Mewat
151.	GPS Behripur	Nuh Mewat
152.	GPS Kalakheda	Nuh Mewat
153.	GPS Sakerpuri	Nuh Mewat
154.	GPS Dalabass	Nuh Mewat
155.	GPS Nangla Aktyan	Nuh Mewat
156.	GPS F.D Dahar	Nuh Mewat

Annexure-VII**Details of upgraded Schools (Elementary Education):-**

Sr. No.	Name of School	District	Remarks
1	GPS Pakki Diggi (Branch School of Talwandi Rana, Hisar) for sanction of Posts & Budget.	Hisar	Hon'ble CM has upgraded the schools from Primary to Middle.
2	GPS Sinthala for sanction of Posts & Budget.	Fatehabad	Hon'ble CM has upgraded the schools from Primary to Middle.

Annexure –V**Point No. 5:- District Wise list of Salor Panels Installed in Govt. Model Sanskriti Sr. Sec. Schools:-**

Sr. No.	District	Fund Type	Purpose	Session	Order Date	School	Amount
1	Faridabad	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GMSSSS-Faridabad (Sector 55)[7134] (Faridabad)/Urban	500000
2	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GMSSSS-Indachhoi[3408] (Fatehabad)/Rural	1000000
3	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GMSSSS-Gurgaon (Sushant Lok)[5520] (Gurugram)/Urban	1000000
4	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	25-07-2022	GMSSSS-Ismailabad [2399](Kurukshetra)/Rural	1000000
5	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	26-07-2022	GMSSSS-Dhatir[1005] (Palwal)/Rural	1000000
6	Panchkula	Non-Recurring	Installation of Solar Panel	2022-23	30-05-2022	GMSSS-Panchkula (Sarhak Model, Sector 12-A)[4300] (Panchkula)/Urban	1871600
7	Rohtak	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GMSSSS-Sanghi[2681] (Rohtak)/Rural	1000000

8	Sirsa	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GMSSSS-Sirsa[2844] (Sirsa)/Urban	500000
9	Sirsa	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GMSSSS-Sirsa[2844] (Sirsa)/Urban	1000000
10	Yamuna Nagar	Non-Recurring	Installation of Solar Panel	2022-23	26-07-2022	GMSSSS-Bilaspur[175] (Yamuna Nagar)/Rural	1000000
Total Amount							9871600

District Wise list of Salor Panels Installed in Buniyad Centers:-

Sr. No.	District	Fund Type	Purpose	Session	Order Date	School	Amount
1	Ambala	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GGSSS-Ambala City (Police Line)[143](Ambala)/Urban	500000
2	Ambala	Non-Recurring	Installation of Solar Panel	2022-23	28-04-2022	GSSS-Naneola[95] (Ambala)/Rural	1000000
3	Bhiwani	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Bhiwani[396] (Bhiwani)/Urban	500000
4	Bhiwani	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Siwani Mandi[359] (Bhiwani)/Urban	500000
5	Bhiwani	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Kairu[395] (Bhiwani)/Rural	500000
6	Bhiwani	Non-Recurring	Installation of solar panel	2022-23	23-01-2023	GSSS-Palwas[460] (Bhiwani)/Rural	1000000
7	Bhiwani	Non-Recurring	Installation of solar panel	2022-23	23-01-2023	GSSS-Sanga[361] (Bhiwani)/Rural	1000000
8	Bhiwani	Non-Recurring	Installation of solar panel	2022-23	14-02-2023	GGSSS-Pur[366] (Bhiwani)/Rural	1000000
9	Charkhi Dadri	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Charkhi Dadri[377] (Charkhi Dadri)/Urban	500000
10	Charkhi Dadri	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Badhra[658] (Charkhi Dadri)/Rural	500000

11	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Fatehabad [3274](Fatehabad)/Urban	500000
12	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Tohana [3288](Fatehabad)/Urban	500000
13	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Bhattu Kalan [3266](Fatehabad)/Rural	1000000
14	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Bhuna[3267] (Fatehabad)/Rural	1000000
15	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Fatehabad [3274](Fatehabad)/Urban	1000000
16	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Jakhal Mandi[3277] (Fatehabad)/Rural	1000000
17	Fatehabad	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Ratia[3393] (Fatehabad)/Urban	1000000
18	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Sarhaul[860] (Gurugram)/Urban	500000
19	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Pataudi[736] (Gurugram)/Urban	500000
20	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Pataudi[736] (Gurugram)/Urban	1000000
21	Gurugram	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Farrukh Nagar[735] (Gurugram)/Urban	1000000
22	Hisar	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Barwala (Nahar Kothi)[4079] (Hisar)/Urban	500000
23	Hisar	Non-Recurring	Installation of Solar Panel	2022-23	16-05-2022	GSSS-Bass [1430](Hisar)/Rural	1000000
24	Jhajjar	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Jhajjar[3099] (Jhajjar)/Urban	500000
25	Jhajjar	Non-Recurring	Installation of solar panel	2022-23	23-01-2023	GGSSS-Matan [3131](Jhajjar)/Rural	1000000

26	Jhajjar	Non-Recurring	Installation of solar panel	2022-23	23-01-2023	GGSSS-Bhaproda [3092](Jhajjar)/Rural	1000000
27	Jhajjar	Non-Recurring	installation of solar panel	2022-23	22-02-2023	GGHS-Kharman [3128](Jhajjar)/Rural	1000000
28	Jhajjar	Non-Recurring	installation of solar panel	2022-23	22-02-2023	GSSS-Lohari[3232] (Jhajjar)/Rural	1000000
29	Jind	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Jind (Defence Colony)[1566] (Jind)/Urban	500000
30	Jind	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Narwana [1515](Jind)/Urban	500000
31	Jind	Non-Recurring	Installation of solar panel	2022-23	27-12-2022	GSSS-Ujhana[1731] (Jind)/Rural	1000000
32	Jind	Non-Recurring	Installation of solar panel	2022-23	27-12-2022	GSSS-Frain Kalan [1709](Jind)/Rural	1000000
33	Jind	Non-Recurring	Installation of solar panel	2022-23	27-12-2022	GGSSS-Dhamtan Sahib[1738] (Jind)/Rural	1000000
34	Jind	Non-Recurring	Installation of solar panel	2022-23	27-12-2022	GSSS-Bighana [1571](Jind)/Rural	1000000
35	Jind	Non-Recurring	Installation of solar panel	2022-23	28-12-2022	GSSS-Ramrai[1692] (Jind)/Rural	1000000
36	Jind	Non-Recurring	Installation of solar panel	2022-23	28-12-2022	GSSS-Ikkas[1511] (Jind)/Rural	1000000
37	Jind	Non-Recurring	Installation of solar panel	2022-23	28-12-2022	GSSS-Nidani[1543] (Jind)/Rural	1000000
38	Jind	Non-Recurring	Installation of solar panel	2022-23	28-12-2022	GSSS-Bhambhewa [1582](Jind)/Rural	1000000
39	Kaithal	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	DIET-Kaithal[4301] (Kaithal)/Urban	500000
40	Karnal	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Karnal (Model Town)[1790] (Karnal)/Urban	500000
41	Karnal	Non-Recurring	Installation of solar panel	2022-23	04-10-2022	GHS-Balu[1838] (Karnal)/Rural	1000000

42	Karnal	Non-Recurring	Installation of solar panel	2022-23	04-10-2022	GSSS-Gonder [1858](Karnal)/Rural	1000000
43	Karnal	Non-Recurring	Insallation of Solar Panel	2022-23	04-01-2023	GSSS-Bastli[1776] (Karnal)/Rural	1000000
44	Karnal	Non-Recurring	Insallation of Solar Panel	2022-23	04-01-2023	GSSS-Jalmana [1984](Karnal)/Rural	1000000
45	Karnal	Non-Recurring	Insallation of Solar Panel	2022-23	04-01-2023	GSSS-Brass[1847] (Karnal)/Rural	1000000
46	Karnal	Non-Recurring	Insallation of Solar Panel	2022-23	04-01-2023	GSSS-Balrangran [1842](Karnal)/Rural	1000000
47	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Shahabad Markanda[2411] (Kurukshetra)/Urban	500000
48	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	28-04-2022	GSSS-Kurukshetra [2406](Kurukshetra)/Urban	1000000
49	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	25-07-2022	GSSS-Babain[2392] (Kurukshetra)/Rural	1000000
50	Kurukshetra	Non-Recurring	Installation of Solar Panel	2022-23	25-07-2022	GSSS-Thana[2412] (Kurukshetra)/Rural	1000000
51	Kurukshetra	Non-Recurring	Insallation of Solar Panel	2022-23	04-01-2023	GGSSS-Ladwa [2323](Kurukshetra)/Urban	1000000
52	Kurukshetra	Non-Recurring	Insallation of Solar Panel	2022-23	04-01-2023	GSSS-Murtzapur [2424](Kurukshetra)/Rural	1000000
53	Kurukshetra	Non-Recurring	Insallation of Solar Panel	2022-23	04-01-2023	GSSS-Thaska Miranji [2429] (Kurukshetra)/Rural	1000000
54	Kurukshetra	Non-Recurring	Installation of solar panel	2022-23	14-02-2023	GSSS-Kamoda [2320] (Kurukshetra)/Rural	1000000
55	Mahendergarh	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Narnaul [3887] (Mahendergarh)/Urban	500000
56	Mahendergarh	Non-Recurring	Installation of Solar Panel	2022-23	27-07-2022	DEO-Narnaul[4098] (Mahendergarh)/Urban	1000000

57	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Palwal[1008] (Palwal)/Urban	500000
58	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Hodal[1002] (Palwal)/Urban	500000
59	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	26-07-2022	GSSS-Hathin[979] (Palwal)/Urban	1000000
60	Palwal	Non-Recurring	Installation of Solar Panel	2022-23	26-07-2022	GSSS-Hodal[1002] (Palwal)/Urban	1000000
61	Panchkula	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Panchkula (Sector 6)[3704] (Panchkula)/Urban	500000
62	Panchkula	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Pinjore[3706] (Panchkula)/Urban	500000
63	Panchkula	Non-Recurring	solar system	2022-23	16-09-2022	GSSS-Raipur Rani[3708] (Panchkula)/Rural	1000000
64	Panchkula	Non-Recurring	Installation of Solar Panel	2022-23	28-04-2022	GSSS-Bataur[3716] (Panchkula)/Rural	1000000
65	Panipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	DIET-Panipat[4246] (Panipat)/Urban	500000
66	Panipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Madlauda [2106](Panipat)/ Rural	500000
67	Panipat	Non-Recurring	Installation of Solar Panel	2022-23	25-07-2022	GSSS-Israna[2093] (Panipat)/Rural	1000000
68	Rewari	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Rewari[2540] (Rewari)/Urban	500000
69	Rewari	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Kosli[2546] (Rewari)/Rural	500000
70	Rohtak	Non-Recurring	Installation of Solar Panel	2022-23	05-09-2022	GSSS-Lakhan Majra [2665](Rohtak)/ Rural	1000000
71	Rohtak	Non-Recurring	Installation of Solar Panel	2022-23	30-05-2022	GSSS-Sampla[2679] (Rohtak)/Urban	1000000

72	Rohtak	Non-Recurring	Installation of solar panel	2022-23	04-10-2022	GGSSS-Sampla[2698] (Rohtak)/Urban	1000000
73	Rohtak	Non-Recurring	Installation of solar panel	2022-23	16-11-2022	GSSS-Kalanaur [4214](Rohtak)/ Urban	1000000
74	Rohtak	Non-Recurring	Installation of solar panel	2022-23	16-11-2022	GSSS-Rohtak (Bhiwani Road)[2672] (Rohtak)/Urban	1000000
75	Rohtak	Non-Recurring	Installation of solar panel	2022-23	16-11-2022	GSSS-Mokhra [2724](Rohtak)/ Rural	1000000
76	Rohtak	Non-Recurring	installation of solar panel	2022-23	22-02-2023	GGSSS-Farmana[2711] (Rohtak)/Rural	1000000
77	Sirsa	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Nathusari Chopta[2923] (Sirsa)/Rural	500000
78	Sirsa	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Ellenabad [2825](Sirsa)/Urban	500000
79	Sirsa	Non-Recurring	Installation of Solar Panel	2022-23	01-07-2022	GSSS-Bupp[4023] (Sirsa)/Rural	1000000
80	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GHS-Mithanpura [3044](Sirsa)/Rural	1000000
81	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GHS-Karam Shana[3055] (Sirsa)/Rural	1000000
82	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GSSS-Kuttabadh [2982](Sirsa)/Rural	1000000
83	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GHS-Damdama [2976](Sirsa)/ Rural	1000000
84	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GHS-Kirtinagar [3014](Sirsa)/Urban	1000000
85	Sirsa	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GSSS-Nejadela Kalan[2835] (Sirsa)/Rural	1000000

86	Sonipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Gohana [3560](Sonipat)/Urban	500000
87	Sonipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Ganaur [3679](Sonipat)/Urban	500000
88	Sonipat	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	DIET-Beeswanmeel [4614](Sonipat)/Rural	500000
89	Sonipat	Non-Recurring	installation of solar system	2022-23	30-09-2022	GGSSS-Gohana [3458](Sonipat)/Urban	1000000
90	Sonipat	Non-Recurring	installation of solar system	2022-23	30-09-2022	GSSS-Bhaiswan Khurd[3580](Sonipat)/Rural	100000
91	Sonipat	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GSSS-Kohla[3583](Sonipat)/Rural	1000000
92	Sonipat	Non-Recurring	installation of solar panel	2022-23	19-12-2022	GSSS-Chhichhrana [3453](Sonipat)/Rural	1000000
93	Yamuna Nagar	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	GSSS-Pratap Nagar (erstwhile Khizrabad)[4059](Yamuna Nagar)/Rural	500000
94	Yamuna Nagar	Non-Recurring	Installation of Solar Panel	2022-23	16-08-2022	DIET-Tejli[4617](Yamuna Nagar)/Rural	500000
95	Yamuna Nagar	Non-Recurring	Installation of Solar Panel	2022-23	20-07-2022	DEO-Yamuna Nagar[4610](Yamuna Nagar)/Urban	1000000
96	Yamuna Nagar	Non-Recurring	Installation of solar panel	2022-23	08-07-2022	GSSS-Buria[275](Yamuna Nagar)/Urban	1000000
97	Yamuna Nagar	Non-Recurring	Installation of solar panel	2022-23	30-01-2023	GSSS-Yamuna Nagar (SNV Model Town)[4187](Yamuna Nagar)/Urban	1000000

98	Yamuna Nagar	Non-Recurring	Installation of solar panel	2022-23	30-01-2023	GSSS-Bhambol [200](Yamuna Nagar)/Rural	1000000
99	Yamuna Nagar	Non-Recurring	Installation of solar system	2022-23	30-01-2023	GSSS-Yamuna Nagar (SNV Model Town)[4187] (Yamuna Nagar)/Urban	1000000
100	Yamuna Nagar	Non-Recurring	Installation of solar system	2022-23	30-01-2023	GSSS-Bhambol [200] (Yamuna Nagar)/Rural	1000000
Total Amount							82600000

पताका 'क'

Sr. No	Question	Reply
1.	How many students are being admitted in the State under Rule 134-A ? Supply the District-wise details of the students who got the admission under Rule 134-A to the committee.	<p>श्रीमान जी, विभाग के पत्र क्रमांक 15/2-2022 तम-I (1) दिनांक 24.05.2022 के तहत माननीय समिति को इस बारे में आयोजित बैठक दिनांक 05.07.2022 में पहले ही अवगत करवाया गया था कि हरियाणा सरकार की अधिसूचना संख्या 8/134-2019 पी0एस0 (1) दिनांक 28.03.2022 के तहत हरियाणा विद्यालय शिक्षा नियमावली-2003 के नियम 134-ए को लोप (समाप्त) कर दिया गया है। शैक्षणिक सत्र 2022-23 से नियम 134-ए के स्थान पर, "हरियाणा निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम-2011" के तहत प्राइवेट स्कूलों में 25 प्रतिशत सीटों पर आर्थिक रूप से कमजोर वर्ग एवं गरीबी रेखा से नीचे जीवन-यापन करने वाले वर्ग के मेधावी छात्रों के दाखिले करवाये जा रहे हैं।</p> <ul style="list-style-type: none"> हरियाणा विद्यालय शिक्षा नियमावली-2003 के नियम 134-ए के तहत 10 प्रतिशत सीटों पर आर्थिक रूप से कमजोर वर्ग के दाखिले करवाये जाते थे। वर्ष 2015-16 से 2021-22 तक कक्षा पहली से आठवीं में कुल 114722 छात्रों के दाखिले राज्य के मान्यता प्राप्त प्राइवेट विद्यालयों में करवाये गये थे। इस नियम के तहत वर्ष 2019-20 से 2021-22 तक प्राइवेट विद्यालयों में छात्रों के करवाये गये दाखिलों का जिलेवार विवरण Annexure-I पर उपलब्ध है। शैक्षणिक सत्र 2022-23 में हरियाणा निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम-2011 के तहत प्राइवेट स्कूलों में आर्थिक रूप से कमजोर वर्ग एवं गरीबी रेखा से नीचे जीवन-यापन करने वाले वर्ग के मेधावी छात्रों के दाखिले का जिलेवार विवरण Annexure-II पर उपलब्ध है। इसके अतिरिक्त सरकार द्वारा शैक्षणिक सत्र 2022-23 से कक्षा दूसरी से बाहरवीं तक के बच्चों को मान्यता प्राप्त प्राइवेट विद्यालयों में पढ़ने का समान अवसर प्रदान करते हुए "मुख्यमंत्री समान शिक्षा राहत, सहायता एवं अनुदान (CHEERAG)" नामक महत्वाकांक्षी योजना भी शुरू की गई है। इस योजना के तहत शैक्षणिक सत्र 2022-23 में कुल 840 छात्रों के दाखिले करवाये गये, जिसका जिलावार विवरण Annexure-III पर उपलब्ध है।
2.	Supply the school-wise list of students who are registered under Rule 134-A in the Ambala, Kurukshetra and Kaithal Districts. What action has been taken against the schools which have been violated Rule 134-A?	<p>श्रीमान जी, चूंकि हरियाणा सरकार की अधिसूचना संख्या 8/134-2019 पी0एस0 (1) दिनांक 28.03.2022 के तहत हरियाणा विद्यालय शिक्षा नियमावली-2003 के नियम 134-ए को लोप कर दिया गया है। शैक्षणिक सत्र 2022-23 से नियम 134-ए के स्थान पर हरियाणा निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम-2011 एवं संशोधित नियम-2022 के तहत प्राइवेट विद्यालयों की 25 प्रतिशत सीटों पर आर्थिक रूप से कमजोर वर्ग एवं गरीबी रेखा से नीचे जीवन यापन करने वाले वर्ग के मेधावी छात्रों के दाखिले किये जाते हैं।</p> <p>हरियाणा निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम-2011 के तहत शैक्षणिक सत्र 2022-23 में जिला अम्बाला, कुरुक्षेत्र एवं कैथल के प्राइवेट विद्यालयों में कुल 769 छात्रों के दाखिले करवाये गये हैं, जिनका विद्यालय-वार विवरण Annexure-IV पर उपलब्ध है।</p> <p>इसके अतिरिक्त चिराग योजना के तहत जिला अम्बाला, कुरुक्षेत्र एवं कैथल के प्राइवेट विद्यालयों में कुल 87 छात्रों के दाखिले करवाये गये हैं, जिनका विद्यालय-वार विवरण Annexure-V पर उपलब्ध है।</p> <p>राज्य के प्राइवेट विद्यालयों द्वारा स्थाई मान्यता के लिये आवेदन करते समय हरियाणा निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम-2011 में अंकित सभी शर्तों की अनुपालना करने बारे अडरटेकिंग दी जाती है। जिसके तहत यदि कोई प्राइवेट विद्यालय गरीब छात्रों को दाखिला देने से मना करता है, तो इस अधिनियम के तहत सम्बन्धित विद्यालय के विरुद्ध जुर्माना एवं उसकी स्थाई मान्यता वापिस लेने बारे कार्यवाही की जा सकती है।</p>

3.	What is the criteria to seek admission in the State under Rule 134-A? Whether any regular monitoring Committee has been constituted by School Education Department to listen the complaints regarding the violation of Rule 134-A of the students?	<p>हरियाणा सरकार की अधिसूचना संख्या 8/134-2019 पी0एस0 (1) दिनांक 28.03.2022 के तहत हरियाणा विद्यालय शिक्षा नियमावली-2003 के नियम 134-ए को लोप कर दिया गया है। फिर भी नियम 134-ए के तहत दाखिले के लिये निर्धारित मापदण्ड Annexure-VI पर उपलब्ध है।</p> <p>शैक्षणिक सत्र 2022-23 में हरियाणा निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम-2011 के तहत प्राइवेट स्कूलों में आर्थिक रूप से कमजोर वर्ग एवं गरीबी रेखा से नीचे जीवन यापन करने वाले वर्ग के मेधावी छात्रों के दाखिले करवाये जाते हैं। राज्य के प्राइवेट विद्यालयों द्वारा स्थाई मान्यता के लिये आवेदन करते समय हरियाणा निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम-2011 में अंकित सभी शर्तों की अनुपालना करने वाले अडरटेकिंग दी जाती है। जिसके तहत यदि कोई प्राइवेट विद्यालय गरीब छात्रों को दाखिला देने से मना करता है, तो इस अधिनियम के तहत सम्बन्धित विद्यालय के विरुद्ध जुर्माना एवं उसकी स्थाई मान्यता वापिस लेने वाले कार्यवाही की जा सकती है।</p>																								
4.	What is the latest position of teaching/non-teaching staff in Government Schools (Senior Secondary Schools, High Schools and Primary Schools) in the state Haryana? Supply the district-wise list of vacant posts to the Committee.	<p>विभाग के पत्र क्रमांक KW 15/45-2023 तम (1) दिनांक 03.07.2023 के तहत विद्यालय-वार अध्यापकों के रिक्त एवं कार्यरत पदों को एम0आई0एस0 पोर्टल पर उपलब्ध डाटा से वेरिफाई करवाने वाले राज्य के सभी जिला शिक्षा अधिकारी/जिला मौलिक शिक्षा अधिकारियों से अनुरोध किया गया था, परन्तु क्षेत्रीय कार्यालय के लिपिक वर्ग द्वारा हड़ताल की गई है जिसके कारण टीचिंग स्टाफ का वेरिफाई डाटा प्राप्त न होने के कारण, इस मद की सूचना तैयार नहीं हुई है। जिसके कारण टीचिंग स्टाफ का जिले-वार विवरण आगामी बैठक में उपलब्ध करवा दिया जायेगा। राज्य के सरकारी विद्यालयों में नॉन-टीचिंग स्टाफ का जिलेवार ब्योरा Annexure-VII पर उपलब्ध है।</p>																								
5.	What is proposed of Education Department to fill up the vacant posts of Teacher/Lecturers in Government Senior Secondary Schools in Village Chandvass, Adampur Daddi, Hansavass Kanlan and Naourangabans	<p>विभाग के पत्र क्रमांक 15/64-2023 तम (1) दिनांक 11.07.2023 के तहत निम्नानुसार अध्यापकों का अस्थाई तौर पर समायोजन करने वाले जिला शिक्षा अधिकारी चरखी दादरी एवं जिला मौलिक शिक्षा अधिकारी, चरखी दादरी को पत्र लिखा जा चुका है:-</p> <table><tr><th>क्र०</th><th>अध्यापक का नाम</th><th>पद नाम</th><th>वर्तमान विद्यालय</th><th>जिस विद्यालय में समायोजन</th><th>विशेष कथन</th></tr><tr><td>1.</td><td>Smt. Indu Bala</td><td>TGT Maths</td><td>GSSS Kadma</td><td>GSSS Chandwas</td><td>As TGT Science</td></tr><tr><td>2.</td><td>Sh.Amarjeet</td><td>TGT Maths</td><td>GMSSSS Badhra</td><td>GMS Hansawas Kalan</td><td>As TGT Science</td></tr><tr><td>3.</td><td>Sh. Lalit Kumar</td><td>TGT Sanskrit</td><td>GSSS Nandha</td><td>GMS Hansawas Kalan</td><td>As TGT Sanskrit</td></tr></table>	क्र०	अध्यापक का नाम	पद नाम	वर्तमान विद्यालय	जिस विद्यालय में समायोजन	विशेष कथन	1.	Smt. Indu Bala	TGT Maths	GSSS Kadma	GSSS Chandwas	As TGT Science	2.	Sh.Amarjeet	TGT Maths	GMSSSS Badhra	GMS Hansawas Kalan	As TGT Science	3.	Sh. Lalit Kumar	TGT Sanskrit	GSSS Nandha	GMS Hansawas Kalan	As TGT Sanskrit
क्र०	अध्यापक का नाम	पद नाम	वर्तमान विद्यालय	जिस विद्यालय में समायोजन	विशेष कथन																					
1.	Smt. Indu Bala	TGT Maths	GSSS Kadma	GSSS Chandwas	As TGT Science																					
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Rajputan. Government Model Sanskrit Senior Secondary School, Badhda, Government Secondary Schools at Village Khorda, Balkra, Ghasoula. Government Girls Senior Secondary School Dhani Faougat in Halka Badhda, District Bhiwani.	4.	Smt. Reena Rani	TGT Science	GMS Chillar	GHS Balkara	As TGT Science
	5.	Sh. Bhanwar Singh	TGT Social Science	GGSSS Chirya	GHS Balkara	As TGT English
	6.	Sh. Naresh Kumar, ID 209549	PGT Biology	GSSS NB Rajputtan	GSSS Adampur Dadhi 0633	As TGT Science
	7.	Sh. Ashvani	PGT Sanskrit	GSSS Chirya	GSSS Adampur Dadhi 0633	सप्ताह में पहले दो दिन
	8.	Smt. Kiran	PGT Biology	GSSS Berta	GSSS Chandawas	Due to Surplus
	9.	Smt. Sarita	PGT Commerce	GGSSS Badhra	GMSSSS Badhra	सप्ताह में पहले दो दिन
	10.	Smt. Partibha	PGT Sanskrit	GSSS Misri	GSSS Dhani Phogat	सप्ताह में पहले दो दिन
	11.	Sh. Jai Bhagwan	PGT History	GGSSS Sanwar	GGSSS Dhani Phogat	सप्ताह में पहले दो दिन
	12.	Smt. Neelam	PGT English	GSSS Mauri	GHS Ghasola	TGT English का कर्मचारी नहीं होने के कारण सप्ताह में पहले दो दिन।
	<p>इसके अतिरिक्त विभाग द्वारा अध्यापकों के रिक्त पदों को भरने बारे निम्नानुसार आवश्यक कदम उठाये जा रहे हैं:-</p> <ul style="list-style-type: none"> विभाग द्वारा पी0जी0टी0 (विभिन्न विषय) के 3863 शेष हरियाणा केंद्र तथा 613 मैवात केंद्र के रिक्त पदों को भरने बारे दिनांक 09.09.2022 को मांग पत्र हरियाणा लोक सेवा आयोग पंचकूला को भेजा जा चुका है। मौलिक शिक्षा विभाग द्वारा टी0जी0टी0 (विभिन्न विषय) के 6130 शेष हरियाणा केंद्र तथा 1341 मैवात केंद्र के रिक्त पदों को भरने बारे दिनांक 17.02.2023 को मांग पत्र हरियाणा कर्मचारी चयन आयोग को भेजा जा चुका है। इसके अतिरिक्त हरियाणा कोशल रोजगार निगम के माध्यम से अध्यापकों को अनुबन्ध आधार पर लगाने बारे मामला कार्यवाही में है। <p>अतः जैसे ही आयोग से चयनित अध्यापकों की सूची प्राप्त होती है, तो अविलम्ब उक्त विद्यालयों सहित राज्य के अन्य विद्यालयों में भी अध्यापकों की आवश्यकता अनुसार नियुक्तियां कर दी जायेगी।</p>					

6.	When will be upgraded the Government High School, Village Unn, in to Secondary School in Halka Badhda, District Bhiwani?	<p>श्रीमान जी, यह विद्यालय (उण), उच्च विद्यालय नहीं है। वर्तमान में, यह राजकीय माध्यमिक विद्यालय उण है। इस विद्यालय में कक्षा 6वीं से 8वीं तक कुल 61 छात्र अध्ययनरत है, जबकि निर्धारित नार्म अनुसार स्तरोन्नत करने हेतु न्यूनतम छात्र संख्या 210 होनी चाहिए। नजदीकी राजकीय वरिष्ठ माध्यमिक विद्यालय से उक्त विद्यालय की दूरी 4 कि०मी० है, जबकि निर्धारित नार्मस अनुसार 5 कि०मी० से कम नहीं होनी चाहिए। इस विद्यालय में 10 कक्षा कक्ष है जोकि नार्मस 14 कक्ष से कम है।</p> <p>अतः उक्त विद्यालय निर्धारित नार्म पूर्ण न करने के कारण स्तरोन्नत नहीं किया जा सकता।</p>
7.	When will be upgraded the Government Middle School, Village Kheri Bura and Mai Khurd in to Government Senior Secondary School in Halka Badhda, District Bhiwani?	<ul style="list-style-type: none"> श्रीमान जी, यह विद्यालय (खेड़ी बुरा), माध्यमिक विद्यालय नहीं है। वर्तमान में, यह राजकीय उच्च विद्यालय खेड़ी बुरा है। फिजिबिलिटी रिपोर्ट अनुसार इस विद्यालय में छात्र संख्या 9वीं से 10वीं तक कुल 62 छात्र अध्ययनरत है, जबकि नार्म अनुसार स्तरोन्नत करने हेतु न्यूनतम छात्र संख्या 150 होनी चाहिए। नजदीकी राजकीय वरिष्ठ माध्यमिक विद्यालय से उक्त विद्यालय की दूरी 4 कि०मी० है, जबकि नार्मस अनुसार 5 कि०मी० से कम नहीं होनी चाहिए। श्रीमान जी, यह विद्यालय (माई खुर्द), माध्यमिक विद्यालय नहीं है। वर्तमान में, यह राजकीय उच्च विद्यालय माई खुर्द है। फिजिबिलिटी रिपोर्ट अनुसार इस विद्यालय में छात्र संख्या 9वीं से 10वीं तक कुल 53 छात्र अध्ययनरत है, जबकि नार्म अनुसार न्यूनतम छात्र संख्या 150 होनी चाहिए। नजदीकी राजकीय वरिष्ठ माध्यमिक विद्यालय से उक्त विद्यालय की दूरी 3 कि०मी० है, जबकि नार्मस अनुसार 5 कि०मी० से कम नहीं होनी चाहिए। <p>माननीय मुख्य मंत्री महोदय द्वारा दिनांक 25.05.2023 को अनुमोदन प्रदान किया गया कि जिन विद्यालयों में कक्षा 9वीं से 10वीं में छात्र संख्या 80 या इससे अधिक है, विद्यालय 1 एकड़ या इससे अधिक भूमि पर स्थित हो तथा नजदीकी वरिष्ठ माध्यमिक विद्यालय की दूरी 3 किलोमीटर या इससे अधिक हो, तो उन उच्च विद्यालयों को स्तरोन्नत नार्म-2010 में छुट प्रदान करके स्तरोन्नत (अपग्रेड) कर दिया जाये। परन्तु उक्त दोनों विद्यालय इस छुट उपरान्त भी नार्म पूर्ण नहीं करते, जिसके कारण इन विद्यालयों को स्तरोन्नत नहीं किया जा सकता।</p>
8.	How many class rooms & toilets are available in each school of Block Assandh, District Karnal for the students? Supply the list to Committee.	<p>जिला करनाल के असंध ब्लॉक में विद्यालय-वार कक्षा कक्षों एवं शौचालयों का विवरण Annexure-VIII पर उपलब्ध है।</p>
9.	How many toilets are available in each school of Block Assandh, district Karnal for the girls' students and what type condition of these toilets is?	<p>जिला करनाल के असंध ब्लॉक में विद्यालय-वार छात्राओं के शौचालयों का विवरण Annexure-IX पर उपलब्ध है।</p>

10.	How many toilets are available in each school of Block Assandh, district Karnal for the girls' students and what type condition of these toilets is?	—सम—
11.	How many schools are in Block Assandh, district Karnal in which the Punjabi language is taught? What is the strength of the Punjabi learning students and position of Punjabi teachers/Lecturers in Block Assandh, district Karnal?	जिला करनाल के असंध ब्लॉक के जिन विद्यालयों में पंजाबी भाषा पढ़ाई जाती है, उन विद्यालयों में पंजाबी भाषा के छात्रों एवं अध्यापकों का विवरण (विद्यालय-वार) Annexure-X पर उपलब्ध है।
12.	How many Senior Secondary Schools in which Medical and Non-Medical subjects are taught in Block Assandh, district Karnal?	जिला करनाल के असंध ब्लॉक के जिन विद्यालयों में मेडिकल एवं नॉन-मेडिकल विषयों की पढ़ाई करवाई जाती है, उन विद्यालयों का विवरण Annexure-XI पर उपलब्ध है।
13.	How much grant for construction/repair work has been sent by School Education Department for Senior Secondary Schools/High Schools and Primary Schools in Vidhan Sabha Hodal during the last four years? Supply the list to the committee.	विभाग के द्वारा गत 4 वर्षों के दौरान विधान सभा क्षेत्र होडल में निर्माण/रिपेयर कार्यों हेतु जारी ग्रांट का विद्यालय-वार विवरण Annexure-XII पर उपलब्ध है।

14.	What proposal has been made by the School Education Department regarding crumbled building of Boys Government Senior Secondary Schools Village-Bancharee and Khambi, Tehsil Hodal, District-Palwal? Supply the detail reply to the Committee.	<p>जिला परियोजना संयोजक पलवल से प्राप्त रिपोर्ट अनुसार राजकीय वरिष्ठ माध्यमिक विद्यालय बन्चारी तहसील होडल (पलवल) के 18 कक्षा कक्ष जर्जर घोषित किए जा चुके हैं नये भवन निर्माण के लिए कुल 602.08 लाख रुपये का बजट नाबार्ड के तहत स्वीकृत करवाने बारे प्रेषित किया गया है।</p> <p>इसके अतिरिक्त गाँव खाम्बी के विद्यालय के कक्षा कक्ष जर्जर घोषित होने उपरान्त उन्हें तुड़वा दिया गया है। इसके अतिरिक्त दो कक्षा कक्ष जर्जर घोषित करवाने बारे मामला पीडब्ल्यूडी विभाग को प्रेषित कर दिया गया है। इस विद्यालय में इन दो नये कक्षा कक्ष को बनाने की आवश्यकता नहीं है उक्त दोनों विद्यालय का विवरण इस प्रकार है:-</p> <table><tr><th>विद्यालय का नाम</th><th>कुल छात्र संख्या कक्षा 6 से 12 तक</th><th>छात्र संख्यानुसार जितने कमरें चाहिए</th><th>विद्यालय में उपलब्ध कमरों की संख्या</th><th>जर्जर कमरों की संख्या</th><th>नए कमरों की आवश्यकता</th></tr><tr><td>रा0व0मा0वि0 बन्चारी</td><td>306</td><td>24</td><td>22</td><td>22</td><td>24</td></tr><tr><td>रा0व0मा0वि0 खाम्बी</td><td>334</td><td>21</td><td>21</td><td>02</td><td>02</td></tr></table>	विद्यालय का नाम	कुल छात्र संख्या कक्षा 6 से 12 तक	छात्र संख्यानुसार जितने कमरें चाहिए	विद्यालय में उपलब्ध कमरों की संख्या	जर्जर कमरों की संख्या	नए कमरों की आवश्यकता	रा0व0मा0वि0 बन्चारी	306	24	22	22	24	रा0व0मा0वि0 खाम्बी	334	21	21	02	02
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15.	How many Government Senior Secondary Schools (boys & girls), Government High Schools (boys & girls) including Sanskriti Model Schools in Haryana? How many posts are sanctioned of sweepers and water careers? And how many posts of sweepers and water careers are lying vacant in the Government Schools in Haryana?	<p>राज्य में दिनांक 31.05.2023 की स्थिति अनुसार राजकीय वरिष्ठ माध्यमिक विद्यालयों की संख्या निम्नानुसार है:-</p> <table><tr><th>GMSSSS (Co-Edu)</th><th>GMSSSS (Girls)</th><th>GSSS (Co-Edu)</th><th>GGSSS</th><th>GHS</th><th>GGHS</th><th>Total</th></tr><tr><td>135</td><td>4</td><td>1832</td><td>344</td><td>866</td><td>158</td><td>3339</td></tr></table> <p>शिक्षा विभाग के अन्तर्गत चतुर्थ श्रेणी के कुल 12,400 पद स्वीकृत है तथा 6236 पद रिक्त है। इन पदों का जिलेवार विवरण Annexure-XIII पर उपलब्ध है।</p>	GMSSSS (Co-Edu)	GMSSSS (Girls)	GSSS (Co-Edu)	GGSSS	GHS	GGHS	Total	135	4	1832	344	866	158	3339				
GMSSSS (Co-Edu)	GMSSSS (Girls)	GSSS (Co-Edu)	GGSSS	GHS	GGHS	Total														
135	4	1832	344	866	158	3339														
16	What is position of Dual-desks in Government Senior Secondary Schools (boys & girls), Government High Schools (boys & girls) and	<p>करनाल के सभी खण्डों व शेष 21 जिलों के 1-1 खण्ड को कक्षा 9वीं से 12वीं तक 37640 ड्यूल डेस्क अभी तक उपलब्ध करवाए जा चुके है और वित्त वर्ष 2023-24 में कक्षा 9वीं से 12वीं तक हरियाणा के शेष सभी स्कूलों में 108363 ड्यूल डेस्क उपलब्ध करवाने हेतु मामला प्रक्रिया में है (विवरण संलग्न)।</p>																		

	Government Primary Schools (boys & girls) including Sanskriti Model Schools in Haryana? Supply the district-wise detailed reply to the Committee.																																								
17.	What is the criteria being adopted by Haryana Government for giving scholarship to poor students in the Government Schools (Senior Secondary Schools, High Schools and Primary Schools) in the state? In which year the rates of scholarship have been revised by Education Department?	श्रीमान जी, विभाग के पत्र क्रमांक 15/2-2022 तम-I (1) दिनांक 24.05.2022 के तहत माननीय समिति को इस बारे में आयोजित बैठक दिनांक 05.07.2022 में पहले ही अवगत करवाया गया था कि, विद्यालय शिक्षा विभाग द्वारा चलाई जा रही विभिन्न प्रकार की योजनाओं के तहत छात्रवृत्ति/प्रोत्साहन राशि प्रदान करने बारे छात्र के माता-पिता/अभिभावक की आय बारे कोई मापदण्ड (Income Criteria) नहीं है। राज्य सरकार द्वारा वित्त वर्ष 2013-14 में छात्रवृत्ति की दरों को संशोधित किया गया था। विभाग द्वारा संचालित सभी छात्रवृत्ति योजना का विवरण Annexure-XV पर उपलब्ध है।																																							
18.	Whether the Books and school uniforms are being provided to the poor students in the Government Schools, if so, the details thereof?	<p>मुफ्त पाठ्य पुस्तकें:-</p> <p>हां श्रीमान जी, विभाग द्वारा कक्षा पहली से आठवी के छात्रों को राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण तथा परिषद (SCERT) द्वारा तैयार की गई पाठ्य पुस्तकें मुफ्त उपलब्ध करवाई जाती है। जिसका उद्देश्य गुणवत्तापूर्ण शिक्षा सुनिश्चित करना एवं आर्थिक रूप से कमजोर वर्गों के छात्रों की विद्यालय छोड़ने की दर को कम करना है। शैक्षणिक सत्र 2022-23 एवं 2023-24 के लिये निम्नानुसार पाठ्य पुस्तकें वितरित की गई हैं:-</p> <table><tr><th rowspan="2">कक्षा</th><th colspan="2">वर्ष 2022-23</th><th colspan="2">वर्ष 2023-24</th></tr><tr><th>छात्रों की संख्या</th><th>पाठ्य पुस्तकों की संख्या</th><th>छात्रों की संख्या</th><th>पाठ्य पुस्तकों की संख्या</th></tr><tr><td>पहली</td><td>242611</td><td>792799</td><td>214094</td><td>695218</td></tr><tr><td>दूसरी</td><td>227696</td><td>746214</td><td>207982</td><td>676908</td></tr><tr><td>तीसरी</td><td>237107</td><td>964992</td><td>244855</td><td>1010416</td></tr><tr><td>चौथी</td><td>237105</td><td>964844</td><td>251176</td><td>1035232</td></tr><tr><td>पांचवीं</td><td>233725</td><td>952500</td><td>256147</td><td>1057348</td></tr><tr><td>छठी</td><td>246691</td><td>4063041</td><td>260418</td><td>4594605</td></tr></table>	कक्षा	वर्ष 2022-23		वर्ष 2023-24		छात्रों की संख्या	पाठ्य पुस्तकों की संख्या	छात्रों की संख्या	पाठ्य पुस्तकों की संख्या	पहली	242611	792799	214094	695218	दूसरी	227696	746214	207982	676908	तीसरी	237107	964992	244855	1010416	चौथी	237105	964844	251176	1035232	पांचवीं	233725	952500	256147	1057348	छठी	246691	4063041	260418	4594605
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		सातवीं	229905	3785648	259034	4572489
		आठवीं	224685	3695629	244155	4300184
		कुल जोड़	1879525	15965667	1937861	17942400
		मुफ्त वर्दी:- जहां तक वर्दी का सम्बन्ध है सभी सरकारी स्कूलों में पढ़ने वाले कक्षा पहली से आठवीं तक के सभी विद्यार्थियों को वर्दी भत्ता PFMS/DBT के माध्यम से सीधे छात्रों के बैंक खातों में राशि का भुगतान किया जाता है तथा वर्दी भत्ता दर निम्न प्रकार से है:- कक्षा 1-5 : 800/-रु० कक्षा 6-8 : 1000/-रु० शैक्षणिक सत्र 2022-23 एवं 2023-24 के लिये निम्नानुसार मुफ्त वर्दी वितरित की गई है:-				
		वित्त वर्ष	कक्षा	कुल बजट (लाख)	लाभार्थी छात्रों की संख्या	वितरित राशि (लाख)
		2022-23	पहली से आठवीं	13100.00	1251579	11096.67
		2023-24	पहली से आठवीं	21000.00	लाभार्थी छात्रों को मुफ्त वर्दी की राशि वितरित करने बारे मामला कार्यवाही में है।	
19.	The Committee has not yet received the reply of the Recommendations/ Observation of Eight Report of the Committee vide letter No. HVS/ E&H/19/ 2023-2024/6672-73 dated 8 th May, 2023. Supply the reply.	माननीय विषय समिति द्वारा प्रदान की गई Recommendations / Observation of Eight Report बारे विभागीय जवाब Annexure-XVI पर उपलब्ध है।				

SCHOOL EDUCATION DEPARTMENT

Observations/Recommendations of Committee

1) During the course of oral examination School Education Department the Chairperson pointed out the matter of ASER Report which assesses the performance of School Education in whole country. According to Annual Status of Education Report in Haryana only two DIETs are running while in Andhra Pradesh there are 13 DIETs, Arunachal Pradesh has 10 DIETs, Assam has 23 DIETs, Bihar has 32 and in Chhattisgarh there are 19 DIETs are running. There are 43 DIETs in Madhya Pradesh, 12 DIETs are in Jharkhand, 18 DIETs are available in Nagaland even in a small state Himachal has four DIETs. The Additional Chief Secretary, School Education Department told that he is fully agreed with the ASER Report and assured that he will personally look into the whole matter.

Therefore, the Committee observed that the performance of Haryana state regarding DIETs is indifferent instead of other states of our country. That is why the Chairperson of the Committee directed School Education Department that they should take necessary steps regarding to activate DIETs in the state so that quality Education can be provided to students. What steps have been taken by the School Education Department in this matter, convey to the Committee.

2. During the course of oral examination, the Chairperson discussed the matter of the N.G.O. The Additional Chief Secretary, School Education Department explained that there are 32 N.G.O.'s associated with School Education Department and they are working with different M.O.U.'s in field of Education. Some N.G.O.'s are working to improve infrastructure and other are working through C.S.R. at district level. Chairperson also inquired about the total budget of N.G.O.'s in the state and where it is utilized.

Chairperson of the Committee directed to supply the list of total number of N.G.O.'s in the state and what is the budget criteria to distribute to all N.G.O.'s and also supply the details of the funds which has got through CSR. The Committee recommended the School Education Department should make monitoring committee to keep all the records of funds and activities of all N.G.O.'s in the state and inform the Committee accordingly.

3. The Committee discussed the New Education Policy, 2020 during oral examination of Additional Chief Secretary, School Education, Haryana Government. The Department explained this Policy through Presentations and it will be implemented completed till 2030 in different phases. School Education Department explained how to treat a three year child to graduate student under this new Education Policy. A three years child will be admitted in "Bal Vatika" and after completion three years course he will qualify for First Class. The new Education Policy brings new concept in School Education. When Chairperson of the Committee inquired about the difference between traditional methods as Kinder Garten and Montessori and New Education Policy in connection with early childhood education then representatives of School Education Department explained that according to Kinder Garten and Montessori specialists the child's mind developed Eighty percent in 1000 days from his birth that is why it must be given early childhood education to him or her. On the other hand according to New Education Policy concept in early childhood education has been divided into three stages which are known as Foundation Stages of child as Pre-Primary-1, stage (Three years plus child), Pre-Primary-2 stage, (Four years plus child) and Pre-Primary-3 stage, (Five years plus child). In traditional education system there are 12 years education Cycle from 1st class to 12th Class while in New Education Policy 2020 it is extended by three years early childhood education and

considered as 15 years education Cycle from Is class to 12th Class. The Additional Chief Secretary, School Education Department further told that the New Education Policy 2020 stresses on Skill Education in which Life skill and Professional Skills are involved such as to teach students button up the clothes and make use of electricity fudge etc. at 6th standard to 8th standard. The Additional Chief Secretary, School Education Department toled that New Education Policy 2020 stresses on Vocational Education and Haryana Government will be implemented it till 2025.

The Chairperson of the Committee suggested to School Education Department that they should go forward with best ideas for bright future of students by following New Education Policy 2020. It should be implemented mandatarly.

4. During the oral examination of the Additional Chief Secretary, School Education Department the Committee concentrate on dire shortage of the Teachers/Lectures in Government Senior Secondary Schools (boys & girls), Government High Schools (boys & girls) and Government Primary Schools (boys & girls) including Model Sanskriti Schools in Haryana. The Committee observed that how it is possible to give quality education and how can we built bright future to the students who read in the Government Schools. The Committee noticed that in every district of the state a large number of vacant posts are laying vacant of the Lectures/Teachers in every stream in the Government Schools. It has also come into the notice of the Committee that infrastructure in the Government Schools is not up to the mark. There are crumbling buildings in some of the Government Schools in the state. The flood also affected some of the Government School's building during the monsoon season 2023. The Chairperson of the Committee also pointed out regarding shortage of duel-desks in Government Schools.

The Committee recommended that the quality education in the Government Schools must be provided to the students and the School Education Department should make serious efforts to fill up the number of vacant posts of Lectures/Teachers in the whole state. What steps have taken by the School Education Department to fill up vacant posts in Government Senior Secondary Schools (boys & girls), Government High Schools (boys & girls) and Government Primary Schools (boys & girls) including Model Sanskriti Schools in Haryana, inform the Committee accordingly and also supply the reply that how many posts will be filled before commencing of New Academic Session 2024-2025. The Committee also recommended that there is great need to improve the infrastructure of the Schools in order to provide better quality of education and facilitate to the students.

5. During the oral Examination of School Education Department the Committee discussed that Edu-sat system is not working properly without electricity in Government Schools although a lot of expenditure has been incurred by the School Education Department on this project. The Solar Panel System is very useful in Government Schools.

The Committee observed that the main motive of Edu-sat system was to provide quality education in the Government Schools but it is forfeited. So Committee recommended that Solar Panel System should be installed in every Government Schools so that students can use Edu-sat system properly.

6. Members of the Committee raised the question about the extra work load on Government Lectures and Teachers during the Academic Session in oral Examination of School Education Department. The Committee discussed that all type of Election duties work load has to be allotted to Lectures and Teachers such as General Election, Vidhan Sabha Election, Zila Parishad/Block Samiti and Panchayat Elections. In spite of that the

task of maintaining all type of voter lists and all type of survey task has to be allotted to Lectures and Teachers. The Committee observed that students have to suffer a great loss in their studies. It is also came into the notice of the Committee that in some of the School have only one teacher who has to be allotted the B.L.O. duty and in such situation there is no study work can be done in concerned Schools so what kind of study is possible there.

The Committee recommended that School Education Department should take this matter seriously and make a strong proposal to send to Government of the Committee recommended that Additional Chief Secretary, School Education Department should take an initiating in this regard and teaching staff should not be disturbed during the academic sessions so that the smooth study session can be conducted though out the year.

7. During the oral examination with School Education Department the matter of complaints against Government Teachers by the Sarpanches/Zila Parishad Members/Block Samiti Members/villagers in the rural areas is discussed. The Committee showed its great concern that some time Education Department does not take any action against the Government Teachers even in genuine complaints by the Sarpanches/Zila Parishad Members/Block Samiti Members/villagers. It is very negligent attitude of the School Education Department resulted some serious incidents in the Government School premises.

Therefore, the Committee recommended that a monitoring committee should constitute at district level under the command of concerned Deputy Commissioner to listen all such complaints against Government Teachers by the Sarpanches/Zila Parishad Members/Block Samiti Members/villagers so that some serious incidents can be avoided.

8. The Committee discussed the matter of biometric attendance record of the Government Lectures and Teachers is not maintained properly by the School Education Department. That is why it is not possible to judge the regularity and sincerity of Lectures and Teachers in the Government Schools/Institutions. Students suffer loss in their studies and the aim of quality education is not possible. However, 80 percent budget of total allotted budget to School Education Department is disbursed on Lectures/Teacher's salary.

Therefore, the Committee strongly recommended that biometric attendance record of the Government Lectures and Teachers must be maintained properly by the School Education Department so that it is possible to impart quality education to students in Government Schools.

9. During the course of oral examination, the Committee discussed on replies Memo no. 15/2-2022, CO (1) dated 20.07.2023 received from the School Education Department. The Chairperson raised the issue of Shortage of Group-D Employees in state. According to the replies of School Education Department there are 12,400 sanctioned posts of Group-D in whole state and 6236 posts are vacant as on 31.05.2023. Smt. Nirmal Rani, Member of the committee pointed out that more than 50 percent posts are vacant of Group-D, in our state. The Committee feels that Group-D employees are also essential part of education system and some time cases of theft occurred in the Government Schools. It is very serious matter that we have not adequate arrangements even private schools have their own good arrangements of class four employees. It is also came into the notice of the Committee some time students have to do cleaning in their Government Schools.

The Committee recommended that the School Education Department should make serious efforts to fill up the number of Group-D posts are lying vacant in the whole state.

10. The Committee discussed on the last year (2023) recommendations/ observations during its oral examination with Additional Chief Secretary, School Education Department. Shri Shish Pal one of the Member of the committee raised the question about monthly stipends for the Scheduled caste students & Backward class students which is disbursed quarterly in Schools level. The rate of these stipends were revised on 01.04.2013. In the replies Memo no. 15/2-2022, CO (1) dated 20.07.2023 School Education Department stated that a proposal is being prepared for approval of Hon'ble Chief Minister to increase the rates of monthly stipends for Scheduled caste and Backward classes students.

The Committee recommended that the rates of monthly stipends for Scheduled caste and Backward classes students should be increased every Academic Session in the Schools because dearness increases every year and the stipends is reserved for only poor/needy students. Committee also directed the School Education Department that supply the report in connection with delay in revising the rates of monthly stipends for Scheduled caste and Backward classes students. There should be fixed a responsibility of the concerned officer and inform the Committee accordingly.

11. During the course of oral examination of School Education Department. Smt. Nirmal Rani, one of the Member of the Committee raised the question about the quality education is not possible in Government Schools. It is also observed that children of Government School Teachers/ Lectures do not read in Government Schools what are the reasons behind it. Although, Haryana Government is incurring a lot of budget on education but we are not getting satisfactory response as well as concerned of quality education.

The Committee recommended that School Education Department should make a policy to provide quality education in the Government Schools. The policy will give fruitful results regarding qualitative changes in our education system. A comprehensive reply should submit about this policy to the Committee.

12. The Chairperson of the Committee showed his great concern about the beautification of the Government Schools/Institutions. There are no gardening/ plantations in Government Schools/Institutions like private Schools/ Institutions. Although private Managements give meagre salaries in comparison to Government sector but a wonderful beautification can be seen there. It creates good atmosphere for study for the students. On the other hand Government teachers no longer take interest to create good atmosphere for study for the students in Government Schools.

The Committee recommended that School Education Department should give a keen attention for gardening/plantations in Government Schools/Institutions like private Schools/Institutions. The beautification/gardening/plantations play a significant role to create good atmosphere for study for students.

HIGHER EDUCATION DEPARTMENT

The Committee discussed its scope & functions and framed the questionnaire for Higher Education Departments.

1. The organization of the Department and its subordinate offices, (The information should be shown in the form of diagram chart supported by short explanatory notes)
2. The functions of the Department and its subordinate offices.
3. Broad details on which the budget estimates for the current year are based, along with the budget estimates head wise.
4. Volume of work in the Department and its subordinate offices covering the period of budget estimates. The budget estimates for the last three years head –wise may also be supplied.
5. Scheme or projects which the Department has undertaken. (the names and details of the Scheme, the estimate of expenditure and period within which likely to be completed, yield if any, progress made to date, should be stated)
6. Actual expenditure incurred under each sub-head of estimates during the preceding four years.
7. Reasons for variations, if any, between the actual of the past four years and the current estimates.
8. Annual Reports, if any issued by the Department on its working.
9. Acts and Rules concerning the Department.
10. Documents pertaining to current State's five years plan programme relating to Department and their implantation.
11. How many new Government Colleges were announced by Hon'ble Chief Minister in the state which have not their own buildings and running in other buildings? There is a Government College in village Ladana Chakku, Halka Guhla, District Kaithal, established on 30.08.2020 which is running in the building of local Government School. What are the reasons that there is no budget allocation sanctioned yet after past of three years & how much time will be taken for the said College? How many newly opened Government Colleges of Chief Minister's announcement are running in the temporarily assigned to these in partial form in schools or somewhere else in the state which have not their own buildings? Supply the reply to the Committee.
12. What is the status of teaching staff in the Government Colleges/Universities in the state? Supply the Stream-wise reply of vacant posts to the Committee.
13. What are the criteria for recruitment of teachers/Assistant Professors in the Government Colleges/University and aided Colleges in Haryana?
14. How many Government Colleges in Haryana have not their own regular Principals?

Replies of Higher Education Department

Re-structure of Work on 31.03.2021

In view of revised works structure of branches, the work is hereby re-distributed as under:-

Sr. No.	Branch	Brief Description of work
1	Administration Branch:-	<ul style="list-style-type: none"> • All establishment matters of Ministerial Staff posted at H.Q. from Class-I to Class-IV. • Work related to establishment of Data Entry Operator, Programmer, Jr. Programmer, System Analyst, Network Engineer and Data Analyst. • Sanction of leave/Increments to employees working at H.Q. • Pay fixation of Headquarter Staff (Ministerial Staff). • Appointment of Nodal officer for any project. • Sending of recommendations to HSSC for H.Q. • Posting/Deputation of College Cadre Officer at H.Q. • Issue of Office orders and Instructions. • All establishment work of Principals. • All miscellaneous work. • All Court Cases and RTI matters.
2.	Account Branch	<ul style="list-style-type: none"> • All types of Accounts Matters. • Contingency relating to HQ Staff. • All advances/Loans at HQ Staff. • GIS Payment of H.Q. Staff. • Care Taker Work. Stationary Store. Telephone bills. Electricity/water bills. • Appointment of contractual staff through Outsourcing Agency. • Audit objections/Paras. • All Court Cases and RTI matters.
3.	ME Branch –	<ul style="list-style-type: none"> • All establishment matter of Ministerial Staff and Class-IV employees working in the Govt. Colleges. • All establishment matter of SLA, JLA, Tabla Players, Gasmen, Hostel Supdt., Nurses, TWT's and Technical Assistants, Completion of ACR files of non teaching staff of Govt. Colleges, Journey of Non- Teaching Staff. • Preparing of Service Rules and amendments relating to non-teaching staff, All court cases and RTI matters. • Completion of ACR files of non teaching staff of Govt. Colleges. • JBJ of Non-Teaching Staff. • Preparing of Service Rules and amendments relating to non-teaching staff. • Sending of recommendations to HSSC. • All Court Cases and RTI Matters.

4.	College-I Branch	<ul style="list-style-type: none"> • Opening of Govt. Colleges. • Recruitment/Appointment/Transfer/Leave of Associate & Assistant Professors. • Administrative Control of Colleges. • Extension Lecturers, Contractual and guest faculty. • Regularizations of services of lecturers of taken over colleges. • Grant of increment of M.Phil, Ph.D. • Past service benefits of Assistant/ Associate Professors • Adjustment on new appointment • Sending of recommendations to HPSC. • Allied matters and maintenance of Roster Register etc. • Service Rule of Group-A & B of College Cadre. • Sanctioning and conversion of Posts for Govt. Colleges • Approval of New Subjects in Govt Colleges. • Work Load and rationalization of staff of Govt. Colleges • All Court Cases and RTI Matters.
5.	College-II	<ul style="list-style-type: none"> • Opening of Self Financing /Law/B.E.d. Colleges. • Inspection of Self Financing B.Ed., Colleges. • Introduction of New Subjects and Courses in Govt. Aided and Self Financing Colleges. • Maintaining of FDR. • PAC/CAG, Audit reports. • Taking over Self Financing College on grant in aid. • Complaint regarding self-financed colleges. • Leave encashment and related court cases. • Settlement of old/new audit paras of Grant in aid. • Sanctioning and conversion of Posts for Aided Colleges • Salary bills, Gratuity Bill, Arrear Bills and P.F. Loan Bills of teaching & Non teaching staff of Grant-in-aid colleges • Release of Grant-in-aid to private aided college and Budget provision • Development cases regarding financial Assistance by UGC. • Reconciliation of the grant-in-aid with A.G. Haryana. • Preparing guidelines for opening of B.Ed., Law & Degree College. • NOC to Minority institutions. • All Court Cases and RTI Matters.
6.	College-III Branch	<ul style="list-style-type: none"> • All types of pension cases of Govt. Colleges & H.Q. ministerial staff. • DDO R.K fund at H.Q. • Medical bills of Principals, Associate/Assistant Professors

		<ul style="list-style-type: none"> • Ex-gratia Financial Assistance/Appointment. • Payment of GPF of Govt. Colleges Lecturer and Principal. • Consolidated NDC of Govt. College Principal. • Fee and Fund of Govt. Colleges. • Audit paras. • All Court cases and RTI Matters.
7.	College-IV Branch	<ul style="list-style-type: none"> • Taking over of private college. • Recruitment of staff in private colleges. • Nomination of departmental representative. • Work relating to association of teaching and non teaching staff and management. • Pay fixation of all teaching staff in non Govt. Aided Colleges • All types of complaints of private and Aided Colleges. • Taking over the management of private colleges. • Work relating to Security of Service Act-1979 and Rules framed there under. • Work of IGNOU Centres • Policy matters relating to UGC guidelines for Govt./Non-Govt. Colleges. • All Court Cases and RTI Matters.
8.	College-V	<ul style="list-style-type: none"> • Seniority work of Principal, Associate/Assistant Professors. • Confirmation of Principals, Associate/Assistant Professors. • Award of Senior/Selection Grade and Pay Band-IV, • Award of Teacher Fellowship, • Forwarding applications, NOC for passport, Permission of visit abroad, purchase of plots/houses/flats, Cars etc., • Time Barred Claims, • Deputation to U.T., Chd and Central University, • All complaints of Assistant/Associate Professors. • Retirements, VRS and Resignation cases. • Extension in Service beyond 50 years and 55 years. • Maintaining of personal files/ACRs. • Deputation of employees to Universities/Colleges. • Re-employment after 58 years. • All Court Cases and RTI Matters.
9.	College-VI Branch	<ul style="list-style-type: none"> • All types of pension cases of Pvt. Aided Colleges. • All Court Cases and RTI Matters.
10.	UNP & Pvt. Uni. Regulatory	<ul style="list-style-type: none"> • All work of all types of Universities, Regional Centres and campus schools.

	Branch	<ul style="list-style-type: none"> • Grant in aid to state universities. • All establishment matters of non-teaching staff of universities. • Framing of Service Rules for university employees, • Affiliation of institutions falling in the National Capital Region in Haryana State. • Establishment of Private Universities under the Act. • Approval of courses in the Universities. • Maintenance of FDRs and Cash book. • Meeting of Governing body and Board of Management. • Amendment in Private University Act and Rules. • Authentication of Certificates. • Complaints of Staff/Students of Private Universities. • All Court Cases and RTI Matters.
11.	NPE Branch	<ul style="list-style-type: none"> • Financial Assistance by UGC • Permission to attend refresher/ Orientation Courses. • Sports activity, Earn while you learn, Scheme for most cleaned college, Educational and Excursion Tours schemes for boys and girls in Govt. Colleges. Science Exhibition., Augmentation/Upgradation of Lab in Govt. Colleges, Empowerment of girls students. • Passport Scheme, Soil Testing, Learner Licence. • Seminars/conference of Principals. HIPA Training, NIEPA. • 20% reservation in Hostels. • Starting of Digital Classroom and contents. • All work related to Computer instructor and Computer Lab Attendant. • Audit Para (Related to Govt College). • New Education Policy. • CAGE meeting. • State Level Quality Assurance Cell. • Preparing of messages on behalf of DGHE and PSHE for college Magazine etc. • Providing spoken Tutorial Software in Govt. Colleges. • All Court Cases and RTI Matters.
12.	Works Branch	<ul style="list-style-type: none"> • All types of building works relating to Govt. Colleges. • Release of state share/matching grants in regard to UGC., Contribution with state Govt. agencies. • Allotment/location of quarters of staff., Construction work of pool-money in Capital Head. • All Court Cases and RTI Matters.

13.	Scholarship Branch	<ul style="list-style-type: none"> • Post Matric Scholarship to SC/ST • Award of Stipend and re-imbursement of tuition fee and examination fee to BC/Denotified (Vimukta Jatis) & Tapriwas. • Lower income group scholarship. • Merit scholarship for children of working school teachers. • National merit scholarship. • Haryana State Merit Scholarship. • Haryana State Silver Jubilee Merit, Scholarship. • Any new Scholarship Scheme. • All Court Cases and RTI Matters.
14.	Library Branch	<ul style="list-style-type: none"> • All work related to State/Districts /Sub Divisions and College Library. • Establishment of Library Staff. • All Court Cases and RTI Matter
15.	NCC Branch	<ul style="list-style-type: none"> • All work relating to the establishment of Group Head Quarter ministerial staff working in NCC units in the State. • All work relating to NCC in colleges, universities and 10+2 schools in the State. • Budgetary allocations to NCC units and NCC group HQ's. • All types NCC camps. • Selection of Associate NCC Officers. • All miscellaneous work of NCC establishments. • All Court Cases and RTI Matters.
16.	NSS Branch	<ul style="list-style-type: none"> • All work relating to NSS in colleges, medical, Technical Colleges, Univ., and 10+2 schools in the State. • Appointments of NSS Programme Officers. • Red Cross Activities. • Ek Bharat Shreshtha Bharat • All court cases and RTI matters.
17.	Budget Branch	<ul style="list-style-type: none"> • Work relating to Budget & Planning. • All Court Cases and RTI Matters.
18.	Vigilance Branch	<ul style="list-style-type: none"> • Work related to Vigilance enquiry of Higher Education department. • All Court Cases and RTI Matters.
19.	Co-ordination Branch	<ul style="list-style-type: none"> • Assembly /Parliament business. • All types of co-ordination work. • Work relating to the reserve categories. • Twenty point Programme., Computerization • Implementation of I.T. Plan.

		<ul style="list-style-type: none"> • IT Br./ Computer Cell, Web Portal Incharge. • All work related to MHRD/ UGC. • CM Announcement. • Innovative projects. • Supply of information in D-6 & D-8 Performa to the concerned Department. • Teacher Training Programme. • Placement Cell. • All Court Cases and RTI Matters.
20.	Procurement Cell	<ul style="list-style-type: none"> • Procurement under IT Scheme • Procurement under Centre of Excellence Scheme • Procurement under O.E. • Procurement for Head Office • Procurement under M&S • Write-off and e-waste management. • All Court Cases and RTI Matters.
21.	Grievances Redressal Cell	<ul style="list-style-type: none"> • CM Window, PM Window, Social Media etc. • Grievance Redressal. • All Court Cases and RTI Matters.
22.	RTI Branch	<ul style="list-style-type: none"> • All RTI matters related to different Branches. • Hearing of 1st Appeal. • Dealing of all cases received from the State Information Commission.
3.	Statistical Cell	<ul style="list-style-type: none"> • All India Survey of Higher Education. • NAAC • All Haryana survey of Higher Education • Impact and assessment of various schemes. • Collection of all type of data • Annual Administrative report. • All Court Cases and RTI Matters.
24.	Audit Cell	<ul style="list-style-type: none"> • Internal Audit of Govt./Aided Colleges/pay Fixation / Advise Cases. • PAC/CAG. • All work of Scholarship/Audit Cell will be routed through A.O. to C.A.O. • All work of College-III/Audit Cell routed through CAO to DHE.
25.	HRMS	<ul style="list-style-type: none"> • Maintenance of data of employees working in the Directorate on HRMS Portal.
26.	Edusat	<ul style="list-style-type: none"> • Work regarding complaints/ Disciplinary action (issues related to EDUSAT) at the initial/preliminary stage and for issuance of charge-sheet and further proceedings, the cases would be transferred to College-I branch.

		<ul style="list-style-type: none"> • Project EDUSAT in Haryana. • Project Education City in Haryana. • Project related to imparting of soft skills, Minorities, Language and other miscellaneous work. • e-content • All Court Cases and RTI Matters.
27.	Legal Cell	<ul style="list-style-type: none"> • Vetting of Court Cases. • Maintenance of Court Cases list on LMS.
28.	CRU	<ul style="list-style-type: none"> • All Diary through E-office • Dispatch • Record Section

Vision of Higher Education Department

1. To make Haryana a knowledge-based community by fueling its Higher Education landscape to respond to both local and global challenges.
2. To create a culture of quality and excellence at an individual and institutional level in all aspects of Higher Education.
3. To encourage highest standards in research and publication.
4. To incentivize teaching and make teachers accountable.
5. To establish shared governance structure, facilitative and trustful external governance and efficient and effective internal governance structure.
6. To explore and implement innovative ways of financing Higher Education.
7. To employ Information, Communication and Technology (ICT) to share resources and improvise governance structure.
8. To integrate university education with the larger sociological development of the State by building a tie between secondary schools and universities.

Mission of Higher Education Department

1. To align the teaching and research interests of scholars.
2. To establish educational institutions focused on research, undergraduate teaching and learning and vocational training.
3. To provide mentorship to young professionals and scholars in order to establish and sustain a culture of research.
4. To align teaching feedback and research output with the individual and professional growth of the scholars.
5. To maintain the ideal student-teacher ratio in order to facilitate a quality-learning environment.
6. To design and update the curriculum, making it relevant for the learner by periodically keeping in mind the new developments in the field of study.
7. To establish and promote collaborations with industries so as to bridge the gap between educational output and industry demand.
8. To seek consultancy to become an academic leader and provide guidance and motivation to faculty and students in order to acquire 'A' level accreditation.

Objectives of Higher Education Department

1. Institutional Autonomy and Academic freedom: Provide freedom to scholars in order to disseminate information without the fear of being fired or ousted.
2. Honesty and Integrity: Emphasize on promoting best and honest practices in research, publication and all aspects of educational processes. Reducing the undue pressure on professionals for paper publications or good performance by students in exams which lead scholars to opt for unfair means in academic practice. Focus should, therefore, reside on checking dishonest practices.
3. Balancing of Teaching and Scholarship: Encouraging teachers to align their teaching and research interests leading to quality output.
4. The value of Benchmarking: Understanding the importance of benchmarking and adopting a balanced and evolved approach towards inculcating suitable changes for a holistic development of the HE landscape.
5. Development of E-Resources: Development of e-resources to reduce the burden on finance and provide an ease of access.
6. Financing Option: Diverse funding options in the form of loans, public private partnerships or industry specific scholarships need to be developed.

Incentives for Marginalised Group: Given the low literacy rate among women in Haryana, especially in the rural areas, incentives to promote women education should be undertaken.

1. Point no. 3 – Broad details on which the budget estimates for the current year are based, along with the budget estimates head wise.

विधान सभा की subject committee द्वारा मद न0 3 में पूछा गया है कि Budget Estimate किस प्रकार से तैयार किया जाता है ?

इस बारे अंकित किया जाता है कि बजट तैयार करते समय उससे पूर्व वित्त वर्ष के खर्चों को देखा जाता है तथा कुल स्वीकृति पदों/ खाली पदों को ध्यान में रख कर Budget Estimate तैयार किया जाता है । इसके अतिरिक्त यदि विभाग की किसी स्थापना शाखा द्वारा भविष्य में किसी प्रकार के खाली पदों को भरने बारे या अतिरिक्त पदों को स्वीकृति बारे सूचना दी जाती है व कोई नया स्संथान खोलने बारे सूचित किया जाता है तो इन सभी बातों को बजट तैयार करते समय ध्यान में रखा जाता है।

SCHEMEWISE BUDGET FOR THE YEAR 2023-24		
		(Rs. In Lakhs)
Sr. No.	Name of the Scheme	Budget Estimates 2023-24
1	P-01-12-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	5000.00
2	P-01-09-2202-03-001-99-96-N-V- Administrative staff -Haryana State Higher Education Council	200.00
3	P-01-09-2202-03-001-99-98-R-V- Administrative staff -Govt. Colleges Administrative Staff Establishment (Field Staff)	13260.00
4	P-01-09-2202-03-001-99-99-R-V- Administrative staff -Headquarter Staff Establishment (H.Q)	4009.50
5	P-01-12-2202-03-103-98-51-N-V- Government Colleges	40583.00
6	P-01-12-2202-03-103-99-51-R-V- Institutes	46195.00
7	P-01-12-2202-03-104-98-51-R-V- Introduction of pension scheme for Non-Govt. aided colleges	25000.00
8	P-01-12-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	47000.00
9	P-01-12-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	35.00
10	P-01-12-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	1.00

11	P-01-12-2202-03-105-90-51-N-V- Sports Activities in Govt. College.	150.00
12	P-01-12-2202-03-105-92-51-N-V- Human Resource Development of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	350.00
13	P-01-12-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	50.00
14	P-01-12-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Directorate level	100.00
15	P-01-12-2202-03-107-98-51-N-V- Scholarships(Colleges)	220.00
16	P-01-12-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	50.00
17	P-01-12-2202-03-188-99-51-N-V- Prarambh State Institute of Advanced Studies in Teacher Education, Jhajjar	2500.00
18	P-01-12-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	4500.00
19	P-01-12-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	1000.00
20	P-01-12-2202-03-792-99-51-R-V- Irrecoverable Loans Written Off	2000.00
21	P-01-12-4202-01-203-99-51-N-V- College Buildings	15000.00
22	P-01-12-6202-01-203-88-51-N-V- Loans to Gurugram University Gurugram	2340.00
23	P-01-12-6202-01-203-89-51-N-V- Loans to Maharishi Valmiki Sanskrit University Mundri Kaithal	1800.00
24	P-01-12-6202-01-203-90-51-N-V- Loans to Chaudhary Ranbir Singh University Jind	1350.00
25	P-01-12-6202-01-203-91-51-N-V- Loans to Chaudhary Bansi Lal University Bhiwani	3600.00
26	P-01-12-6202-01-203-92-51-N-V- Loans to Indira Gandhi University Meerpur Rewari	900.00
27	P-01-12-6202-01-203-93-51-N-V- Loans to Dr. Bhim Rao Ambedkar National Law University Sonapat	900.00
28	P-01-12-6202-01-203-94-51-N-V- Loans to Chaudhary Devi Lal University Sirsa	2500.00
29	P-01-12-6202-01-203-95-51-N-V- Loans to Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan (Sonapat) University	4500.00
30	P-01-12-6202-01-203-96-51-N-V- Loans to Maharshi Dayanand University	14800.00
31	P-01-12-6202-01-203-97-51-N-V- Loans to Kurukshetra University	21600.00

32	P-01-13-2204-51-102-88-51-R-V- NSS Development Scheme	260.00
33	P-01-13-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC -Opening of new Girls BNNCC Unit at Nuh (Mewat)	124.00
34	P-01-13-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	105.50
35	P-01-13-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	155.00
36	P-01-13-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	1901.00
37	P-01-13-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	30.00
38	P-01-13-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.14
39	P-01-13-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.17
40	P-01-13-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	911.50
41	P-01-17-4202-04-105-99-51-N-V- Buildings (Public libraries)	1000.00
42	P-02-12-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	60.00
43	P-02-12-2202-03-103-97-51-R-V- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	40.00
44	P-03-13-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	78.00
45	P-03-13-2205-51-105-86-51-N-V- Development and Upgradation of Public Libraries under Central Finance Commission	2000.00
	TOTAL	268158.81

BUDGET ESTIMATE FOR THE YEAR 2023-24 OF MAJOR HEAD 2202 GENERAL EDUCATION 03-UNIVERSITY & HIGHER EDUCATION (RECURRING and NON RECURRING)	
OBJECT CODE	Budget Estimate 2023-24
03-University and Higher Education-001-Direction & Administration-96-Performance linked Outlay-51	
34-OC	0
Total - PLO	0
03-University and Higher Education-001-Direction & Administration-99-Administrative Staff-(96)- Haryana State Higher Education Council	
09-GIA	50000000
Total (96)- Haryana State Higher Education Council	50000000
03-University and Higher Education-001-Direction & Administration-99-Administrative Staff-(98)-Govt. Colleges Administrative Staff Establishment (Field Staff)	
01-Salaries	675000000
02-Wages	170000000
03-DA	250000000
04-TE	4000000
05-OE	30000000
12-Scholarship & Stipends	40000000
34-Other Charges	120000000
67-MR	50000000
69-Contractual Services	200000000
70-LTC	100000000
79-Ex gratia	50000000
86-Training	15000000
92- Energy Charges	80000000
Total (98)- Govt. Colleges Administrative Staff Establishment (Field Staff)	1784000000
03-University and Higher Education-001-Direction & Administration-99-Administrative Staff-(99)-Headquarter Staff	

01-Salaries	180000000
02-Wages	70000000
03-DA	70000000
04-TE	600000
05-OE	15000000
12-Scholarship & Stipends	300000
13-Hospitality	500000
21- MV	4500000
25-Interest	200000
33-Professional and Special Services	25000000
40-Water charges	200000
45-POL	6800000
67-MR	25000000
69-Cont. Service	2000000
70-LTC	10000000
79-Ex-Gratia	8000000
86-Training	2000000
87-Honorarium	1500000
88- Computerisation (IT)	140000000
92-Energy charges	2000000
Total	563600000
Total 001-Direction & Administration	2397600000
102-Assistance to University (86) Establishment of Maharishi Balmiki Sanskrit University, Mundri Kaithal	
09-Grant-in-Aid-General	200000000
43-Grant for creation of capital assests	1000
Total	200001000
102-Assistance to University (87) Establishment of Chaudhary Ranbir Singh University Jind	
09-Grant-in-Aid-General	220000000
Total	220000000

102-Assistance to University (88) Establishment of Chaudhary Bansi Lal University Bhiwani	
09-Grant-in-Aid-General	550000000
43-Grant for creation of capital assests	1000
Total	550001000
102-Assistance to University (89) Setting up of Dr. B.R Ambedkar Natiional Law University, Haryana at sonapat	
09-Grant-in-Aid-General	160000000
43-Grant for creation of capital assests	0
Total	160000000
102-Assistance to University (90) Assistance to Indira Gandhi University Meerpur, Rewari	
09-Grant-in-Aid-General	200000000
Total	200000000
102-Assistance to University (92) Setting up of Bhagat Phool Singh Mahila Vishwavidyalya, Khanpur Kalan (Sonepat)	
09-Grant-in-Aid-General	1000000000
Total	1000000000
102-Assistance to University (93) Chaudhary Devi Lal Univeristy, Sirsa	
09-Grant-in-Aid-General	400000000
Total	400000000
102-Assistance to University (96) Assistance to Maharishi Dayanand University Rohtak	
09-GIA	450000000
Total	450000000
102-Assistance to University (97) Development of Kurukshetra University Kurukshetra	
09-Grant-in-Aid-General	450000000
Total	450000000
102-Assistance to University (98) Assistance to Maharishi Dayanand University Rohtak	
09-GIA	1500000000
Total	1500000000

102-Assistance to University (99) Assistance to Kurukshetra University Kurukshetra	
09-Grant-in-Aid-General	3000000000
Total	3000000000
190-Assistance to University 99 - Establishment of Gurugram University Gurugram	
09-GIA	3000000000
Total	3000000000
Total 102-Assistance to Universities	8430002000
103-Govt. Colleges (98) Govt. Colleges	
01-Salaries	2600000000
02-Wages	2200000000
03-DA	7000000000
04-TE	50000000
24-M&S	4000000000
67-MR	2500000000
69-Contractual Services	15000000000
70-LTC	2500000000
79-Ex gratia	1300000000
Total (103-Govt. Colleges (98) Govt. Colleges)	57130000000
103-Govt. Colleges and Institutes (99) Govt. Colleges	
01-Salaries	35860000000
03-DA	12000000000
04-TE	60000000
05-OE	30000000
24-M&S	5000000000
67-MR	10000000000
69-Contractual Services	6000000000
70-LTC	2500000000
79-Ex gratia	7000000000
94-Fellowship	70000000

Total (103-Govt. Colleges and Institutes (99) Govt. Colleges)		5332000000
103-Assistance to University (97) Rashtriya Uchchatar Shiksha Abhiyan (RUSA)		
34-Other Charges		700000000
Total		700000000
Total 103-Direction & Administration		11745000000
104-Assistance to Non –Govt. Colleges and Institutions (99) Grant-in-aid to Non-Govt. Colleges		
09- Grant-in-aid		5150000000
Total		5150000000
104-Assistance to Non –Govt. Colleges and Institutions (98) Introduction for Non Govt. Colleges Pension Scheme for Private Aided Colleges		
(09) Grant-in-Aid		2800000000
Total		2800000000
TOTAL-104		7950000000
105- (87)Educational and Excursion Tour for boy Students		
24-Material and Supply		7000000
Total		7000000
105- (89) Setting up an Education City/EDUSAT in the State of Haryana		
34-Other Charges		100000
Total		100000
105- (90) Sports Activities in Govt. Colleges		
34-Other Charges		15000000
Total		15000000
105- (92)Human Resource Development of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter		
24-Material and Supply		19000000
86-Training		7000000
87-Honorarium		12000000
Total		38000000

105- (93)Setting up of Placement Cell in Govt. Colleges	
24-Material and Supply	2000000
86-Training	3000000
Total	5000000
105- (99) Setting up of Women Cell at College level & Directorate level	
24-Material and Supply	3000000
86-Training	6500000
87-Honorarium	5500000
Total	15000000
Total-105	80100000
107-Scholarship (98) Scholarship in Art Colleges	
12-Scholarship & stipends	22000000
Total	22000000
107-Scholarship (99) Scholarship in Art Colleges	
12-Scholarship & stipends	5000000
Total	5000000
Total-107	27000000
789- (94) Stipends to all Scheduled Caste Students in Govt. Colleges	
74- Special component Plan for SC	500000000
Total	500000000
789- (97) Providing of free Books to Scheduled Caste Students in Govt. Colleges	
74- Special component Plan for SC	100000000
Total	100000000
Total 789	600000000
Total 2202- General Education	31229702000
Grand Total (2202)	31229702000

BUDGET ESTIMATE FOR THE YEAR 2023-24 OF MAJOR HEAD 2204 GENERAL EDUCATION 03-UNIVERSITY & HIGHER EDUCATION (RECURRING and NON RECURRING)	
OBJECT CODE	Budget Estimate 2023-24
102-Youth Welfare Programme for Students	
90-97- Opening of new NCC Group HQ New NCC Bn/Girls Bn Ncc/Mixed Bn Ncc- Opening Of new Girls BNNCC Unit at Nuh (Mewat)	
01-Salaries	3500000
03-DA	1000000
04-TE	100000
05-OE	2000000
06-RRT	800000
45-POL	200000
67-MR	200000
69-Cont. Services	2500000
70-LTC	1000000
87-Honorarium	300000
92-Energy Charges	300000
Total	11900000
88-51- NSS Development Scheme	
04-TE	3000000
05-OE	0
59-Prizes and Awards	3500000
87-Honorarium	2500000
89-Miscellaneous	21200000
Total	30200000
91- Opening of new Girls Bn Ncc Unit at Hissar	
01-Salaries	5500000
03-DA	1500000
04-TE	200000

05-OE	3000000
06-RRT	400000
45-POL	200000
67-MR	500000
69-Cont. Services	2000000
70-LTC	1000000
79-Ex gratia	100000
87-Honorarium	300000
92-Energy Charges	200000
Total	14900000
98-Expenditure on ACC	
01-Salaries	1000000
04-TE	1500000
05-OE	20000000
Total	22500000
99-Expenditure on NCC	
01-Salaries	150000000
03-DA	35000000
04-TE	2000000
05-OE	25000000
06-RRT	20000000
12-Scholarship and stipends	400000
45-POL	6000000
67-MR	8000000
69-Cont. Services	40000000
70-LTC	8000000
79-Ex-gratia	8000000
87-Honorarium	6000000
92-Energy Charges	5000000
Total	313400000

93-Opening of NSS Cell in DHE, Haryana	
01-Salaries	4000000
03-DA	1200000
04-TE	200000
05-OE	500000
59-Prizes and Awards	0
67- MR	200000
69-Cont. Services	800000
70-LTC	500000
Total	7400000
TOTAL 2204	400300000
BUDGET ESTIMATE FOR THE YEAR 2023-24 OF MAJOR HEAD 4202 - CAPITAL OUTLAY (RECURRING and NON RECURRING)	
OBJECT CODE	Budget Estimate 2023-24
4202-01-203-99-51 College Buildings	
16-Major Works	3500000000
Total	3500000000
4202-04-105-99-51- Buildings (Public Libraries)	
16-Major Works	100000000
Total	100000000
Total 4202	3600000000

1. Point no. 4 – Volume of work in the Department and its subordinate offices covering the period of budget estimates. The budget estimates for the last three year head wise may also be supplied.

SCHEMEWISE BUDGET 2020-21		
Sr. No.	Name of the Scheme	Budget Estimates 2020-2021 (Rs. In lakhs)
1	P-01-08-4202-04-105-99-51-N-V- Buildings (Public libraries)	0.00
2	P-01-09-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	12287.00

3	P-01-09-2202-03-001-99-98-R-V- Administrative staff - Govt. Colleges Administrative Staff Establishment (Field Staff)	11855.00
4	P-01-09-2202-03-001-99-99-R-V- Administrative staff - Headquarter Staff Establishment (H.Q)	4361.00
5	P-01-09-2202-03-001-99-96-N-V- Haryana State Higher Education Council	300.00
6	P-01-09-2202-03-102-86-51-N-V- Establishment of Maharishi Balmiki Sanskrit Univerisity, Mundri Kaithal	4500.00
7	P-01-09-2202-03-102-87-51-N-V- Establishment of Chaudhary Ranbir Singh University Jind	2500.00
8	P-01-09-2202-03-102-88-51-N-V- Establishment of Chaudhary Bansi Lal University Bhiwani	5100.00
9	P-01-09-2202-03-102-89-51-N-V- Setting up of Dr. B.R. Ambedkar National Law University, Haryana at Sonapat	4500.00
10	P-01-09-2202-03-102-90-51-N-V- Assistance to Indira Gandhi University Meerpur, Rewari	2000.00
11	P-01-09-2202-03-102-92-51-N-V- Setting up of Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)	8400.00
12	P-01-09-2202-03-102-93-51-N-V- Ch.Devilal University, Sirsa	5000.00
13	P-01-09-2202-03-102-96-51-N-V- Assistance to M.D.U. Rohtak	5300.00
14	P-01-09-2202-03-102-97-51-N-V- Development of Kurukshetra University, Kurukshetra	4000.00
15	P-01-09-2202-03-102-98-51-R-V- Assistance to M.D. University, Rohtak.	5000.00
16	P-01-09-2202-03-102-99-51-R-V- Assistance to Kurukshetra University.	8500.00
17	P-01-09-2202-03-190-99-51-R-V- Establishment of Gurugram University, Gurugram	2400.00
18	P-01-09-2202-03-103-98-51-N-V- Government Colleges	51018.39
19	P-01-09-2202-03-103-99-51-R-V- Institutes	56835.00
20	P-01-09-2202-03-104-98-51-R-V- Introduction of pension scheme for Non-Govt.aided colleges	21000.00

21	P-01-09-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	44000.00
22	P-01-09-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	50.00
23	P-01-09-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	1.00
24	P-01-09-2202-03-105-90-51-N-V- Sports Activities in Govt.College.	120.00
25	P-01-09-2202-03-105-92-51-N-V- Human Resource Deveopment of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	440.00
26	P-01-09-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	90.00
27	P-01-09-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Diretorate level	160.00
28	P-01-09-2202-03-107-98-51-N-V- Scholarships(Colleges)	150.00
29	P-01-09-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	30.00
30	P-01-09-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	4500.00
31	P-01-09-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	900.00
32	P-01-11-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC - Opening of new Girls BNNCC Unit at Nuh (Mewat)	65.00
33	P-01-11-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	110.00
34	P-01-11-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	214.00
35	P-01-11-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	2191.00
36	P-01-12-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	30.00
37	P-01-12-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.14
38	P-01-12-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.17

39	P-01-12-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	2592.50
40	P-02-09-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksh Abhiyan (RUSA)	7500.00
41	P-03-11-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	120.00
42	P-01-08-4202-01-203-99-51-N-V- College Buildings	15500.00
	TOTAL	293620.20

SCHEMEWISE BUDGET 2021-22**(Rs. In Lakhs)**

Sr. No.	Name of the Scheme	Budget Estimates 2021-2022
1	P-01-08-4202-04-105-99-51-N-V- Buildings (Public libraries)	2000.00
2	P-01-09-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	200.00
3	P-01-09-2202-03-001-99-96-N-V- Administrative staff - Haryana State Higher Education Council	200.00
4	P-01-09-2202-03-001-99-98-R-V- Administrative staff - Govt. Colleges Administrative Staff Establishment (Field Staff)	12370.00
5	P-01-09-2202-03-001-99-99-R-V- Administrative staff - Headquarter Staff Establishment (H.Q)	4367.80
6	P-01-09-2202-03-102-86-51-N-V- Establishment of Maharishi Balmiki Sanskrit Univerisity, Mundri Kaithal	3000.00
7	P-01-09-2202-03-102-87-51-N-V- Establishment of Chaudhary Ranbir Singh University Jind	2000.00
8	P-01-09-2202-03-102-88-51-N-V- Establishment of Chaudhary Bansi Lal University Bhiwani	3500.00
9	P-01-09-2202-03-102-89-51-N-V- Setting up of Dr. B.R. Ambedkar National Law University, Haryana at Sonapat	3500.00
10	P-01-09-2202-03-102-90-51-N-V- Assistance to Indira Gandhi University Meerpur, Rewari	1500.00

11	P-01-09-2202-03-102-92-51-N-V- Setting up of Bhagat Phool Singh Mahila Vishwavidyalya, Khanpur Kalan (Sonepat)	4500.00
12	P-01-09-2202-03-102-93-51-N-V- Ch.Devilal University, Sirsa	3500.00
13	P-01-09-2202-03-102-96-51-N-V- Assistance to M.D.U. Rohtak	4000.00
14	P-01-09-2202-03-102-97-51-N-V- Development of Kurukshetra University,Kurukshetra	4000.00
15	P-01-09-2202-03-102-98-51-R-V- Assistance to M.D. University,Rohtak.	5000.00
16	P-01-09-2202-03-102-99-51-R-V- Assistance to Kurukshetra University.	18000.00
17	P-01-09-2202-03-103-98-51-N-V- Government Colleges	48959.00
18	P-01-09-2202-03-103-99-51-R-V- Institutes	54991.00
19	P-01-09-2202-03-104-98-51-R-V- Introduction of pension scheme for Non-Govt.aided colleges	23000.00
20	P-01-09-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	46000.00
21	P-01-09-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	50.00
22	P-01-09-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	1.00
23	P-01-09-2202-03-105-90-51-N-V- Sports Activities in Govt. College.	150.00
24	P-01-09-2202-03-105-92-51-N-V- Human Resource Development of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	300.00
25	P-01-09-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	60.00
26	P-01-09-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Directorate level	150.00
27	P-01-09-2202-03-107-98-51-N-V- Scholarships(Colleges)	150.00

28	P-01-09-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	30.00
29	P-01-09-2202-03-190-99-51-R-V- Establishment of Gurugram University, Gurugram	2500.00
30	P-01-09-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	4000.00
31	P-01-09-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	700.00
32	P-01-09-4202-01-203-99-51-N-V- College Buildings	13600.00
33	P-01-11-2204-51-102-88-51-R-V- NSS Development Scheme	0.00
34	P-01-11-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC - Opening of new Girls BNNCC Unit at Nuh (Mewat)	60.00
35	P-01-11-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	100.00
36	P-01-11-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	204.00
37	P-01-11-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	2178.00
38	P-01-12-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	30.00
39	P-01-12-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.14
40	P-01-12-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.17
41	P-01-12-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	1589.00
42	P-02-09-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksh Abhiyan (RUSA)	6000.00
43	P-02-09-2202-03-103-97-51-R-V- Rashtriya Uchchatar Shiksh Abhiyan (RUSA)	0.00
44	P-03-11-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	118.00
45	P-03-12-2205-51-105-86-51-N-V- Development and Upgradation of Public Libraries under Central Finance Commission	2700.00
	TOTAL	279258.11

SCHEMEWISE BUDGET 2022-23

Sr. No.	Name of the Scheme	Budget Estimates 2022-23 (Rs. In Lakhs)
1	P-01-08-4202-04-105-99-51-N-V- Buildings (Public libraries)	1000.00
2	P-01-09-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	5500.00
3	P-01-09-2202-03-001-99-96-N-V- Administrative staff -Haryana State Higher Education Council	200.00
4	P-01-09-2202-03-001-99-98-R-V- Administrative staff -Govt. Colleges Administrative Staff Establishment (Field Staff)	13830.00
5	P-01-09-2202-03-001-99-99-R-V- Administrative staff - Headquarter Staff Establishment (H.Q)	4657.00
6	P-01-09-2202-03-102-86-51-N-V- Establishment of Maharishi Balmiki Sanskrit Univerisity, Mundri Kaithal	2450.02
7	P-01-09-2202-03-102-87-51-N-V- Establishment of Chaudhary Ranbir Singh University Jind	1540.01
8	P-01-09-2202-03-102-88-51-N-V- Establishment of Chaudhary Bansi Lal University Bhiwani	2810.02
9	P-01-09-2202-03-102-89-51-N-V- Setting up of Dr. B.R. Ambedkar National Law University, Haryana at Sonapat	2030.00
10	P-01-09-2202-03-102-90-51-N-V- Assistance to Indira Gandhi University Meerpur, Rewari	1260.00
11	P-01-09-2202-03-102-92-51-N-V- Setting up of Bhagat Phool Singh Mahila Vishwavidyalya, Khanpur Kalan (Sonapat)	20600.01
12	P-01-09-2202-03-102-93-51-N-V- Ch.Devilal University, Sirsa	2800.01
13	P-01-09-2202-03-102-96-51-N-V- Assistance to M.D.U. Rohtak	0.01
14	P-01-09-2202-03-102-97-51-N-V- Development of Kurukshetra University,Kurukshetra	0.01
15	P-01-09-2202-03-102-98-51-R-V- Assistance to M.D. University,Rohtak.	21350.01
16	P-01-09-2202-03-102-99-51-R-V- Assistance to Kurukshetra University.	44200.01
17	P-01-09-2202-03-103-98-51-N-V- Government Colleges	52050.00
18	P-01-09-2202-03-103-99-51-R-V- Institutes	45470.00
19	P-01-09-2202-03-104-98-51-R-V- Introduction of pension scheme for Non-Govt.aided colleges	25000.00

20	P-01-09-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	47005.00
21	P-01-09-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	50.00
22	P-01-09-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	1.00
23	P-01-09-2202-03-105-90-51-N-V- Sports Activities in Govt. College.	100.00
24	P-01-09-2202-03-105-92-51-N-V- Human Resource Development of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	300.00
25	P-01-09-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	30.00
26	P-01-09-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Directorate level	100.00
27	P-01-09-2202-03-107-98-51-N-V- Scholarships(Colleges)	150.00
28	P-01-09-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	40.00
29	P-01-09-2202-03-190-99-51-R-V- Establishment of Gurugram University, Gurugram	14440.01
30	P-01-09-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	4500.00
31	P-01-09-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	800.00
32	P-01-09-4202-01-203-99-51-N-V- College Buildings	17000.00
33	P-01-11-2204-51-102-88-51-R-V- NSS Development Scheme	190.00
34	P-01-11-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC -Opening of new Girls BNNCC Unit at Nuh (Mewat)	76.00
35	P-01-11-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	120.50
36	P-01-11-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	185.00
37	P-01-11-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	1905.50
38	P-01-12-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	30.00
39	P-01-12-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.14

40	P-01-12-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.17
41	P-01-12-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	1512.50
42	P-02-12-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	1440.00
43	P-02-12-2202-03-103-97-51-R-V- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	960.00
44	P-03-11-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	78.00
45	P-03-12-2205-51-105-86-51-N-V- Development and Upgradation of Public Libraries under Central Finance Commission	2800.00
46	P-01-12-2202-03-188-99-51-N-V- Prarambh State Institute of Advanced Studies in Teacher Education, Jhajjar	0.00
47	P-01-12-2202-03-792-99-51-R-V- Irrecoverable Loans Written Off	0.00
48	P-01-12-6202-01-203-88-51-N-V- Loans to Gurugram University Gurugram	0.00
49	P-01-12-6202-01-203-89-51-N-V- Loans to Maharishi Valmiki Sanskrit University Mundri Kaithal	0.00
50	P-01-12-6202-01-203-90-51-N-V- Loans to Chaudhary Ranbir Singh University Jind	0.00
51	P-01-12-6202-01-203-91-51-N-V- Loans to Chaudhary Bansi Lal University Bhiwani	0.00
52	P-01-12-6202-01-203-92-51-N-V- Loans to Indira Gandhi University Meerpur Rewari	0.00
53	P-01-12-6202-01-203-93-51-N-V- Loans to Dr. Bhim Rao Ambedkar National Law University Sonapat	0.00
54	P-01-12-6202-01-203-94-51-N-V- Loans to Chaudhary Devi Lal University Sirsa	0.00
55	P-01-12-6202-01-203-95-51-N-V- Loans to Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan (Sonapat) University	0.00
56	P-01-12-6202-01-203-96-51-N-V- Loans to Maharshi Dayanand University	0.00
57	P-01-12-6202-01-203-97-51-N-V- Loans to Kurukshetra University	0.00
	TOTAL	340560.93

Point no. 5 – Scheme or projects which the Department has undertaken (the names and details of the scheme, the estimate of expenditure and period within which likely to be complete, yield if any, progress made to date, should be stated.).

Sr. No.	Name of the Scheme	Budget Estimates 2023-24 (Rs. In lakhs)
1	P-01-12-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	5000.00
2	P-01-09-2202-03-001-99-96-N-V- Administrative staff - Haryana State Higher Education Council	200.00
3	P-01-09-2202-03-001-99-98-R-V- Administrative staff -Govt. Colleges Administrative Staff Establishment (Field Staff)	13260.00
4	P-01-09-2202-03-001-99-99-R-V- Administrative staff - Headquarter Staff Establishment (H.Q)	4009.50
5	P-01-12-2202-03-103-98-51-N-V- Government Colleges	40583.00
6	P-01-12-2202-03-103-99-51-R-V- Institutes	46195.00
7	P-01-12-2202-03-104-98-51-R-V- Introduction of pension scheme for Non-Govt. aided colleges	25000.00
8	P-01-12-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	47000.00
9	P-01-12-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	35.00
10	P-01-12-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	1.00
11	P-01-12-2202-03-105-90-51-N-V- Sports Activities in Govt. College.	150.00
12	P-01-12-2202-03-105-92-51-N-V- Human Resource Development of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	350.00
13	P-01-12-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	50.00
14	P-01-12-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Directorate level	100.00
15	P-01-12-2202-03-107-98-51-N-V- Scholarships(Colleges)	220.00
16	P-01-12-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	50.00
17	P-01-12-2202-03-188-99-51-N-V- Prarambh State Institute of Advanced Studies in Teacher Education, Jhajjar	2500.00

18	P-01-12-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	4500.00
19	P-01-12-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	1000.00
20	P-01-12-2202-03-792-99-51-R-V- Irrecoverable Loans Written Off	2000.00
21	P-01-12-4202-01-203-99-51-N-V- College Buildings	15000.00
22	P-01-12-6202-01-203-88-51-N-V- Loans to Gurugram University Gurugram	2340.00
23	P-01-12-6202-01-203-89-51-N-V- Loans to Maharishi Valmiki Sanskrit University Mundri Kaithal	1800.00
24	P-01-12-6202-01-203-90-51-N-V- Loans to Chaudhary Ranbir Singh University Jind	1350.00
25	P-01-12-6202-01-203-91-51-N-V- Loans to Chaudhary Bansi Lal University Bhiwani	3600.00
26	P-01-12-6202-01-203-92-51-N-V- Loans to Indira Gandhi University Meerpur Rewari	900.00
27	P-01-12-6202-01-203-93-51-N-V- Loans to Dr. Bhim Rao Ambedkar National Law University Sonapat	900.00
28	P-01-12-6202-01-203-94-51-N-V- Loans to Chaudhary Devi Lal University Sirsa	2500.00
29	P-01-12-6202-01-203-95-51-N-V- Loans to Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan (Sonapat) University	4500.00
30	P-01-12-6202-01-203-96-51-N-V- Loans to Maharshi Dayanand University	14800.00
31	P-01-12-6202-01-203-97-51-N-V- Loans to Kurukshetra University	21600.00
32	P-01-13-2204-51-102-88-51-R-V- NSS Development Scheme	260.00
33	P-01-13-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC - Opening of new Girls BNNCC Unit at Nuh (Mewat)	124.00
34	P-01-13-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	105.50
35	P-01-13-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	155.00
36	P-01-13-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	1901.00

37	P-01-13-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	30.00
38	P-01-13-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.14
39	P-01-13-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.17
40	P-01-13-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	911.50
41	P-01-17-4202-04-105-99-51-N-V- Buildings (Public libraries)	1000.00
42	P-02-12-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	60.00
43	P-02-12-2202-03-103-97-51-R-V- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	40.00
44	P-03-13-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	78.00
45	P-03-13-2205-51-105-86-51-N-V- Development and Upgradation of Public Libraries under Central Finance Commission	2000.00
	TOTAL	268158.81

Summary to Expenditure of Budget from 2019-20 to 2022-23
(Higher Education Department)

Sr. No.	Year	Budget	Expenditure
1.	2019-20	207668.01	238563.56
2.	2020-21	293620.20	214359.35
3.	2021-22	279258.11	243535.77
4.	2022-23	340560.93	252808.65

1. Point no. 6 – Actual expenditure incurred under each sub-head of estimates during the preceding four years.

Expenditure for the year 2019-2020

(Rs. In Lakhs)

Sr. No.	Name of the Scheme	Expenditure till 31.03.2020
1	P-01-09-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	0.00
2	P-01-09-2202-03-001-99-97-N-V- Administrative staff - Information Technology	1688.09
3	P-01-09-2202-03-001-99-98-R-V- Administrative staff -Govt. Colleges Administrative Staff Establishment (Field Staff)	7352.83
4	P-01-09-2202-03-001-99-99-R-V- Administrative staff - Headquarter Staff Establishment (H.Q)	2059.49
5	P-01-09-2202-03-001-99-96-N-V- Haryana State Higher Education Council	0.00
5	P-01-09-2202-03-102-86-51-N-V- Establishment of Maharishi Balmiki Sanskrit University, Mundri Kaithal	500.00
6	P-01-09-2202-03-102-87-51-N-V- Establishment of Chaudhary Ranbir Singh University Jind	2500.00
7	P-01-09-2202-03-102-88-51-N-V- Establishment of Chaudhary Bansi Lal University Bhiwani	5100.00
8	P-01-09-2202-03-102-89-51-N-V- Setting up of Dr. B.R. Ambedkar National Law University, Haryana at Sonapat	3200.00
9	P-01-09-2202-03-102-90-51-N-V- Assistance to Indira Gandhi University Meerpur, Rewari	2200.00
10	P-01-09-2202-03-102-92-51-N-V- Setting up of Bhagat Phool Singh Mahila Vishwavidyalya, Khanpur Kalan (Sonapat)	8400.00
11	P-01-09-2202-03-102-93-51-N-V- Ch.Devilal University, Sirsa	4900.00
12	P-01-09-2202-03-102-96-51-N-V- Assistance to M.D.U. Rohtak	5300.00
13	P-01-09-2202-03-102-97-51-N-V- Development of Kurukshetra University, Kurukshetra	3800.00
14	P-01-09-2202-03-102-98-51-R-V- Assistance to M.D. University, Rohtak.	5200.00
15	P-01-09-2202-03-102-99-51-R-V- Assistance to Kurukshetra University.	12500.00

28	P-01-09-2202-03-190-99-51-R-V- Establishment of Gurugram University, Gurugram	4000.00
16	P-01-09-2202-03-103-98-51-N-V- Government Colleges	29671.90
17	P-01-09-2202-03-103-99-51-R-V- Institutes	41400.27
18	P-01-09-2202-03-104-98-51-R-V- Introduction of pension scheme for Non-Govt.aided colleges	19000.00
19	P-01-09-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	49000.00
20	P-01-09-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	27.04
21	P-01-09-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	0.00
22	P-01-09-2202-03-105-90-51-N-V- Sports Activities in Govt.College.	141.69
23	P-01-09-2202-03-105-92-51-N-V- Human Resource Deveopment of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	350.83
24	P-01-09-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	80.39
25	P-01-09-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Diretorate level	152.98
26	P-01-09-2202-03-107-98-51-N-V- Scholarships (Colleges)	100.31
27	P-01-09-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	13.97
29	P-01-09-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	4480.34
30	P-01-09-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	798.48
31	P-01-11-2204-51-102-89-51-R-V- Performance Linked Outlay (PLO) of EDH-Education(Higher) (EDH-PLO-REV)	0.00
32	P-01-11-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC -Opening of new Girls BNNCC Unit at Nuh (Mewat)	40.37
33	P-01-11-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	65.99
34	P-01-11-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	127.88

35	P-01-11-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	1583.30
36	P-01-12-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	0.00
37	P-01-12-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.00
38	P-01-12-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.00
39	P-01-12-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	447.81
40	P-02-09-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksh Abhiyan (RUSA)	7418.27
41	P-03-11-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	43.55
42	P-01-08-4202-01-203-99-51-N-V- College Buildings	14917.78
	TOTAL	238563.56

Expenditure for the year 2020-21

(Rs. In Lakhs)

Sr. No.	Name of the Scheme	Expenditure 31.03.2021
1	P-01-08-4202-04-105-99-51-N-V- Buildings (Public libraries)	0.00
2	P-01-09-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	0.00
3	P-01-09-2202-03-001-99-98-R-V- Administrative staff -Govt. Colleges Administrative Staff Establishment (Field Staff)	10333.41
4	P-01-09-2202-03-001-99-99-R-V- Administrative staff -Headquarter Staff Establishment (H.Q)	3074.50
5	P-01-09-2202-03-001-99-96-N-V- Haryana State Higher Education Council	210.00
6	P-01-09-2202-03-102-86-51-N-V- Establishment of Maharishi Balmiki Sanskrit University, Mundri Kaithal	3174.11
7	P-01-09-2202-03-102-87-51-N-V- Establishment of Chaudhary Ranbir Singh University Jind	0.00
8	P-01-09-2202-03-102-88-51-N-V- Establishment of Chaudhary Bansi Lal University Bhiwani	500.00
9	P-01-09-2202-03-102-89-51-N-V- Setting up of Dr. B.R. Ambedkar National Law University, Haryana at Sonapat	0.00
10	P-01-09-2202-03-102-90-51-N-V- Assistance to Indira Gandhi University Meerpur, Rewari	660.00
11	P-01-09-2202-03-102-92-51-N-V- Setting up of Bhagat Phool Singh Mahila Vishwavidyalya, Khanpur Kalan (Sonapat)	2000.00
12	P-01-09-2202-03-102-93-51-N-V- Ch.Devilal University, Sirsa	1000.00
13	P-01-09-2202-03-102-96-51-N-V- Assistance to M.D.U. Rohtak	0.00
14	P-01-09-2202-03-102-97-51-N-V- Development of Kurukshetra University, Kurukshetra	4000.00
15	P-01-09-2202-03-102-98-51-R-V- Assistance to M.D. University, Rohtak.	5000.00
16	P-01-09-2202-03-102-99-51-R-V- Assistance to Kurukshetra University.	17150.00
17	P-01-09-2202-03-190-99-51-R-V- Establishment of Gurugram University, Gurugram	0.00
18	P-01-09-2202-03-103-98-51-N-V- Government Colleges	35313.87

19	P-01-09-2202-03-103-99-51-R-V- Institutes	39043.80
20	P-01-09-2202-03-104-98-51-R-V- Introduction of pension scheme for Non-Govt.aided colleges	22097.05
21	P-01-09-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	41646.00
22	P-01-09-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	13.31
23	P-01-09-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	0.00
24	P-01-09-2202-03-105-90-51-N-V- Sports Activities in Govt.College.	100.88
25	P-01-09-2202-03-105-92-51-N-V- Human Resource Deveopment of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	214.06
26	P-01-09-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	0.59
27	P-01-09-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Diretorate level	98.87
28	P-01-09-2202-03-107-98-51-N-V- Scholarships(Colleges)	95.00
29	P-01-09-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	22.97
30	P-01-09-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	1350.00
31	P-01-09-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	270.00
32	P-01-11-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC -Opening of new Girls BNNCC Unit at Nuh (Mewat)	25.44
33	P-01-11-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	56.24
34	P-01-11-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	46.67
35	P-01-11-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	1479.83
36	P-01-12-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	30.00
37	P-01-12-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.14

38	P-01-12-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.17
39	P-01-12-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	1077.35
40	P-02-09-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksh Abhiyan (RUSA)	1825.01
41	P-03-11-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	36.84
42	P-01-08-4202-01-203-99-51-N-V- College Buildings	15422.38
	TOTAL	207368.49

Expenditure for the year 2021-22

Sr. No.	Name of the Scheme	Exp till 31.03.2022
1	P-01-08-4202-04-105-99-51-N-V- Buildings (Public libraries)	1760.57
2	P-01-09-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	0.00
3	P-01-09-2202-03-001-99-96-N-V- Administrative staff -Haryana State Higher Education Council	200.00
4	P-01-09-2202-03-001-99-98-R-V- Administrative staff -Govt. Colleges Administrative Staff Establishment (Field Staff)	11009.05
5	P-01-09-2202-03-001-99-99-R-V- Administrative staff -Headquarter Staff Establishment (H.Q)	4060.52
6	P-01-09-2202-03-102-86-51-N-V- Establishment of Maharishi Balmiki Sanskrit Univerisity, Mundri Kaithal	3000.00
7	P-01-09-2202-03-102-87-51-N-V- Establishment of Chaudhary Ranbir Singh University Jind	2000.00
8	P-01-09-2202-03-102-88-51-N-V- Establishment of Chaudhary Bansi Lal University Bhiwani	6000.00
9	P-01-09-2202-03-102-89-51-N-V- Setting up of Dr. B.R. Ambedkar National Law University, Haryana at Sonapat	3500.00
10	P-01-09-2202-03-102-90-51-N-V- Assistance to Indira Gandhi University Meerpur, Rewari	1500.00
11	P-01-09-2202-03-102-92-51-N-V- Setting up of Bhagat Phool Singh Mahila Vishwavidyalya, Khanpur Kalan (Sonapat)	11295.00
12	P-01-09-2202-03-102-93-51-N-V- Ch.Devilal University, Sirsa	3500.00
13	P-01-09-2202-03-102-96-51-N-V- Assistance to M.D.U. Rohtak	2800.00

14	P-01-09-2202-03-102-97-51-N-V- Development of Kurukshetra University,Kurukshetra	4000.00
15	P-01-09-2202-03-102-98-51-R-V- Assistance to M.D. University,Rohtak.	5000.00
16	P-01-09-2202-03-102-99-51-R-V- Assistance to Kurukshetra University.	18000.00
17	P-01-09-2202-03-103-98-51-N-V- Government Colleges	38497.21
18	P-01-09-2202-03-103-99-51-R-V- Institutes	38663.21
19	P-01-09-2202-03-104-98-51-R-V- Introduction of pension scheme for Non-Govt.aided colleges	20984.95
20	P-01-09-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	41613.37
21	P-01-09-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	2.48
22	P-01-09-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	0.00
23	P-01-09-2202-03-105-90-51-N-V- Sports Activities in Govt.College.	89.47
24	P-01-09-2202-03-105-92-51-N-V- Human Resource Deveopment of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	187.15
25	P-01-09-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	20.87
26	P-01-09-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Diretorate level	77.82
27	P-01-09-2202-03-107-98-51-N-V- Scholarships (Colleges)	59.58
28	P-01-09-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	22.48
29	P-01-09-2202-03-190-99-51-R-V- Establishment of Gurugram University, Gurugram	2500.00
30	P-01-09-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	7700.00
31	P-01-09-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	1200.00
32	P-01-09-4202-01-203-99-51-N-V- College Buildings	11711.05

33	P-01-11-2204-51-102-88-51-R-V- NSS Development Scheme	137.01
34	P-01-11-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC -Opening of new Girls BNNCC Unit at Nuh (Mewat)	29.82
35	P-01-11-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	61.05
36	P-01-11-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	57.62
37	P-01-11-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	1428.20
38	P-01-12-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	0.00
39	P-01-12-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.00
40	P-01-12-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.00
41	P-01-12-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	834.93
42	P-02-09-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksh Abhiyan (RUSA)	0.00
43	P-02-09-2202-03-103-97-51-R-V- Rashtriya Uchchatar Shiksh Abhiyan (RUSA)	0.00
44	P-03-11-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	32.36
45	P-03-12-2205-51-105-86-51-N-V- Development and Upgradation of Public Libraries under Central Finance Commission	0.00
	TOTAL	243535.77

Expenditure for the year 2022-23**(Rs. In Lakhs)**

Sr. No.	Name of the Scheme	Expenditure 31.03.2023
1	P-01-08-4202-04-105-99-51-N-V- Buildings (Public libraries)	0.00
2	P-01-09-2202-03-001-96-51-R-V- Performance Linked Outlay (PLO) for Department of Higher Education (EDH-PLO-REV)	0.00
3	P-01-09-2202-03-001-99-96-N-V- Administrative staff -Haryana State Higher Education Council	0.00
4	P-01-09-2202-03-001-99-98-R-V- Administrative staff -Govt. Colleges Administrative Staff Establishment (Field Staff)	11604.89
5	P-01-09-2202-03-001-99-99-R-V- Administrative staff - Headquarter Staff Establishment (H.Q)	3505.82
6	P-01-09-2202-03-102-86-51-N-V- Establishment of Maharishi Balmiki Sanskrit University, Mundri Kaithal	1575.00
7	P-01-09-2202-03-102-87-51-N-V- Establishment of Chaudhary Ranbir Singh University Jind	990.00
8	P-01-09-2202-03-102-88-51-N-V- Establishment of Chaudhary Bansi Lal University Bhiwani	1800.00
9	P-01-09-2202-03-102-89-51-N-V- Setting up of Dr. B.R. Ambedkar National Law University, Haryana at Sonapat	1305.00
10	P-01-09-2202-03-102-90-51-N-V- Assistance to Indira Gandhi University Meerpur, Rewari	810.00
11	P-01-09-2202-03-102-92-51-N-V- Setting up of Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)	13650.00
12	P-01-09-2202-03-102-93-51-N-V- Ch.Devilal University, Sirsa	1800.00
13	P-01-09-2202-03-102-96-51-N-V- Assistance to M.D.U. Rohtak	0.00
14	P-01-09-2202-03-102-97-51-N-V- Development of Kurukshetra University, Kurukshetra	0.00
15	P-01-09-2202-03-102-98-51-R-V- Assistance to M.D. University, Rohtak.	14075.00
16	P-01-09-2202-03-102-99-51-R-V- Assistance to Kurukshetra University.	23120.00
17	P-01-09-2202-03-103-98-51-N-V- Government Colleges	38904.59
18	P-01-09-2202-03-103-99-51-R-V- Institutes	40355.02
19	P-01-09-2202-03-104-98-51-R-V- Introduction of pension scheme	25000.00

	for Non-Govt.aided colleges	
20	P-01-09-2202-03-104-99-51-R-V- Grant-in-aid to Non-Government Colleges.	47000.00
21	P-01-09-2202-03-105-87-51-N-V- Educational and Excursion Tour for boy Students	25.06
22	P-01-09-2202-03-105-89-51-N-V- Setting up an Education City/ EDUSAT in the State of Haryana	0.00
23	P-01-09-2202-03-105-90-51-N-V- Sports Activities in Govt.College.	94.14
24	P-01-09-2202-03-105-92-51-N-V- Human Resource Deveopment of the Teacher and the Taught and the supporting staff in the Govt. Colleges and Head Quarter.	215.20
25	P-01-09-2202-03-105-93-51-N-V- Setting up of Placement Cell in Govt. Colleges	15.86
26	P-01-09-2202-03-105-99-51-N-V- Setting up of Women cell at College Level & Diretorate level	63.69
27	P-01-09-2202-03-107-98-51-N-V- Scholarships(Colleges)	113.80
28	P-01-09-2202-03-107-99-51-R-V- Scholarships in Arts Colleges	40.00
29	P-01-09-2202-03-190-99-51-R-V- Establishment of Gurugram University, Gurugram	9570.00
30	P-01-09-2202-03-789-94-51-N-V- Stipends to all Scheduled Caste Students in Govt. Colleges	4500.00
31	P-01-09-2202-03-789-97-51-N-V- Providing of free Books to Scheduled Caste Students in Govt. Colleges	800.00
32	P-01-09-4202-01-203-99-51-N-V- College Buildings	9082.67
33	P-01-11-2204-51-102-88-51-R-V- NSS Development Scheme	178.40
34	P-01-11-2204-51-102-90-97-N-V- Opening of new NCC Group HQ New NCC Bn/Girls Bn NCC/Mixed Bn NCC -Opening of new Girls BNNCC Unit at Nuh (Mewat)	38.79
35	P-01-11-2204-51-102-91-51-N-V- Opening of New Girls Bn.N.CC Unit at Hissar	78.68
36	P-01-11-2204-51-102-98-51-R-V- Expenditure on Annual Cadet Camps.	148.23
37	P-01-11-2204-51-102-99-51-R-V- Expenditure on National Cadet Corps.	1548.20
38	P-01-12-2205-51-105-90-51-R-V- Grant in aid to Raja Ram Mohan Rai foundation Calcutta	0.00

39	P-01-12-2205-51-105-91-51-R-V- Grant-in-aid to Gandhi Samark Nidhi	0.00
40	P-01-12-2205-51-105-92-51-R-V- Grant in aid to Dawarka Dass Libiraries	0.00
41	P-01-12-2205-51-105-99-51-R-V- Setting up of District/Sub Divisional Libraries	779.29
42	P-02-12-2202-03-103-97-51-N-V- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	0.00
43	P-02-12-2202-03-103-97-51-R-V- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	0.00
44	P-03-11-2204-51-102-93-51-N-V- Opening of NSS Cell in DHE,Haryana	21.32
45	P-03-12-2205-51-105-86-51-N-V- Development and Upgradation of Public Libraries under Central Finance Commission	0.00
46	P-01-12-2202-03-188-99-51-N-V- Prarambh State Institute of Advanced Studies in Teacher Education, Jhajjar	0.00
47	P-01-12-2202-03-792-99-51-R-V- Irrecoverable Loans Written Off	0.00
48	P-01-12-6202-01-203-88-51-N-V- Loans to Gurugram University Gurugram	0.00
49	P-01-12-6202-01-203-89-51-N-V- Loans to Maharishi Valmiki Sanskrit University Mundri Kaithal	0.00
50	P-01-12-6202-01-203-90-51-N-V- Loans to Chaudhary Ranbir Singh University Jind	0.00
51	P-01-12-6202-01-203-91-51-N-V- Loans to Chaudhary Bansi Lal University Bhiwani	0.00
52	P-01-12-6202-01-203-92-51-N-V- Loans to Indira Gandhi University Meerpur Rewari	0.00
53	P-01-12-6202-01-203-93-51-N-V- Loans to Dr. Bhim Rao Ambedkar National Law University Sonapat	0.00
54	P-01-12-6202-01-203-94-51-N-V- Loans to Chaudhary Devi Lal University Sirsa	0.00
55	P-01-12-6202-01-203-95-51-N-V- Loans to Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan (Sonapat) University	0.00
56	P-01-12-6202-01-203-96-51-N-V- Loans to Maharshi Dayanand University	0.00
57	P-01-12-6202-01-203-97-51-N-V- Loans to Kurukshetra University	0.00
	TOTAL	252808.65

2. Point no. 7 – Reasons for variations, if any, between the actual of the past four years and the current estimates.

1. Year 2021-22

Rs. In crore

Sr. No.	Major Head	RE 2021-22	Accounts 2021-22	Variation	Reason
Major Head					
Receipts Heads					
1	0202-Education, Sports, Art & culture	3.86	4.80	(+)0.94	क्षेत्रीय कार्यालयों से अतिरिक्त receipt प्राप्त हुई है।
Expenditure Heads					
1	2202-General Education	2472.20	2274.83	(-) 197.37	2021-22 में कुछ बिल treasuries द्वारा 31.03.22 को पास किए गए परन्तु बैंक द्वारा स्वीकार नहीं किए गए जिस कारण कुछ खर्चा नहीं हो सका।

2. Year 2020-21

Rs. In crore

Sr. No.	Major Head	RE 2020-21	Accounts 2020-21	Variation	Reason
Major Head					
Receipts Heads					
1	0202-Education, Sports, Art & culture	4.40	6.56	(+)2.16	क्षेत्रीय कार्यालयों से अतिरिक्त receipt प्राप्त हुई है।
Expenditure Heads					
1	2202-General Education	2318.75	2073.68	(-) 245.07	2020-21 में कुछ बिल treasuries द्वारा 31.03.21 को पास किए गए परन्तु बैंक द्वारा स्वीकार नहीं किए गए जिस कारण कुछ खर्चा नहीं हो सका।

HARYANA GOVERNMENT**Education Department****Notification****The, 4th February, 1998**

No. G.S.R.88/Const./Art. 309/98 – In exercise of the powers conferred by the proviso to article 309 of the Constitution of India and all other powers enabling him in this behalf, the Governor of Haryana hereby makes the following rules regulating the recruitment and conditions of service of persons appointed to Haryana Education Department (Group D) Service, namely :-

PART -1-GENERAL

Short title and commencement.	(1) These rules may be called the Haryana Education Directorate (Group D) Service Rules, 1998 They shall come into force on the date of their publication in the official Gazette.
Definition.	2. In these rules, unless the context otherwise requires, (a) "Direct Recruitment" means an appointment made otherwise than by promotion from within the service or by transfer of an official already in service of the Government of India or any State Government; (b) "Director" means the Director of Higher Education, Haryana; (c) "Government" means the Haryana Government in the Administrative Department; (d) "Institution" means ; (i) any institution established by Law in force in the State of Haryana; or (ii) any other institution recognized by the Government for the purpose of these rules: (e) "Registrar Education" means the Registrar Education in the office of Director of Higher Education, Haryana; "Service" means Haryana Education Directorate (Group D) service.
Number and character of posts	3. The service shall comprise the posts shown in appendix A to these rules; Provided that nothing in these rules shall effect the inherent right of the Government to make additions to or reductions in the number of such posts or to create new posts with different designation and scales of pay either permanently or temporally.
Nationality, domicile and character of candidates appointed to the	4 No Person shall be appointed to the Service, unless he is- (a) a citizen of India; or (b) a subject of Nepal; or (c) a subject of Bhutan; or

Service	<p>(d) a Tibetan refugee who came over to India before the 1st January, 1962 with the intention of permanently settling in India; or</p> <p>(e) a person of Indian origin, who has migrated from Pakistan, Burma, Ceylon and East African Countries of Kenya, Uganda and the United Republic of Tanzania (formerly Tanganyika and Zanzibar) with the intention of permanently settling in India;</p> <p>Provided that a person belonging to any of the categories (b), (c), (d) or (e) shall be a person in whose favour a certificate of eligibility has been issued by the Government.</p> <p>(2) A person in whose case a certificate of eligibility is necessary may be admitted to an examination or interview conducted by the Commission or the board or any other recruiting authority, but the offer of appointment may be given only after the necessary eligibility certificate being issued to him by the Government.</p> <p>No person shall be appointed to any post in the service by direct appointment, unless he produces a certificate of character from the Principal Academic Officer of the University, College, School or Institution last attended, if any, and a similar certificate from two other responsible persons, not being his relatives, who are well acquainted with him in his private life and are un-connected with School or Institution.</p>
Age.	No Person shall be appointed to any post in the Service by direct recruitment who is less than 16 years or more than 30 years of age on or before the 1 st day of January proceeding the last date of submission of application to the appointing authority:
Appointing authority.	Appointments to the posts in the Service shall be made by the Registrar Education
Qualificat-ions.	<p>5. No person shall be appointed to any post in service unless he is in the possession of qualifications and experience specified in column 3 of Appendix B to these rules in case of direct recruitment and those specified in column 4 of the aforesaid Appendix in the case of an appointment other than by direct recruitment.</p> <p>Provided that in the case of direct recruitment, the qualifications regarding experience shall be relaxable to extent of 50% at discretion of the appointing authority in case of sufficient number of candidates belonging to scheduled caste, backward classes, ex-servicemen and physical handicapped categories, possessing the requisite experience are not available to fillup the vacancies reserved for them, after recording reasons for so doing in writing.</p>

Disqualifi-cations.	<p>8. No person,</p> <p>(a) who has entered into or contracted marriage with a person having a spouse living ; or</p> <p>(b) who having a spouse living, has entered into or contracted marriage with any person, shall be eligible for appointment to any post in the Service :</p> <p>Provided that the Government may, if satisfied that such marriage is permissible under the personal law applicable to such person and the other party to the marriage and there are other grounds for so doing, exempt any person from the operation of this rule.</p>
Method of recruitment.	<p>9. (1) Recruitment to the Service shall be made,-</p> <p>(a) In the case of Daftri,-</p> <p>(i) by promotion from amongst peons, chowkidar, cleaner or sweeper: or</p> <p>(ii) by transfer deputation of an official already in service or any state government or the Government of India.</p> <p>(b) In the case of Jamadar :-</p> <p>(i) by promotion from amongst peons, chowkidar, cleaner or sweeper: or</p> <p>(ii) by transfer deputation of an official already in service or any state government or the Government of India.</p> <p>(c) In the case of Peon,-</p> <p>(i) by direct appointment; or</p> <p>(iii) by transfer or deputation of an official already in service or any state government or the Government of India.</p> <p>(d) In the case of Chowkidar,-</p> <p>(i) by direct appointment; or</p> <p>(iii) by transfer or deputation of an official already in service or any state government or the Government of India.</p> <p>(e) In the Case of Cleaner:</p> <p>(i) by direct appointment; or</p> <p>(ii) by transfer or deputation of an official already in service or any state government or the Government of India.</p>

	<p>(F) In the case of Sweeper:-</p> <p>(i) by direct appointment; or by transfer or deputation of an official already in service or any state government or the Government of India.</p>
	<p>(2) When any vacancy occurs or is about to occur in the Service, the appointing authority shall determine in what manner such vacancy shall be filled in.</p>
	<p>(3) All promotions, unless otherwise, provided shall be made on seniority, cum merit basis and seniority alone shall not conform any right such promotions.</p>
	<p>9. Persons appointed to any post in the Service shall remain on probation for a period of two years if appointed by direct recruitment and one year if appointed otherwise: Provided that:-</p> <p>(a) any period, after such appointment spent on deputation or a corresponding or a higher post shall count towards the period of probation;</p> <p>(b) any period of work in equivalent or higher rank prior to appointment to any post in the service, may in the case of appointment by transfer, at the discretion of appointing authority, be allowed to count towards the period of probation;</p> <p>(c) any period of officiating appointment in the Service shall be reckoned as period spent on probation, but no member who has so officiated shall, on the completion of the prescribed period of probation be entitled to be confirmed, unless he is appointed against a permanent vacancy.</p> <p>(2) If, in the opinion of the appointing authority, the work or conduct of a person during the period of probation is not satisfactory, it may,-</p> <p>(a) if such period is appointed by direct recruitment, dispense with his services: and</p> <p>(b) if such person is recruited otherwise -</p> <p>(i) revert him to his former post: or</p> <p>(ii) deal with him in such other manner as the terms and conditions of his previous appointment permit.</p> <p>(3) On the completion of the period of probation of a person, the appointing authority may,-</p> <p>(a) if his work or conduct has, in its opinion, been satisfactory,-</p> <p>(i) confirm such person from the date of his appointment, if</p>

	<p>appointed against a permanent vacancy; or</p> <p>(ii) confirm such person from the date from which a permanent vacancy occurs, if appointed against a temporary vacancy; or</p> <p>(b) If his work or conduct has in its opinion been and satisfactory.</p> <p>(i) Dispense with his Service if appointed by direct recruitment or if appointed otherwise revert him to his former post or deal with him in such other manner as the terms and conditions of his previous appointment permit ; or</p> <p>(ii) extent his period of probation and thereafter pass such order as it could have passed on the expiry of the first period of probation.</p> <p>Provided that the total period of probation, including extension, if any, shall not exceed three years.</p>
Seniority.	<p>11. The seniority, inter-se of members of the Service shall be determined by the length of continuous Service on a post in the Service :</p> <p>Provided that where there are different cadres in the Service, the seniority shall be determined separately for each cadre ;</p> <p>Provided further that in the case of members appointed by direct recruitment, the order of merit determined by the appointing authority shall not be disturbed in fixing the seniority:</p> <p>Providing further that in case of two or more members appointed on the same date, their seniority shall be determined as follows :-</p> <p>(a) a member appointed by direct recruitment shall be senior to a member appointed by promotion or by transfer ;</p> <p>(b) a member appointed by promotion shall be senior to a member appointed by transfer ;</p> <p>(c) in the case of members appointed by promotion or by transfer, seniority shall be determined according to the seniority of such members in the appointments from which they were promoted or transferred ; and</p> <p>in the case of members appointed by transfer from different cadres, their seniority shall be determined according to pay, preference being given to a member who was drawing higher rate of pay in his previous appointment; and if the rate of pay drawn are also the same, then by the length of their service in the appointments, and if the length of such service is also the</p>

	same, the older member shall be senior to the younger member.
Liability to serve	12 (i) A member of the Service liable to serve at any place whether within or outside state of Haryana on being ordered so do to by appointing authority.
	<p>(2) A number of the Service may also be deputed to service under :-</p> <p>(i) a company, an association or a body of individuals whether incorporated or not which is wholly or substantially owned or controlled by State Government, a Municipal Corporation or a local authority or University within the State of Haryana:</p> <p>(ii) the Central Government or a company an association or body of individuals, whether incorporated or not which is wholly or substantially owned or control by the Central Government ;</p> <p>(iii) any other State Government, an international organisation, an a autonomous body not controlled by the Government or a Private body :</p> <p>Provided that no member of the Service shall be deputed to serve the Central o any other State Government or any organisation or a body referred to in a clause (ii) or Cause (iii) except with his consent.</p>
Pay, leave, pension and other maters,	13. In respect of pay, leave, pension and all other matters no expressly provided for in these rules, members of the Service shall be governed by such rules and regulations as may have been or may hereafter be adopted or made by Competent Authority under the Constitution of India or under any law for the time being in force made the State Legislature.
Discipline penalties and appeals.	14. In matters relating to discipline, penalties appeals, members of the Service shall be governed by Haryana Civil Services (Punishment and Appeal) Rules, 1987; as amended from time to time :
	<p>Provided that the nature of penalties which may be imposed, the authorities empowered to impose penalties and the appellate authorities shall subject to the provisions' of any law or rules made under Article 309 of the Constitution of India, be such as are specified in Appendix c to these rules.</p> <p>(2) The authority competent to pass an order under Clause (C) or Clause (d) of sub-rule (1) 9 of the Haryana Civil Services (punishment and Appeal) rules, 1987 and the appellate authority shall be as specified in (Appendix) (1) to these rules.</p>

Vaccination,	15. Every member of the Services shall get himself vaccinated/ revaccinated as and when the Government so directs by a special or general order.
Oath of allegiance.	16. Every member of the Service; unless he as already done so, shall be required to take the oath of allegiance to India and to the Constitution of India as by law established.
Power of relaxation.	17. Where the Government is of the opinion that its necessary or expedient to do so. It may, by order for reasons to be recorded in writing, relax any of the provisions of these rules, with respect to any class or category of persons.
Special provision.	18. Notwithstanding anything contained in these rules, the appointing authority may impose special terms and conditions in the order of appointment, if, it is deemed expedient to do so.
Reservation	19. Nothing contained in these rules shall affect reservations and other concessions required to be provided for Scheduled Castes, backward Classes and other backward Classes Ex-servicemen, Physically Handicapped persons or any other class or category of persons in accordance with the orders issued by the state government from time to time. Provided that the total percentage of reservations so made shall not exceed fifty percent at any time.
Repeal and Saving	20. Any rule applicable to the service and corresponding to any of these rules which is in force immediately before the commencement of these rules are hereby repealed. Provided that any order made or action taken under the rules so repealed shall be deemed to have been made or taken under corresponding provisions of these rules.

Appendix-A (See rule 7)

Sr. No.	Designation for the post	No. of posts			Scale of pay
		Permanent	Temporary	Total	
1	2	3	4	5	6
1	Daftri	6	2	8	800-15-1,010-EB-1,150
2	Jamadar	1	1	2	800-15-1,010-EB-1,150
3	Peon	42	41	83	750-12-870-EB-14-940
4	Chowkidar	2	4	6	750-12-870-EB-14-940
5	Cleaner	1	--	1	750-12-870-EB-14-940
6	Sweeper	2	6	8	750-12-870-EB-14-940

Appendix-B (See rule 7)

Sr. No.	Designation of Post	Academic Qualification and experience if any, for direct recruitment	Academic Qualification and experience if any, for appointment other than by direct recruitment
1	2	3	4
1	Daftri	--	At least 8 years experience as peon, chowkidar, cleaner or sweeper
2	Jamadar	--	At least 8 years experience as peon, chowkidar, cleaner or sweeper
3	Peon	Middle pass with Hindi	Middle pass with Hindi
4	Chowkidar	Should be able to read and write Hindi and English	Should be able to read and write Hindi and English
5	Cleaner	Should be able to read and write Hindi and English	Should be able to read and write Hindi and English
6	Sweeper	Should be able to read and write Hindi and English	Should be able to read and write Hindi and English

Appendix-C (See rule 7)

Sr. No.	Designation for the post	Appointing Authority	Nature of penalty	Authority empower to impose penalty	Appellate authority
1	2	3	4	5	6
	Minor Penalties				
1 2 3 4 5 6	Daftri Jamadar Peon Chowkidar Cleaner Sweeper	Registrar Education	(i) Warning with a copy in the personal file (character roll) (ii) Censures; (iii) Withholding of promotion (iv) recovery from pay of the whole or part of any pecuniary loss caused by negligence or breach of order, to the Central Govt. or a State Govt or to a company and association of a body of individuals whether incorporated or not, which is wholly or substantially owned or controlled by the Govt or to a local authority set up by an Act of Parliament or of the legislature of a state; and v) Withholding of increment without cumulative effect; Major Penalties vi) Withholding of increments with cumulative effect; vii) reduction to a lower stage in the time scale of pay for a specified period, with further directions as to whether or not the Govt. employee will earn increments or pay during the period of such	Registrar Education	Director

			<p>reduction and whether on the expiry of such period, the reduction will or will not have the effect of postponing the future increments of his pay.</p> <p>viii) reduction to a lower scale of pay, grade, post or service which shall ordinarily be a bar to the promotion of the Govt employee to the time, scale of pay, grade, post or service from which he was reduced with or without further directions regarding conditions of restoration to the grade or post of service from which the govt. employee was redacted and his seniority and pay on such restoration to that grade, post or service;</p> <p>ix) Compulsory retirement;</p> <p>x) removal from service which shall not be a disqualification for future employment under the Govt.</p> <p>xi) Dismissal from service which shall ordinarily be a disqualification for future employment under the Govt.</p>		
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[Authorised English Translation]

HARYANA GOVERNMENT EDUCATION DEPARTMENT**Notification.**The 8th November, 2013

NO. G.S.R.51/Const./Art.309/2013- In exercise of the powers conferred by the provision to article 309 of the Constitution of India, the Governor of Haryana hereby makes the following rules to further amend the Haryana Education Directorate (State Service, Class - III) Rules, 1974, namely:-

1. These rules may be called the Haryana Education Directorate (State Service, Class – III) Amendment Rules, 2013.

2. In the Haryana Education Department (State Service, Class - III) Rules, 1974, (hereinafter called the said rules), in Rule 9, the following rule shall be inserted, namely :-

“9A. (1) Typing test is substituted with the State Eligibility Test in Computer Appreciation and Applications (SETC) as a part of service requirement for clerks, steno- typist, Junior Scale Stenographers and Senior Scale Stenographers. The State Eligibility Test in Computer Appreciation and Applications (SETC) shall be a post requisite condition/qualification which all the newly recruited/appointed Clerks, Steno-Typists, Junior Scale Stenographers and Senior Scale Stenographers in the Government Department/Organizations shall have to qualify. The existing Clerks, who have been promoted from Group-D and Restorer etc. who have not passed the typing test till date as required under the Service Rules shall have an option either to pass the typing test or the State Eligibility Test in Computer Appreciation and Applications (SETC). The Steno-Typists, Junior Scale Stenographers and Senior Scale Stenographers shall also have to qualify stenography test as prescribed in the Service Rules.

(2) The candidate shall have to qualify the State Eligibility Test in Computer Appreciation and Applications (SETC) within the probation period of two years, extendable by one year in case of direct recruit. The candidate appointed against the aforesaid categories of post in Group C shall not be entitled to earn any increment in his/her pay scale till he/she qualifies the said test, failing which the services of such employees shall be dispensed with. The persons who are promoted to the post of Clerk and Steno-Typist shall also qualify the State Eligibility Test in Computer Appreciation and Applications (SETC) within the period of probation of one year extendable by one year, failing which he/she will be reverted back.

(3) The Government of Haryana hereby authorizes the Haryana State Electronics Development Corporation Limited (HARTRON), or any other agency as prescribed by the Government, as the authorized Agency for conducting the State Eligibility Test in Computer Appreciation and Applications (SETC), along with a test in typing speed in accordance with the syllabus as the State Government may specify in this regard from time to time, besides the syllabus already provided in sub-rule (4) of this rule. The 'pass' certificate issued by

HARTRON or any agency, as approved by the government, would be accepted as an evidence of the fulfillment of the prescribed condition in the Service Rules.

(4) The syllabus for the State Eligibility Test in Computer Appreciation and Applications (SETC) would contain Word processing, Internet browsing and e-mail management only.

(5) In case of Clerks, typing speed of 30 words per minute in English and 25 words per minute in Hindi converted with equivalent key depressions in both cases as the typing speed, would be tested on Computers.

(6) The employees possessing the following qualifications are exempted from taking the State Eligibility Test in Computer Appreciation and Application (SETC) :-

- (i) M.Tech/B.Tech (Computers), MCA, BCA or Diploma in Computers from the recognized institutions e.g. Polytechnics.
- (ii) Basic Computer Literary Certificate from any recognized center established under the National Institute of Electronics & Information Technology (NIELIT) (erstwhile DOEACC Society).
- (iii) Haryana State- Certificate in Information Technology (HS- CIT) from the Authorized Learning Centre (ALCs) of the HKCL.
- (iv) Candidates/employees who have already passed the SETC and the same are valid at the time of joining the service. The State Eligibility Test in Computer Appreciation and Applications (SETC) passed by any candidate earlier shall be considered valid for a period of five years from the date of issue of such certificate by HARTRON or any other agency authorized by the Government; and
- (v) Physically disabled candidates i.e. amputation of hand (Left and Right) Amputation of upper limbs, Paralysis of Radial Nerve (Radial Nerve Palsy) of either limb. Declination degenerative disorder effecting the nervous system which may cause paralysis and atrophy of the hand and its muscles and Visually Handicapped.

However, these employees, with the exception of those mentioned under sub- para (v) above, shall be required to clear the „typing test“ being part of the State Eligibility Test in Computer Appreciation and Applications (SETC).

3. In the said rules, in Appendix „B“, -

- i. against serial number 9, under column 3, for existing entry, the following entry shall be substituted, namely: -
“10+2; and passes such test as may be prescribed by the Director.”;
- ii. against serial number 12, under column 3, for existing entry, the following entry shall be substituted, namely: -
“10+2; and passes such test as may be prescribed by the Director.”;

- iii. against serial number 13,
 - (i) under column 3, for existing entry, the following entry shall be substituted, namely: -
“10+2; or possesses any higher qualification.
 - (ii) under column 4, for existing entry, the following entry shall be substituted, namely: -
 - (i) At least two years□ service as Restorer or Gestetner Operator or Class-IV employee working in the Directorate and having passed 10+2;
 - (ii) At least two years regular service as Clerk in another Government office or institution.”

S.S. PRASAD,
Principal Secretary to Government, Haryana,
Higher Education Department

HIGHER EDUCATION DEPARTMENT
New Education Policy 2020, Part II
HIGHER EDUCATION

9. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

9.1. Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

9.1.1. Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

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

9.1.3. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

9.2. Some of the major problems currently faced by the higher education system in India include:

- (a) a severely fragmented higher educational ecosystem;
- (b) less emphasis on the development of cognitive skills and learning outcomes;
- (c) a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
- (d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
- (e) limited teacher and institutional autonomy;

- (f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
- (g) lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
- (h) suboptimal governance and leadership of HEIs;
- (i) an ineffective regulatory system; and
- (j) large affiliating universities resulting in low standards of undergraduate education.

9.3. This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

- (a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- (b) moving towards a more multidisciplinary undergraduate education;
- (c) moving towards faculty and institutional autonomy;
- (d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- (e) reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;
- (f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
- (g) governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- (h) "light but tight" regulation by a single regulator for higher education;
- (i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

10. Institutional Restructuring and Consolidation

10.1. The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

10.2. Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. The ancient Indian universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from India and the world studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

10.3. This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

10.4. A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

10.5. It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high quality of education, and of teaching-learning, across all HEIs will be the same.

10.6. In addition to teaching and research, HEIs will have other crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.

10.7. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels.

10.8. More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs.

10.9. Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. There will be a fair and transparent system for determining increased levels of public funding support for public HEIs. This system will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation System. HEIs delivering education of the highest quality as laid down in this Policy will be incentivized in expanding their capacity.

10.10. Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.

10.11. Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve. Through the attainment of suitable accreditations, all HEIs will gradually move towards full autonomy - academic and administrative - in order to enable this vibrant culture. The autonomy of public institutions will be backed by adequate public financial support and stability. Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged.

10.12. The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.

10.13. The overall higher education sector will aim to be an integrated higher education

system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

10.14. University, worldwide, means a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph.D programmes, and engages in high-quality teaching and research. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

11. Towards a More Holistic and Multidisciplinary Education

11.1. India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific' fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional' fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

11.2. Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

11.3. A holistic and multidisciplinary education would aim to develop all capacities of human beings-intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

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

11.5. Imaginative and flexible curricular structures will enable creative combinations of

disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

11.6. Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

11.7. Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI.

11.8. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will 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 and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

11.9. The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the

student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

11.10. HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. programme shall be discontinued.

11.11. Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. They will also help set the highest standards for multidisciplinary education across India.

11.12. HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organizations.

12. Optimal Learning Environments and Support for Students

12.1. Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning.

Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

12.2. First, in order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad

framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

12.3. Second, each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.

12.4. Third, students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

12.5. Fourth, ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.

12.6. Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in- class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

Internationalization

12.7. The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern

India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

12.8. India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

Student Activity and Participation

12.9. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

Financial support for students

12.10. Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

13. Motivated, Energized, and Capable Faculty

13.1. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in

HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

13.2. As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.

13.3. Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.

13.4. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work.

13.5. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

13.6. In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a 'tenure-track' i.e., suitable probation period shall be put in place to further ensure excellence. There shall be a fast-track promotion system

for recognizing high impact research and contribution. A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in its Institutional Development Plan (IDP).

13.7. The presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation is the need of the hour. Outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm to ensure the smooth running of institutions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

14. Equity and Inclusion in Higher Education

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

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

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

14.4. For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs:

14.4.1. Steps to be taken by Governments

- (a) Earmark suitable Government funds for the education of SEDGs
- (b) Set clear targets for higher GER for SEDGs
- (c) Enhance gender balance in admissions to HEIs
- (d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs
- (e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
- (f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
- (g) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs
- (h) Develop and support technology tools for better participation and learning outcomes.

14.4.2. Steps to be taken by all HEIs

- (a) Mitigate opportunity costs and fees for pursuing higher education
- (b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
- (c) Conduct outreach on higher education opportunities and scholarships
- (d) Make admissions processes more inclusive
- (e) Make curriculum more inclusive

- (f) Increase employability potential of higher education programmes
- (g) Develop more degree courses taught in Indian languages and bilingually
- (h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- (i) Develop bridge courses for students that come from disadvantaged educational backgrounds
- (j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
- (k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- (l) Strictly enforce all no-discrimination and anti-harassment rules
- (m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

15. Teacher Education

15.1. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

15.2. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

15.3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

15.4. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to

convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

15.6. HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.

15.7. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

15.8. The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development.

15.9. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re- oriented for this purpose.

15.10. In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged,

so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

15.11. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

16. Reimagining Vocational Education

16.1. The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education. Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

16.2. One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from ‘mainstream’ or ‘academic’ education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.

16.3. Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.

16.4. This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving/Indian arts and artisanship.

16.5. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India’s demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in-hand with the development of ‘academic’ or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer

vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored.

16.6. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.

16.7. Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries.

16.8. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for Recognition of Prior Learning. Through this, dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

17. Catalysing Quality Academic Research in All Fields through a new National Research Foundation

17.1. Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe.

17.2. A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the potential of its vast talent pool to again become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines. Today, the criticality of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation.

17.3. Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea.

17.4. The societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are not only informed by top-notch science and technology but are also rooted in a deep understanding of the social sciences and humanities and the various socio-cultural and environmental dimensions of the nation. Facing and addressing these challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's own research also enables a country to much more easily import and adapt relevant research from abroad.

17.5. Furthermore, in addition to their value in solutions to societal problems, any country's identity, upliftment, spiritual/intellectual satisfaction and creativity is also attained in a major way through its history, art, language, and culture. Research in the arts and humanities, along with innovations in the sciences and social sciences, are, therefore, extremely important for the progress and enlightened nature of a nation.

17.6. Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world's best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.

17.7. India has a long historical tradition of research and knowledge creation, in disciplines ranging from science and mathematics to art and literature to phonetics and languages to medicine and agriculture. This needs to be further strengthened to make India lead research and innovation in the 21st century, as a strong and enlightened knowledge society and one of the three largest economies in the world.

17.8. Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play and discovery-based style of learning with emphasis on the scientific method and critical thinking. This includes career counselling in schools towards identifying student interests and talents, promoting research in universities, the multidisciplinary nature of all HEIs and the emphasis on holistic education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research, and the governance and regulatory changes that encourage an environment of research and innovation. All of these aspects are extremely critical for developing a research mindset in the country.

17.9. To build on these various elements in a synergistic manner, and to thereby truly grow and catalyze quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF). The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. In particular, the NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and

grow research at State Universities and other public institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

17.10. Institutions that currently fund research at some level, such as the Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs. However, NRF will carefully coordinate with other funding agencies and will work with science, engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

17.11. The primary activities of the NRF will be to:

- (a) fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
- (b) seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions;
- (c) act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues, and so that policymakers are constantly made aware of the latest research breakthroughs; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
- (d) recognise outstanding research and progress

18. Transforming the Regulatory System of Higher Education

18.1. Regulation of higher education has been too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability. The regulatory system is in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive.

18.2. To address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. To ensure that the four institutional structures carrying out these four essential functions work independently yet at the same time and work in synergy towards common goals. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).

18.3. The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time. It will require a relook and repealing of existing Acts and restructuring of various existing regulatory bodies to enable this single point regulation. NHERC will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters particularly financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes will be very effectively regulated. This information will have to be made available and kept updated and accurate by all higher education institutions on a public website maintained by NHERC and on the institutions' websites. Any complaints or grievances from stakeholders and others arising out of the information placed in public domain shall be adjudicated by NHERC. Feedback from randomly selected students including differently-abled students at each HEI will be solicited online to ensure valuable input at regular intervals.

18.4. The primary mechanism to enable such regulation will be accreditation. The second vertical of HECI will, therefore, be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice.

18.5. The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.

18.6. The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes. In addition, the GEC shall set up facilitative norms for issues, such as credit transfer, equivalence, etc., through the NHEQF. The GEC will be mandated to identify specific skills that students must acquire during their academic programmes, with the aim of preparing well-rounded learners with 21st century skills.

18.7. The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act as Professional Standard Setting Bodies (PSSBs). They will play a key role in the higher education system and will be invited to be members of the GEC. These bodies, after restructuring as PSSBs, will continue to draw the curricula, lay down academic standards and coordinate between teaching, research and extension of their domain/discipline, as members of the GEC. As members of the GEC, they would help in specifying the curriculum framework, within which HEIs may prepare their own curricula. Thus, PSSBs would also set the standards or expectations in particular fields of learning and practice while having no regulatory role. All HEIs will decide how their educational programmes respond to these standards, among other considerations, and would also be able to reach out for support from these standard-setting bodies or PSSBs, if needed.

18.8. Such a system architecture will ensure the principle of functional separation by eliminating conflicts of interests between different roles. It will also aim to empower HEIs, while ensuring that the few key essential matters are given due attention. Responsibility and accountability shall devolve to the HEIs concomitantly. No distinction in such expectations shall be made between public and private HEIs.

18.9. Such a transformation will require existing structures and institutions to reinvent themselves and undergo an evolution of sorts. The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme.

18.10. The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work. The underlying principle will be that of a faceless and transparent regulatory intervention using technology. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information, will be ensured so that Higher Education Institutions are conforming to the basic minimum norms and standards. HECI itself will be resolving disputes among the four verticals. Each vertical in HECI will be an independent body consisting of persons having high expertise in the relevant areas along with integrity, commitment, and a demonstrated track record of public service. HECI itself will be a small, independent body of eminent public-spirited experts in higher education, which will oversee and monitor the integrity and effective functioning of HECI. Suitable mechanisms will be created within HECI to carry out its functions, including adjudication.

18.11. Setting up new quality HEIs will also be made far easier by the regulatory regime, while ensuring with great effectiveness that these are set up with the spirit of public service and with due financial backing for long-term stability. HEIs performing exceptionally well will be helped by Central and State governments to expand their institutions, and thereby attain larger numbers of students and faculty as well as disciplines and programmes. Public Philanthropic Partnership models for HEIs may also be piloted with the aim to further expand access to high-quality higher education.

Curbing Commercialization of Education

18.12. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. This will be a key priority of the regulatory system. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. Surpluses, if any, will be reinvested in the educational sector. There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public. The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.

18.13. All HEIs - public and private - shall be treated on par within this regulatory regime. The regulatory regime shall encourage private philanthropic efforts in education. There will be common national guidelines for all legislative Acts that will form private HEIs. These common minimal guidelines will enable all such Acts to establish private HEIs, thus enabling common standards for private and public HEIs. These common guidelines will cover Good Governance, Financial Stability & Security, Educational Outcomes, and Transparency of Disclosures.

18.14. Private HEIs having a philanthropic and public-spirited intent will be encouraged through a progressive regime of fees determination. Transparent mechanisms for fixing of fees with an upper limit, for different types of institutions depending on their accreditation, will be developed so that individual institutions are not adversely affected. This will empower private HEIs to set fees for their programmes independently, though within the laid-out norms and the broad applicable regulatory mechanism. Private HEIs will be encouraged to offer freeships and scholarships in significant numbers to their students. All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.

19. Effective Governance and Leadership for Higher Education Institutions

19.1. It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders.

19.2. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure leadership of the highest quality and promote an institutional culture of excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance. There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG. New members of the Board shall be identified by an

expert committee appointed by the Board; and the selection of new members shall be carried out by the BoG itself. Equity considerations will also be taken care of while selecting the members. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.

19.3. The BoG shall be responsible and accountable to the stakeholders through transparent self-disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

19.4. All leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook. The selection shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG. While stability of tenure is important to ensure the development of a suitable culture, at the same time leadership succession will be planned with care to ensure that good practices that define an institution's processes do not end due to a change in leadership; leadership changes will come with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions. Outstanding leaders will be identified and developed early, working their way through a ladder of leadership positions.

19.5. While being provided with adequate funding, legislative enablement, and autonomy in a phased manner, all HEIs, in turn, will display commitment to institutional excellence, engagement with their

local communities, and the highest standards of financial probity and accountability. Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The IDP shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.

Part III. OTHER KEY AREAS OF FOCUS

20. Professional Education

20.1. Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty.

20.2. Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.

20.3. Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies.

20.4. Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated.

20.5. Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.

20.6. Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc., which are critical to India's overall development. There will not only be a greater demand for well-qualified manpower in these sectors, it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields. Furthermore, influence of technology on human endeavours is expected to erode the silos between technical education and other disciplines too. Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in

addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

21. Adult Education and Lifelong Learning

21.1. The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

21.2. Meanwhile, being a non-literate member of a community, has innumerable disadvantages, including the inability to: carry out basic financial transactions; compare the quality/quantity of goods purchased against the price charged; fill out forms to apply for jobs, loans, services, etc.; comprehend public circulars and articles in the news media; use conventional and electronic mail to communicate and conduct business; make use of the internet and other technology to improve one's life and profession; comprehend directions and safety directives on the street, on medicines, etc.; help children with their education; be aware of one's basic rights and responsibilities as a citizen of India; appreciate works of literature; and pursue employment in medium or high-productivity sectors that require literacy. The abilities listed here are an illustrative list of outcomes to be achieved through adoption of innovative measures for Adult Education.

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

21.4. Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy.

21.5. First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes:

- (a) foundational literacy and numeracy;
- (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare);
- (c) vocational skills development (with a view towards obtaining local employment);
- (d) basic education (including preparatory, middle, and secondary stage equivalency); and
- (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

21.6. Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

21.7. Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.

21.8. Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.

21.9. Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy

recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and also devise appropriate career pathways and CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries, establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.

21.10. Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite- based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode.

22. Promotion of Indian Languages, Arts, and Culture

22.1. India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible India", as per India's tourism slogan. The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy.

22.2. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.

22.3. The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to

enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.

22.4. Language, of course, is inextricably linked to art and culture. Different languages 'see' the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/'*apnapan*' inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages.

22.5. Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as 'endangered'. Various unscripted languages are particularly in danger of becoming extinct. When senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages/expressions of culture.

22.6. Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. Enabling such learning materials, print materials, and translations of important materials from world languages, and constantly updating vocabularies, are carried out by countries around the world for languages such as English, French, German, Hebrew, Korean, and Japanese. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity.

22.7. Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning.

22.8. A number of initiatives to foster languages, arts, and culture in school children have been discussed in Chapter 4, which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local

expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.

22.9. To enable the key latter initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be developed. Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4- year B.Ed. dual degrees will be developed in these subjects. These departments and programmes will, in particular help to develop a large cadre of high-quality language teachers - as well as teachers of art, music, philosophy and writing - who will be needed around the country to carry out this Policy. The NRF will fund quality research in all these areas. Outstanding local artists and craftspersons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study. Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.

22.10. More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes. Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across the country.

22.11. High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.

22.12. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under '*Ek Bharat Shrestha Bharat*', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

22.13. Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for

employment that can make effective use of these qualifications. There are already hundreds of Academies, museums, art galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As positions are filled with suitably qualified candidates, and further artefacts are procured and conserved, additional museums, including virtual museums/e-museums, galleries, and heritage sites may contribute to the conservation of our heritage as well as to India's tourism industry.

22.14. India will also urgently expand its translation and interpretation efforts in order to make high- quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation (IITI) will be established. Such an institute would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, which will help to promote all Indian languages. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts. The IITI could naturally grow with time, and be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the number of qualified candidates grows.

22.15. Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Thus, in consonance with the rest of this policy, Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be established/strengthened across the new multidisciplinary higher education system. Sanskrit will become a natural part of a holistic multidisciplinary higher education if a student so chooses. Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.

22.16. India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary, towards the same end; where relevant, they may then also offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language. Further, it is also proposed that a new institution for Languages will be established. National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus. Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology. Research for

outstanding work in all these areas will be supported by the NRF.

22.17. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be taken on with new vigour. Technology and crowdsourcing, with extensive participation of the people, will play a crucial role in these efforts.

22.18. For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of some of the greatest scholars and native speakers to determine simple yet accurate vocabulary for the latest concepts, and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world). The Academies would also consult with each other, and in some cases take the best suggestions from the public, in order to construct these dictionaries attempting to adopt common words whenever possible. These dictionaries would be widely disseminated, for use in education, journalism, writing, speechmaking, and beyond, and would be available on the web as well as in book form. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.

22.19. All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. People from across the country will be invited to contribute to these efforts by adding relevant material onto these platforms/portals/wikis. Universities and their research teams will work with each other and with communities across the country towards enriching such platforms. These preservation efforts, and the associated research projects, e.g., in history, archaeology, linguistics, etc., will be funded by the NRF.

22.20. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established. The promotion of Indian languages is possible only if they are used regularly and if they are used for teaching and learning. Incentives, such as prizes for outstanding poetry and prose in Indian languages across categories, will be established to ensure vibrant poetry, novels, nonfiction books, textbooks, journalism, and other works in all Indian languages. Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities.

23. Technology Use and Integration

23.1. India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional.

23.2. Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, it is

certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts.

23.3. Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices. The NETF will have the following functions:

- a) provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
- b) build intellectual and institutional capacities in educational technology;
- c) envision strategic thrust areas in this domain; and
- d) articulate new directions for research and innovation.

23.4. To remain relevant in the fast-changing field of educational technology, the NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data. To support the development of a vibrant body of knowledge and practice, the NETF will organize multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners.

23.5. The thrust of technological interventions will be for the purposes of improving teaching- learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

23.6. A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and *Divyang* students. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher's Professional Development through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents

into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

23.7. Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system. When the 1986/1992 National Policy on Education was formulated, it was difficult to predict the disruptive effect that the internet would have brought. Our present education system's inability to cope with these rapid and disruptive changes places us individually and nationally at a perilous disadvantage in an increasingly competitive world. For example, while computers have largely surpassed humans in leveraging factual and procedural knowledge, our education at all levels excessively burdens students with such knowledge at the expense of developing their higher-order competencies.

23.8. This policy has been formulated at a time when an unquestionably disruptive technology - Artificial Intelligence (AI) 3D/7D Virtual Reality - has emerged. As the cost of AI-based prediction falls, AI will be able to match or outperform and, therefore, be a valuable aid to even skilled professionals such as doctors in certain predictive tasks. AI's disruptive potential in the workplace is clear, and the education system must be poised to respond quickly. One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MHRD. Based on these inputs, MHRD will formally identify those technologies whose emergence demands responses from the education system.

23.9. In response to MHRD's formal recognition of a new disruptive technology, the National Research Foundation will initiate or expand research efforts in the technology. In the context of AI, NRF may consider a three-pronged approach: (a) advancing core AI research, (b) developing and deploying application-based research, and (c) advancing international research efforts to address global challenges in areas such as healthcare, agriculture, and climate change using AI.

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

23.11. Universities will aim to offer Ph.D. and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields "AI + X" and professional areas like health care, agriculture, and law. They may also develop and disseminate courses in these areas via platforms, such as SWAYAM. For rapid adoption, HEIs may blend these online courses with traditional teaching in undergraduate and vocational programmes. HEIs may also offer targeted training in low- expertise tasks for supporting the AI value

chain such as data annotation, image classification, and speech transcription. Efforts to teach languages to school students will be dovetailed with efforts to enhance Natural Language Processing for India's diverse languages.

23.12. As disruptive technologies emerge, schooling and continuing education will assist in raising the general populace's awareness of their potential disruptive effects and will also address related issues. This awareness is necessary to have informed public consent on matters related to these technologies. In school, the study of current affairs and ethical issues will include a discussion on disruptive technologies such as those identified by NETF/MHRD. Appropriate instructional and discussion materials will also be prepared for continuing education.

23.13. Data is a key fuel for AI-based technologies, and it is critical to raise awareness on issues of privacy, laws, and standards associated with data handling and data protection, etc. It is also necessary to highlight ethical issues surrounding the development and deployment of AI-based technologies. Education will play a key role in these awareness raising efforts. Other disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education.

24. Online and Digital Education: Ensuring Equitable Use of Technology

24.1. New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

24.2. However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity.

24.3. Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

24.4. Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

- (a) **Pilot studies for online education:** Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.
- (b) **Digital infrastructure:** There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.
- (c) **Online teaching platform and tools:** Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two-way-audio interface for holding online classes are a real necessity as the present pandemic has shown.
- (d) **Content creation, digital repository, and dissemination:** A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.
- (e) **Addressing the digital divide:** Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.
- (f) **Virtual Labs:** Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRAKHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.

- (g) **Training and incentives for teachers:** Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.
- (h) **Online assessment and examinations:** Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.
- (i) **Blended models of learning:** While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.
- (j) **Laying down standards:** As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

24.5 Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity

Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre will, therefore, consist of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc.

Part IV. MAKING IT HAPPEN

25. Strengthening the Central Advisory Board of Education

25.1. Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, institutional, and individual levels. In this context, the Policy recommends strengthening and empowering the Central Advisory Board of Education (CABE) which will have a much greater mandate and not only a forum for widespread consultation and examination of issues relating to educational and cultural development. The remodeled and rejuvenated CABE shall also be responsible for developing, articulating, evaluating, and revising the vision of education in the country on a continuous basis, in close collaboration with MHRD and the corresponding apex bodies

of States. It shall also create and continuously review the institutional frameworks that shall help attain this vision.

25.2. To bring the focus back on education and learning, it is desirable that the Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MoE).

26. Financing: Affordable and Quality Education for All

26.1. The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted Expenditure 2017-18) and only around 10% of the total Government spending towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries.

26.2. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual, and technological progress and growth.

26.3. In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socio- economically disadvantaged groups.

26.4. In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education.

26.5. Even the low level of funding on education in India, is frequently not spent in a timely manner at the District/institution level, hampering the achievement of the intended targets of those funds. Hence, the need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and streamlined so that the disbursal mechanism may not lead to a high volume of unspent balances. The provisions of GFR, PFMS and 'Just in Time' release to implementing agencies will be followed for efficient

use of government resources and avoiding parking of funds. Mechanism of performance-based funding to States / HEIs may be devised. Similarly, efficient mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and autonomy to institutions, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flow of funds.

26.6. The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences.

26.7. The matter of commercialization of education has been dealt with by the Policy through multiple relevant fronts, including: the 'light but tight' regulatory approach that mandates full public self-disclosure of finances, procedures, course and programme offerings, and educational outcomes; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private. Similarly, opportunities for higher cost recovery without affecting the needy or deserving sections will also be explored.

27. Implementation

27.1. Any policy's effectiveness depends on its implementation. Such implementation will require 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 will be led by various bodies including MHRD, CABE, 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 along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

27.2. Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

27.3. Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CABE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.

Abbreviations

ABC	Academic Bank of Credit
AI	Artificial Intelligence
AC	Autonomous degree-granting College
AEC	Adult Education Centre
API	Application Programming Interface
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy B.Ed. Bachelor of Education
BEO	Block Education Officer
BITE	Block Institute of Teacher Education
BoA	Board of Assessment
BoG	Board of Governors
BRC	Block Resource Centre
B.Voc	Bachelor of Vocational Education
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CIET	Central Institute of Educational Technology
CMP	Career Management and Progression
CoA	Council of Architecture
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CWSN	Children With Special Needs
DAE	Department of Atomic Energy
DBT	Department of Biotechnology
DEO	District Education Officer
DIET	District Institute of Education and Training

DIKSHA	Digital Infrastructure for Knowledge Sharing
DSE	Directorate of School Education
DST	Department of Science and Technology
ECCE	Early Childhood Care and Education
EEC	Eminent Expert Committee
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GEC	General Education Council
GER	Gross Enrolment Ratio
GFR	General Financial Rule
HECI	Higher Education Commission of India
HEGC	Higher Education Grants Council
HEI	Higher Education Institutions
ICAR	Indian Council of Agricultural Research
ICHR	Indian Council of Historical Research
ICMR	Indian Council of Medical Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
ITI	Indian Institute of Translation and Interpretation
ISL	Indian Sign Language
ITI	Industrial Training Institute
M.Ed.	Master of Education
MBBS	Bachelor of Medicine and Bachelor of Surgery
MERU	Multidisciplinary Education and Research Universities
MHFW	Ministry of Health and Family Welfare
MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
M. Phil	Master of Philosophy
MWCD	Ministry of Women and Child Development
NAC	National Accreditation Council
NAS	National Achievement Survey

NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFSE	National Curriculum Framework for School Education
NCFTE	National Curriculum Framework for Teacher Education
NCIVE	National Committee for the Integration of Vocational Education
	NCPFECCE National Curricular and Pedagogical Framework for Early Childhood Care and Education
	NCTE National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NETF	National Educational Technology Forum
NGO	Non-Governmental Organization
NHEQF	National Higher Education Qualifications Framework
NHERC	National Higher Education Regulatory Council
NIOS	National Institute of Open Schooling
NIT	National Institute of Technology
NITI	National Institution for Transforming India
NPE	National Policy on Education
NPST	National Professional Standards for Teachers
NRF	National Research Foundation
NSQF	National Skills Qualifications Framework
NSSO	National Sample Survey Office
NTA	National Testing Agency
OBC	Other Backward Classes
ODL	Open and Distance Learning
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic development
PCI	Pharmacy Council of India
PFMS	Public Financial Management System
Ph.D	Doctor of Philosophy
PSSB	Professional Standard Setting Body
PTR	Pupil Teacher Ratio
R&I	Research and Innovation
RCI	Rehabilitation Council of India
RPWD	Rights of Persons with Disabilities
SAS	State Achievement Survey
SC	Scheduled Caste(s)

SCDP	School Complex/Cluster Development Plans
SCERT	State Council of Educational Research and Training
SCF	State Curricular Framework
SCMC	School Complex Management Committee
SDG	Sustainable Development Goal
SDP	School Development Plan
SEDG	Socio-Economically Disadvantaged Group
SEZ	Special Education Zone
SIOS	State Institutes of Open Schooling
SMC	School Management Committee
SQAAF	School Quality Assessment and Accreditation Framework SSA Sarva Shiksha Abhiyan
SSS	Simple Standard Sanskrit
SSSA	State School Standards Authority
ST	Scheduled Tribe(s)
STEM	Science, Technology, Engineering, and Mathematics
STS	Sanskrit Through Sanskrit
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds TEITeacher Education Institution
TET	Teacher Eligibility Test
U-DISE	Unified District Information System for Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization UT Union Territory
VCI	Veterinary Council of India

HIGHER EDUCATION DEPARTMENT

Observations/ Recommendations of Committee

1. During the course of oral examination the Committee discussed with the Higher Education Department in details about the large number of vacant posts of Principals and Assistants Professors in Universities and Government Colleges. According to Higher Education replies Memo No. 7/13-2023 Co. (2) dated 28.6.2023 more than fifty percent posts of Principals in Government Colleges are laying vacant and more than 4303 posts of Assistants Professors are laying vacant in Universities and Government Colleges. The Additional Chief Secretary, Higher Education Department also agreed that these are really burning issues but we are unable to recruit due to University Grant Commission. Shri Shamsher Singh Gogi, one of the Member of the Committee also showed his great concern and said that students future has become dark as well as concerned of Higher Education standard. The Additional Chief Secretary, Higher Education Department himself agreed in his reply that 45 percent of vacancies of teaching staff are laying vacant and Department is working hard to fill up these posts. There is great shortage of non-teaching staff also in the Universities and Government Colleges.

The Education Committee recommended that the Higher Education Department must take necessary steps to fill the number of vacant posts of Principals, Assistants Professors and non-teaching staff in Universities and Government Colleges. Supply the detailed reply to the Committee that how many posts of Principals and Assistants Professors in Universities and Government Colleges have been filled up during the Academic 2023-2024 and how many posts are vacant in the state. What proposal has been made by Higher Education Department to fill up the large number of vacant posts in Universities and Government Colleges? Supply a comprehensive reply in this regard.

2. The Chairperson of the Committee asked the Additional Chief Secretary, Higher Education Department that what planning has made to implement the New Education Policy-2020 during the oral examination. Additional Chief Secretary, Higher Education Department toled that more than 50 percent policy has been implemented and Haryana state is one of the few states in country which is in advance stage in this regard. The Chairperson further inquired that what threats have to face in implementing New Education Policy. There are three dominating challenges as firstly teaching staff because multi-disciplinary approach is centre point in this policy. This policy concentrate to use the Technology skill in it. The third challenge is the presence of Principals in Collages is very necessary.

The Committee recommended that Higher Education Department should go forward to implement this policy and all plans should make in this regard because it has very sincere vision as to empower students with knowledge, skills and values to increase their employability by enhancing accessibility of quality education, ensuring equity and inclusion, encouraging highest standards in teaching and learning with accountability, promoting best practices in research and innovation.

3. During the oral examination of the Higher Education Department the Committee pointed out regarding stipends which is to be given to poor Scheduled Caste Students in the Government Colleges and Universities in the state. The rates of stipends are not revised since 2013, although there are dearness increases in every sphere.

The Committee recommended that this matter is concerned with poor students so the stipend rates should be increased every year and make sure to be given on time. Supply the reply to the Committee in this regard positively for new session 2024-2025.

4. The Chairperson of the Committee asked the Additional Chief Secretary, Higher Education Department that how many ne Government Colleges were announced by Hon'ble Chief Minister in the state which have not their own buildings and running in other buildings. Additional Chief Secretary, Higher Education Department replied that such Colleges are running in the buildings of Government Schools. He also toled that except ten Colleges the land has been identified remaining Government Colleges.

The Committee recommended that the construction work of the Government College Buildings should be completed within specific time. The monitoring Committee should be constituted to check regularly construction work of the Government College Buildings. Supply the progress report of the pending projects to the Committee.

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