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CONTENTS   PAGE

ADDRESS DELIVERED BY THE HON'BLE PRESIDENT OF INDIA, SMT. DROUPADI MURMU TO THE JOINT SITTING OF BOTH HOUSES OF THE PARLIAMENT, NEW DELHI, 31 JANUARY 2023

The President of India addresses both the Houses assembled together in the Parliament, at the commencement of the first Session each year. In an election year, the President addresses the Parliament at the commencement of the First Session after each General Election (after constitution of the new Lok Sabha).

The provision for an Address by the Head of the State to the Parliament goes back to the year 1921 when the Central Legislature was set up for the first time under the Government of India Act, 1919. Under article 86(1) of the Constitution, the President may address either House of Parliament or both Houses assembled together, and for that purpose require the attendance of the members. Article 87(1) provides that at the commencement of the first Session of each year, the President shall address both Houses of Parliament assembled together and inform the Parliament of the causes of its summons.

The Address by the President is a statement of policy of the Government. It contains a review of the activities and achievements of the Government during the previous year and sets out the policies which it wishes to pursue with regard to important national and international issues. It also indicates the main items of legislative business which are proposed to be brought before Parliament during the sessions to be held that year.

The President of India, Smt. Droupadi Murmu, addressed members of both the Houses of Parliament assembled together in the Central Hall of Parliament House on 31 January 2023.

We reproduce below the text of the Address[1].

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[1]https://presidentofindia.nic.in/speeches-detail.htm?1014

Smt. Droupadi Murmu, President of India and other dignitaries arriving in Ceremonial Procession at Central Hall of Parliament House on the first day of Budget Session on 31 January 2023.

Honorable Members,

It gives me great pleasure to address both Houses of Parliament assembled together. A few months back, our Country completed 75 years of independence and entered the *'Amrit Kaal'*. This *'Azadi ka Amrit Kaal'* assimilates the pride of thousands of years of our glorious past, the inspirations of the Indian freedom struggle and India's resolve for a golden future.

This *'Amrit Kaal'* of 25 years is the period of the golden centenary of independence and the making of a developed India. This 25-year span is for all of us and for every citizen of the Country to perform our duties to the utmost levels. An opportunity to build an era beckons us for which we need to work continuously with our full potential.

- By 2047, we have to build a nation, which not only embraces its glorious past, but also encompasses every golden aspect of modernity.

- We have to build a Bharat, which is self-reliant and also able to fulfill its humanitarian obligations.

- A Bharat which has no poverty and where the middle class is also prosperous.

- A Bharat whose youth and women power will be at the forefront to give direction to the society and the nation, and whose youth are well ahead of time.

- A Bharat whose diversity is even more vivid and whose unity becomes even more unshakeable.

When the country actualises this reality in 2047, it will certainly observe and assess the foundation of its grand construction. At that time, these initial moments of the *Azadi ka Amrit Kaal* will be viewed with a different perspective. Therefore, this time and this period of *'Amrit Kaal'* has become all the more significant.

Honorable Members,

When the people of the country gave my government the opportunity to serve them for the first time, we began with the mantra of *'Sabka Saath, Sabka Vikas'*. With the passage of time, *'Sabka Vishwas'* and *'Sabka Prayas'* were also added to it. This mantra has now become the inspiration for building a developed India. In a few months, my government will complete nine years on this *Kartavya Path* of development.

In almost nine years of my government's term, the people of India have witnessed many positive changes for the first time. The biggest change is that today every Indian's confidence is at its peak and the world's outlook towards India has changed.

- India which once looked at others for solutions to most of its problems, is today emerging as a provider of solutions for the issues faced by the world.
- In these years, basic facilities have been made available to a large segment of the population who had waited for these for decades.
- The modern infrastructure that we long aspired for, has started coming up in the Country in these years.
- The digital network that India has built is a source of inspiration even for developed countries.
- The long felt urge to be rid of the scourge of mega scams and corruption in Government schemes is now being realized.
- Today the debate is no longer about policy paralysis, instead India is being recognized for her rapid development and the far-sightedness of her decisions.
- That is why, we have now become the fifth largest economy in the world, up from the 10th spot.

This is the foundation which elevates the self-confidence for building a developed Bharat in the next 25 years.

Honorable Members,

Lord Basaveshwara had said – '*Kayakave Kailasa*' which means Karma is worship and Shiva is in the Karma itself. Following this path, my government is actively engaged in performing the duty of nation building.

- Today India has a government which is stable, fearless, decisive and working with lofty ambitions.
- Today India has a government which respects the honest.
- Today India has a government working for permanent solution of the problems of the poor and their lasting empowerment.
- Today India has a government working at an unprecedented speed and scale.
- Today India has a government that gives pre-eminence to public welfare by leveraging innovation and technology.
- Today India has a government which is committed to removing every obstacle being faced by women.
- Today there is a government in India which is committed to progress as well as the protection of nature.
- Today India has a government that preserves heritage while also embracing modernity.

- Today India has a government which is moving forward confidently to play its rightful role on the global stage.

Honorable Members,

Today, through this Session I express my gratitude to the people of the country for electing a stable Government for two consecutive terms. My decisive government has always kept the country's interest paramount and shown the will-power to completely transform the policies and strategies when required. From surgical strike to a firm crackdown on terrorism, from a befitting response to every misadventure from LoC to LAC, from abrogation of Article 370 to *Triple Talaq*, my government has been recognized as a decisive Government.

The stable and decisive Government has enabled us to deal with the biggest calamity in 100 years and the situation that arose thereafter. Wherever in the world there is political instability, those countries are beset with severe crises today. But India is in a much better position than the rest of the world due to the decisions taken by my government in the national interest.

Honorable Members,

My government is of the firm opinion that corruption is the biggest enemy of democracy and social justice. Therefore, there has been a relentless fight against corruption in the last few years. We have ensured that the honest will be honoured in the system. There is increasing social consciousness in the Country that there should be no sympathy for the corrupt in the society.

In the last few years, the *Benami Property Act* was notified with a view to create a corruption-free ecosystem. The *Fugitive Economic Offenders Act* was passed to confiscate the properties of criminals who absconded after committing economic offences. An effective system has also been put in place to end the practice of favouritism and corruption in government machinery. Today there is a *Government-e-Marketplace* (GeM) system for tenders and government procurement, in which transactions worth more than Rupees 3 lakh crore have taken place so far.

Today, special honour is being bestowed upon those making an honest contribution in nation building. Life of our countrymen has been made easier by doing away with the complexities of filing income tax returns. Promotion of faceless assessment has brought about transparency and accountability in the system. Earlier there was a long wait for tax refunds.

Today, refunds are received within a few days of filing ITRs. Today the GST regime has provided transparency, along with ensuring the dignity of taxpayers.

From Jan Dhan-Aadhaar-Mobile trinity, which is weeding out fake beneficiaries to launching *One Nation One Ration Card*, we have undertaken major enduring reforms. Over the years, the country has developed a stable andtransparent regime in the form of DBT and Digital India. Today the monetary benefits of more than 300 schemes are directly reaching the bank accounts of the beneficiaries. So far, an amount of more than Rupees 27 lakh crore has reached crores of beneficiaries with complete transparency. The World Bank report acknowledges that it was only due to such schemes and mechanisms that India was able to prevent crores of people from falling below the poverty line during the Covid pandemic.

Every taxpayer feels proud when corruption is reined in and every penny of tax is put to good use.

Honorable Members,

Today an honest taxpayer of the country wants the governments to desist from the politics of shortcuts. He wants plans that encourage permanent solutions to problems and empower the common people. Therefore, my government has laid emphasis on the long-lasting empowerment of the countrymen while dealing with the current challenges.

'Poverty eradication' is no longer just a slogan. Now my government is working towards empowering the poor by providing a permanent addressal to their concerns.

For instance, a major cause of poverty is illness. A serious ailment completely shatters the morale of a poor family, leaving generations in debt. To free the poor from this worry, a nationwide *Ayushman Bharat Yojana* was launched. Under this scheme, more than 50 crore countrymen have been provided the facility of free treatment. The *Ayushman Bharat Yojana* has saved crores of poor from becoming poorer, preventing them from spending Rupees 80,000 crore. Today medicines are being made available at very low cost in about 9,000 *Jan Aushadhi Kendras* spread across the Country. As a result, about Rupees 20,000 crore of the poor have been saved in the past few years. That is, from *Ayushman Bharat* and *Jan Aushadhi* schemes alone, the countrymen have got assistance worth Rupees one lakh crore.

I would like to place before all of you the example of water, which is the most important resource in the lives of citizens. To provide *'Har Ghar Jal'*, my government has started *'Jal Jeevan* Mission'. In the seven decades before the launch of the Mission, water connections were available only to about 3.25 crore houses in the Country. However, in these three years, about 11 crore families have been covered with piped water supply under the *Jal Jeevan* Mission. The poor families are benefitting the most from this scheme, and it is providing a permanent solution to their problems.

In the last few years, the government has provided pucca houses to more than three and half crore poor families. With the house comes a new self-confidence. This not only improves the present condition of the family, but also enhances the self-confidence of the child who grows up in that house. The government has tried to relieve the poor from their worries by providing basic facilities like toilet, electricity, water, cooking gas etc. As a result, people of the country have got confidence that government schemes and benefits actually reach the needy and 100 percent coverage or saturation is possible even in a vast country like India.

It is written in our scriptures-*'Ayam nijah paroveti ganana laghuchetasam'*. It means the attitude that this is mine and that is yours is not correct.

In the last 9 years, my government has worked for all classes of citizens without any discrimination. As a result of the efforts of my government in the last few years, many basic facilities have either reached cent percent of the population or are very close to that target.

My government is fully committed to saturation of all schemes, and to *Antyodaya*. It is our endeavour that all the rightful beneficiaries get benefits of Government schemes and no one is deprived of the same.

Honorable Members,

During the Covid pandemic, we have witnessed the difficulties of the poor all over the world. But India is one of those countries which accorded top priority to save the lives of the poor and ensured that poor were not deprived of food. I am happy that my government has decided to implement the *PMGarib Kalyan Anna Yojana* in line with the changing circumstances. This is the hallmark of a sensitive and pro-poor government. The government has spent about Rupees 3.5 lakh crore for free food grains to the poor under the *PM Garib Kalyan Anna Yojana*. Today this scheme is being appreciated all over the world. One of the reasons for this appreciation is that a transparent mechanism built with the help of technology has ensured full delivery of foodgrains to every beneficiary.

Honorable Members,

The vision of holistic development can only be achieved by paying proper attention to the hopes and aspirations of the many classes and regions of our Country. Now my government is giving priority to each such deprived class and deprived region.

My government has fulfilled the wishes of each such section of society which has been deprived for centuries. We have fulfilled the wishes of the poor, dalits, backwards and tribal communities and given them the courage to dream. No work, no effort is small, and each has its

role in development. With this spirit, emphasis is being laid on the development of deprived sections and underdeveloped regions.

A large number of our small businessmen carry out their business and trading activities on footpaths, on carts and through street vending. My government has appreciated the role of these partners in development as well. Therefore, they have been linked to formal banking for the first time and affordable and collateral-free loans were made available to them through the *PM SVANidhi* scheme. Incentives are being provided for digital transactions to street vendors under the scheme.So far, about 40 lakh vendor partners have been given loans under this scheme.

11 crore small farmers of the country are also on the priority list of my government. These small farmers were deprived of government priority for decades. Now every effort is being made to make them empowered and prosperous. These small farmers have been given financial assistance of more than Rupees 2.25 lakh crore under the PM *Kisan Samman Nidhi*. An important aspect of this is that there are about three crore women among these beneficiaries. So far, the women farmers have received about Rupees 54,000 crore under this scheme. Similarly, while increasing the coverage of crop insurance, soil health card and Kisan Credit Card (KCC) for small farmers, my government has, for the first time, also linked cattle bearers and fishermen with the facility of Kisan Credit Card. My government stands firmly with small farmers for enhancing their capacity from setting up of FPOs *i.e.* Farmer Producer Organizations to increasing MSP of crops.

Honorable Members,

My government has awakened the aspirations of the Scheduled Castes, Scheduled Tribes and Other Backward Classes. These classes were most deprived of the benefits of development. Now that basic facilities are reaching this section, these people are becoming capable of having newer dreams. Programmes such as *Dr. Ambedkar Utsav Dham*, *Amrit Jaldhara* and *Yuva Udyami Yojana* are being run for the socio-economic empowerment of Scheduled Castes. My government has taken unprecedented decisions for the pride of the tribal communities. For the first time, the country started celebrating the birth anniversary of Bhagwan Birsa Munda as *'Janjatiya Gaurav Diwas'*. Recently, the government paid tribute to the tribal revolutionaries at the national level in Mangarh Dham for the first time. Today, more than 36,000 tribal-dominated villages are being developed under the *Pradhan Mantri Adi Adarsh Gram Yojana*. Today more than 400 Eklavya Model Schools have opened in tribal areas in the Country. More than 3,000 *Van Dhan Vikas Kendras* have become new means of livelihood across the country. My government has demonstrated its commitment to the welfare of OBCs by giving constitutional

status to the National Commission for Backward Classes. For the first time, a Welfare and Development Board has also been constituted for the Banjara, nomadic and semi-nomadic communities.

Honorable Members,

There were more than 100 districts in the country which were lagging behind on many parameters of development. The government paid attention to their development by declaring these districts as aspirational districts. Today these districts are moving towards parity with other districts of the Country. My government is now working to replicate the success of aspirational districts at the block level, and for this, work has been started to develop 500 blocks as aspirational blocks in the country. These aspirational blocks are being developed in an institutionalized manner for social justice.

Tribal, hilly, coastal and border areas of the country could only receive limited benefits of development in the past few decades. Difficult terrain, along with unrest and terrorism, posed major challenge to development of the North East and Jammu & Kashmir. My government has taken a number of successful steps for lasting peace and has confronted the geographical challenges. As a result, the North East and our border areas are experiencing a new pace of development.

My government has started working on the 'Vibrant Village programme' to provide better facilities to the border villages. From the point of view of national security too, unprecedented infrastructure has been developed in the border areas in the past few years. This has accelerated development in such areas. The left-wing extremism, which had become a major threat to national security in the last few decades, has now been confined to a few districts.

Honorable Members,

A major achievement of my government has been the empowerment of women. In this context, I am reminded of an inspiring poem titled *'Nari-Shakti'*, written by 'Utkal Bharti', Kuntala Kumari Sabat, an immortal personality of Indian literature, freedom fighter and well-known Odia poetess. About a hundred years ago she said:

> "*Basundhara-Tale Bharat-Ramani Nuhe Heen Nuhe Deen*
>
> *Amar Kirti Koti Yuge Kebhen Jagtun Nohib Leen*."

In other words:

The woman of India is neither inferior nor weak compared to anyone else. Her immortal glory will never disappear for ages and remain forever in the whole world.

I feel proud to see our sisters and daughters bringing laurels at the world level as per the dreams of *Utkal Bharti*. I am happy that my government's efforts have been the driving force behind such progress.

All the welfare schemes launched by my government have at the centre of them a vision to make life easier for women, provide new opportunities for employment and self-employment to women and ensure women empowerment. For the upliftment of women, even when the old beliefs and old traditions had to be broken, the government has not backed down.

We have seen the success of *Beti Bachao, Beti Padhao* campaign. The consciousness that has come in the society due to efforts of the government has led to a steady increase in the number of daughters. For the first time in the country, female population now outnumbers that of males and health of women has also improved considerably. Be it the *Pradhan Mantri Surakshit Matritva Abhiyan* or the *Pradhan Mantri Matru Vandana Yojana*, we have succeeded in saving the lives of both mother and child. About 50 percent of the beneficiaries of the *Ayushman Bharat* scheme are also women.

Honorable Members,

From education to their career, my government is trying to remove all obstacles for daughters. Through efforts like the construction of separate toilets for girls in the government schools of the country or the scheme related to sanitary pads, the drop-out rate of girls has come down sharply. The *Swachh Bharat Abhiyan* has not only increased the dignity of women, it has also provided them a safe environment. For the first time, savings accounts have been opened for the brighter future of crores of daughters across the country under the *Sukanya Samriddhi Yojana*. Many important steps have also been taken for the education of girls in the new National Education Policy.

My government has also ensured that women are not restricted from carrying out any work or participating in any field of work. For this purpose, recruitment in every sector from mining to forward posts in the army, has been thrown open to women. Our daughters are now studying and training in Sainik Schools as well as military academies. It is my government which has increased the maternity leave from 12 weeks to 26 weeks.

About 70 percent of the beneficiaries under the *Mudra Yojana* are women entrepreneurs. A study suggests that this scheme has increased the economic power of women and their participation in social decisions. Women's self-confidence has got a boost after the houses allotted under the PM *Awas Yojana* have been registered in their names. *Jan Dhan Yojana* has led to the parity between women and men in access to banking services in the Country for the

first time. At present, there are more than 80 lakh self-help groups functioning in the country, in which about nine crore women are associated. Assistance of lakhs of crores of rupees is being given by the Government to these women self-help groups.

Honorable Members,

Our heritage connects us to our roots and our development gives us the courage to reach out to the sky. That is why my government has chosen the path of consolidating heritage and giving priority to development.

Today, on the one hand, *Ayodhya Dham* is being constructed in the country, while on the other hand, the modern Parliament House is also being built.

On the one hand, we have constructed *Kedarnath Dham, Kashi Vishwanath Dham* and *Mahakal Mahalok*, on the other hand, our government is also building medical colleges in every district.

On the one hand, we are developing our pilgrimage centres and historical legacy, while on the other hand, India is becoming major space power of the world. India has also launched its first private satellite.

On the one hand, we are following the path shown by saints like Adi Shankaracharya, Lord Basaveshwara, Thiruvalluvar, Guru Nanak Dev, and on the other hand, today India is also becoming a hub of hi-tech knowledge.

On the one hand, we are strengthening the spirit of *Ek Bharat-Shreshtha Bharat* through Kashi-Tamil Sangamam, while on the other, we are also developing modern systems like 'One Nation, One Ration Card'. India's strength in Digital India and 5G technology is being acknowledged by the world today.

Today, while India is taking its ancient methods like Yoga and Ayurveda to the whole world, on the other hand, it is also strengthening the country's new identity as the 'Pharmacy of the World'.

Today, while India is encouraging natural farming and its traditional millet crops, we have also developed modern technology like Nano Urea.

On the one hand, while we are improving the rural infrastructure for agriculture, on the other hand, we are also empowering the farmers through drone technology and solar power.

While emphasis is being laid on the development of smart facilities in the cities, mapping of village houses is being done through drones under the *Swamitva Yojana* for the first time.

While 75 *Amrit Sarovars* are being built in every district on the occasion of the *Azadi ka Amrit Mahotsav*, at the same time hundreds of modern *Vande Bharat* trains are also being launched.

On the one hand, the traditional strength of our trade, that is, the river waterways and ports, are being modernized, along with this multimodal connectivity and a network of logistic parks are also being developed.

Honorable Members,

The Country is moving ahead with the inspiration of *'Panch Prāns'* in the *Amrit Kaal* of independence. My government is constantly trying to get rid of every sign of 'slave mentality'.

What was once Rajpath is now the Kartavya Path!

Today, the statue of Netaji Subhas Chandra Bose on Kartavya Path is making every Indian proud and we have honored the valour of Netaji and the Azad Hind Fauj in Andaman and Nicobar also. Just a few days ago, my government also laid the foundation stone of a grand memorial and museum dedicated to Netaji Subhas Chandra Bose on an island named after him in the Andaman and Nicobar Islands.

21 islands of Andaman and Nicobar have also been named after Param Vir Chakra awardees of the Indian Army.

On the one hand, the National War Memorial has become a symbol of national valour, while on the other, our Navy has also got the insignia given by Chhatrapati Veer Shivaji Maharaj.

On the one hand, while museums related to all tribal freedom fighters, including Bhagwan Birsa Munda, are being built, on the other hand, Dr. Babasaheb Ambedkar's *Panchteerth* have also been built. Similarly, the Prime Minister's Museum has also been built showcasing the contribution of every Prime Minister.

The Country has observed the first *'Veer Bal Diwas'* with pride and reverence. My government has also initiated the observance of *'Vibhajan Vibhishika Smriti Diwas'* in the Country to keep alive the agony of history and the learnings associated with them.

Honorable Members,

The Country has started reaping the fruits of success of the 'Make in India' and the *Atmanirbhar Bharat* campaigns. Today India's manufacturing capacity is increasing and manufacturing companies from all over the world are also coming to India.

Today we have initiated efforts for manufacturing of semiconductor chips and aeroplanes in India. It is the result of such efforts that the export of goods made in India is increasing

continuously. Until a few years ago, we used to import mobile phones in large numbers. Today India has become a major exporter of mobile phones to the world. The import of toys in the country has decreased by 70 percent, while their export has increased by more than 60 percent.

As a result of new initiative of my government, our defence exports have grown 6 times. I am proud that the first indigenous aircraft carrier INS Vikrant has also joined our forces. We are not only entering new sectors of manufacturing, but are also doing commendable work in our traditional sectors like Khadi and Village Industries. It is a matter of happiness for all of us that the turnover of the khadi and rural industries has crossed Rupees 1 lakh crore mark during the *Azadi ka Amrit Mahotsav*. Due to the efforts of my government, the sale of Khadi has also increased 4 times.

Honorable Members,

My government has constantly laid unprecedented emphasis on innovation and entrepreneurship. This is harnessing the strength of our country with the world's youngest population. Today our youth are demonstrating the power of their innovation to the world. In 2015, India was ranked 81st in the Global Innovation Index. Now it has reached the 40th position. Seven years earlier, there were only a few hundred registered start-ups in India, today this number is almost 90,000.

In today's era, it is very important for our forces to be enriched with youth power, to be proficient in warfare and to be equipped with the power of technology. Keeping these principles in mind, *Agniveer Yojana* has been launched. This will give maximum opportunity to the youth of the country to serve the nation through the armed forces.

My government is also connecting the power of the youth with the honour of the country through sports. Our sportspersons have proved that their talent is second to none by performing phenomenally in Commonwealth Games, Olympics and Para Games. Along with Khelo India Games and Khelo India Centers, TOPS scheme is being implemented to spot and nurture such sporting talents in every nook and corner of the country.

Our government is also fully sensitive to the welfare of the *Divyang*. One sign language and *Sugamya Bharat Abhiyan* in the Country have tremendously helped the *Divyang* youth.

Honorable Members,

Over the past decades, we have noticed two major challenges in building infrastructure in India. Firstly, large infrastructure projects could not be completed on time. Secondly, different departments and Governments worked according to their own convenience. This not only resulted in the misuse of Government resources and time overruns, but also caused

inconvenience to the common man. My government has taken concrete steps to deal with these challenges by formulating the PM *Gati-Shakti* National Master Plan. States and Union Territories have also shown enthusiasm regarding the PM *Gati-Shakti* National Master Plan. This will also expand multi-modal connectivity in the Country.

My government is striving to make India the most competitive logistics hub of the world.For this, the National Logistics Policy was launched in the Country last year. Implementation of this policy will result in reduction of logistics cost.

The speed and scale at which my government is working for the development of the Country is unprecedented and unparalleled.

- After the formation of my government, on an average, 11,000 houses were built every day for the poor in India, under the *Awas Yojana*.

- In the same period, an average of 2.5 lakh people got connected to broadband every day in India.

- More than 55,000 gas connections were given every day.

- Loans worth more than Rupees 700 crore were disbursed every day under the *Mudra Yojana*.

- In India, almost one medical college has come up every month in the last eight-nine years.

- During this period, two colleges have been established every day and a university established every week.

- Within just 2 years, India has administered more than 220 crore vaccine doses.

Talking about social infrastructure, while 145 medical colleges were opened in the Country between 2004 and 2014, more than 260 medical colleges have been opened during the tenure of my government from 2014 to 2022. The number of graduate and postgraduate seats for medical students has now doubled in the country as compared to earlier period. While there were about 725 universities in the country before 2014, more than 300 new universities have been set up in the last eight years. More than 5000 colleges have also been opened in the country during this period.

Similarly, new records have been made in the country in terms of physical infrastructure. About 3.81 lakh km of roads were built in the Country till 2013-14 under the *Pradhan Mantri Gram Sadak Yojana*. However, by 2021-22, this network of rural roads has increased to more than 7 lakh km. So far, more than 99 percent of the country's habitations have been connected by

road. Studies by many organizations, including the World Bank, indicate that rural roads have had a very positive impact on employment, agriculture, education and health in villages.

The National Highway network has grown by more than 55 percent during the last eight years. Soon, more than 550 districts of the country will be connected by highways under the *Bharatmala* project. The number of corridors which will give impetus to the economy is going to increase from 6 to 50.

Similarly, the Country's aviation sector is also growing rapidly. Upto 2014, the number of airports in the Country was 74, it has now increased to 147. Today India has become the third largest aviation market in the world. The *UDAN Yojana* has played an important role in this regard. Indian Railways is emerging as a modern institution and many inaccessible areas are being added to the rail map of the country. A modern and semi high-speed train has become part of the Indian Railways in the form of Vande Bharat Express. Inaccessible areas of Jammu &Kashmir and North East are also being connected by Railways. Major railway stations of the country are being modernized. Indian Railways is fast moving towards becoming the world's largest electric railway network. We are also rapidly expanding indigenous technology -- KAVACH -- to make Indian Railways safer.

Honorable Members,

India has also changed the perception, which considers progress and nature as contradictory. My government is focusing on green growth and is emphasizing on connecting the entire world with *Mission LiFE*. The government has increased the solar power capacity by almost 20 times in the last eight years. Today, India ranks fourth in the world in renewable energy capacity. The country has already achieved the target of making 40 percent of its electricity generation capacity from non-fossil fuel sources, nine years ahead of the target. This success is going to strengthen our resolve to be Net Zero by the year 2070. The country is also rapidly progressing towards the target of 20 percent ethanol blending in petrol.

The government has also approved Hydrogen Mission recently. This is going to attract investment worth lakhs of crores of rupees in India in the field of green energy. This will result in reducing our dependence on foreign countries for clean energy and also for energy security. Reducing pollution in our cities is also our top priority. Therefore, work is underway on a very large scale for electric mobility. Under the FAME scheme, more than 7,000 electric buses are being added to public transport by the Central Government in many cities of the country, including the capital city of Delhi. In the last eight years, metro network in the country has

increased more than 3 times. Today, metro projects are underway in 27 cities. Similarly, more than 100 new waterways are also being developed across the country. These new waterways will help transform the transport sector in the country.

Honorable Members,

Today's world is witnessing many challenges. The relevance and efficacy of international institutions created decades ago is also being questioned. Under these circumstances, India has emerged as a country that is connecting today's divided world in some form or the other. India is today among those countries that are reinforcing the trust in the global supply chain. Therefore, today, the world is looking towards India with high hopes.

This year, India has assumed the Presidency of an influential global group like G-20. With the mantra of One Earth, One Family, One Future, India is attempting to find collective solutions to the current global challenges in collaboration with the G-20 member countries. My government does not want to limit it to just one diplomatic programme. Rather, it is an opportunity to showcase India's potential and culture, through the efforts of the entire country. Therefore, G-20 meetings are being held in dozens of cities across the country throughout the year.

Honorable Members,

This is the best phase of India's global relations. We have strengthened our cooperation and friendship with various countries of the world. On the one hand, we are chairing the SCO this year, and on the other, being a member of the Quad, we are working for peace, stability and prosperity in the Indo-Pacific.

We have expanded our role keeping our national interest's paramount. Whether it was the earthquake in Afghanistan or the crisis in Sri Lanka, we were the first to provide humanitarian aid.

The goodwill that India has generated benefitted us during the crises in Afghanistan and Ukraine. We safely evacuated our distressed citizens from these countries. By helping the citizens of many other countries, India again displayed its humanitarian gesture to the world.

Honorable Members,

Today the world is also acknowledging India's tough stand on terrorism. Due to this, India's voice against terrorism is being heard seriously on every global platform. In October last year, a special meeting of the UNSC Counter-Terrorism Committee was organized for the first time in India. In this too, India made its position clear against terrorism. My government is also sincerely presenting the concerns related to cyber security before the whole world.

My government firmly believes that lasting peace is possible only when we are strong politically and strategically. Therefore, we are constantly laying emphasis on the modernization of our military strength.

Honorable Members,

India's eternal journey as the mother of democracy is filled with infinite pride. We have developed and enriched democracy in a humane way. Like its glorious past of thousands of years, India's humane civilization will continue its forward march in the coming centuries like an eternal flowing stream.

- India's democracy was prosperous, strong, and will continue to be stronger in the future.
- India's consciousness was immortal and it will continue to be immortal.
- India's knowledge, science and spirituality have been guiding the world for centuries and it will continue to guide the world in the same way in the coming centuries.
- The ideals and values of India have remained intact even in the dark period of slavery, and they will continue to remain intact.
- India's identity as a nation was immortal in the past, and will remain immortal in the future as well.

In this Parliament, which is the heart of our democracy, it should be our endeavor to set goals that seem difficult and achieve them. We should try to accomplish today what is to be done tomorrow. What others are still thinking of doing, we Indians should accomplish before them. Let's enrich our democracy by living up to the dictum of Veda which says –

"*samgacchadhvam samvadadhvaṃ sam vo manāmsi jānatām*".

That is, let us walk together step by step, understand each other's

mind and let there be a flow of unity in our resolutions.

Let us fulfill the oath of the Constitution by walking on our *Kartavya Path* in this *Mahayagna* of nation building.

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Thank you!

Jai Hind!

Jai Bharat!

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ADDRESSES DELIVERED BY THE SPEAKER, LOK SABHA, SHRI OM BIRLA AT THE EIGHTY-THIRD CONFERENCE OF PRESIDING OFFICERS OF LEGISLATIVE BODIES IN INDIA, HELD AT JAIPUR, RAJASTHAN FROM 11 TO 12 JANUARY 2023

The 83rd Conference of Presiding Officers of Legislative Bodies in India was held at Jaipur, Rajasthan from 11 to 12 January 2023. The Speaker, Lok Sabha and Chairman of the Conference, Shri Om Birla delivered the Inaugural and Valedictory Addresses on 11 and 12 January 2023, respectively.

We reproduce below the text of the Addresses delivered by the Speaker, Lok Sabha, Shri Om Birla.

Lok Sabha Speaker, Shri Om Birla addressing the Inaugural Session of the 83rd All India Presiding Officers' Conference in Jaipur on 11 January 2023.

I extend a warm welcome to all the Presiding Officers, Hon. Members of Lok Sabha, Members of Rajya Sabha, Ministers of the State Government, Members of Legislative Assemblies, former Members of Legislative Assemblies, former Members of Parliament, who have gathered here for the 83rd All India Presiding Officers' Conference (AIPOC) in the Capital of Rajasthan. Rajasthan is a land of spirituality, devotion, bravery and valor. All of you must have experienced the rich heritage and vibrant culture of Rajasthan and its warm hospitality reflected in the spirit of *'Padharo Mhare Desh'*.

On this occasion, I extend a special welcome to Hon. Vice President of India who made time in his busy schedule to attend this event and I seek his guidance in future. It is a matter of pride for us that the Vice President of India is also from Rajasthan and has also been a Member of this Legislative Assembly. I convey my sincere gratitude to the Hon. Chief Minister of

Rajasthan, Shri Ashok Gehlot ji and Hon. Speaker of Rajasthan Legislative Assembly, Dr. C.P. Joshi ji for the warm welcome extended to us and the excellent arrangements put in place for this All India Presiding Officers' Conference. I also welcome Shri Harivansh ji, Deputy Chairman of Rajya Sabha and senior journalist and senior leader of Rajasthan and the Leader of Opposition, Shri Gulab Chand Kataria ji.

Friends, it is with a heavy heart that I refer to the sad demise of some of our beloved colleagues since the last conference. Shri Dhanik Lal Mandal, former Speaker, Bihar Legislative Assembly; Thiru Serapatti R. Muthiah, former Speaker, Tamil Nadu Legislative Assembly; Shri E. Biramani Singh, former Speaker, Manipur Legislative Assembly; Shri Manoj Singh Mandavi, former Deputy Speaker, Chhattisgarh Legislative Assembly and Shri Keshari Nath Tripathi, former Speaker, Uttar Pradesh Legislative Assembly have left us for heavenly abode. May their souls rest in peace.

Friends, we have got this opportunity to meet in the capital of Rajasthan. Hon. Dr. C.P. Joshi ji expressed the concerns of the presiding officers and also expressed his views on how to strengthen India's democracy. I would like to recall our Shimla conference on this occasion. The Centenary Year Presiding Officers' Conference was held in Shimla in which we had discussed several issues. Comprehensive discussions were held here regarding the decisions taken in that Conference and the implementation and outcome of those decisions. Many of the decisions taken in that Conference have been successfully implemented resulting in changes in rules and procedures within our Parliament and Legislatures. At the same time, continuous efforts have been made to meet the expectations and aspirations of the public through this Conference. The All India Presiding Officers Conference brings together the presiding officers of the State Legislatures and Parliament and gives them a forum to discuss and interact with each other and share their experiences and innovative ways to ensure that our Legislatures continue to evolve and become more effective in the changing scenario. We are celebrating *Amrit Mahotsav* of Independence this year. In the last 75years our democracy has gone from strength to strength. Our Parliament and legislatures have become more effective and we need to continue with our efforts in this direction. As we know ours is the oldest democracy in the world. We have a rich legacy of democratic traditions and now when we are having G-20 conference we need to showcase the fact that the concept of democracy is integral to India, it is a way of life for us and we have brought about social and economic changes in the lives of the people through democracy. That is why the world's eyes are on us, the aspirational India of the 21st century. We

will have ample opportunity to effectively present all the changes made possible through democracy to the Parliaments of the World and also to the Governments of many countries of the world at the time of the G 20-Conference. We pride ourselves on being the Mother of Democracy and our rich democratic heritage as we trace its roots back to fourth century in our country. In this context it becomes our greater responsibility that our Parliament, our legislatures should be more effective, responsive and productive. Therefore, in the Presiding Officers' Conference, we have a greater responsibility to live up to the expectations and aspirations of the people. It is our bounden duty to find ways to eliminate deprivations and hardships plaguing the people through these democratic institutions.

This was the very intention of the framers of our Constitution too. It is our responsibility to make effective laws in the country following wide discussion on them and active participation of the public in the process of law making because the more active participation of the people in the making of the law, the more effective the law will be and effective laws can be the means of changing the lives of the people for the better. At present, there is another challenge before us. Hon. Speaker of the Legislative Assembly and Hon. Chief Minister have expressed their concerns in that context too. Even after 75 years of democracy, we have to lay emphasis on the fact that we need to maintain decorum and decency in the House. This subject came up when we completed 50 years of independence.

In the year 2001, a conference was held in which the Prime Minister of the country, Chief Ministers of all the states, the Speaker of the Legislative Assembly, the Chief Whip, the leaders of the Opposition, all said unanimously that if we want to strengthen democracy, we need to uphold decorum and dignity in the House, maintain the quality of discussions and debates that we have in the House and ensure that the people get to play an effective role in law making. Even today, it is a matter of concern and our public representatives will address this concern. Our public representatives will behave with maturity and maintain decorum and dignity, will discuss and debate with excellence, will comprehensively review and discuss laws while framing them. As the Speaker said, it is also a matter of concern for the country and especially for our democracy that less time is being devoted while framing legislations and laws are being passed in haste. That's why, in this journey of 75 years of democracy, let us improve the image of our legislatures, increase their productivity, restore their dignity and work to fulfill the role of an effective democracy by discussing in a disciplined and precise manner.

It is true that information technology is of great importance in the changing scenario. Due to the increasing importance of information technology, live telecast of proceedings of most of the legislative assemblies are being done. The people of the country watch the proceedings of the Legislative Assemblies, Lok Sabha and Rajya Sabha. It should have a good impact on their minds and thinking, it should have a good impact on their notions about our institutions and they should witness the dignity of legislative bodies, so that people's trust and faith in these democratic institutions increases. Our biggest responsibility is to increase public trust in democracy and its institutions. To achieve this goal, we continuously keep discussing. We have opened new centers of research and innovation in every legislative assembly and in Lok Sabha for the capacity building of our people's representatives. We provide them with old debates of legislative assemblies of various states, like Rajasthan and we also provide them with texts related to old discussions and debates that have taken place inside the country. All this is done to enable them to have a good discussion and dialogue.

In the previous Speakers' Conference, Honourable Prime Minister, Shri Narendra Modi had given a vision of 'One Nation - One Legislative Platform'. The Parliament of India and legislatures of States are working together in this direction. In future, the whole country will be able to see the proceedings of Parliament of the country including Lok Sabha and Rajya Sabha and also the proceedings of the Legislative Assemblies of all the states on a single platform. People will be able to see their old debates, discussions and deliberations that took place while making laws. When there will be a single platform of all the legislative bodies together in the whole country, then definitely more information will be available for discussions and deliberations. Presiding Officers are making continuous efforts in this direction also. Be it Rajasthan, Madhya Pradesh or Uttar Pradesh, all the legislative assemblies have digitized their debates. I hope that in the year 2023, the platform of digital parliament will also be dedicated to the people of the country.

Friends, as everyone expressed concern that the Speakers of Parliament and State Legislatures always respect the Judiciary, they respect their rights and their freedom, along with this, we also believe that the Judiciary should also maintain the dignity of the Constitution. The Judiciary is expected to use the constitutional mandate given to them, but at the same time, they should also cooperate in upholding the principles of separation and balance of powers. This is what our Presiding Officers expect. That's why, we have to work to win the trust and confidence

of the public by utilizing the powers and jurisdiction given by the Constitution to the Legislature, Executive and Judiciary.

Friends, our country is continuously moving forward. Along with this, we are also continuously making efforts within our legislative institutions to maintain the people's trust and faith in us. These Presiding Officers' Conferences and the discussions that take place in these conferences provide long term direction for the purpose. I hope that the decisions that will be taken in this Conference here in the capital of Rajasthan will show us the way forward. HonourableBhairon Singh Shekhawat ji who served as the Vice President, belonged to Rajasthan. And, there were many other senior leaders from Rajasthan who had a long experience. Many decisions of Rajasthan have guided not only the whole country, but also the whole world. That's why, I am saying that we will move forward with the new views and new ideas that will be presented by our Presiding Officers during the discussions to be held here during the next two days. The points which we have discussed and the subjects which we have deliberated upon will surely give the best results.

I hope that we will live up to the expectations of the people and will be able to effectively fulfill the mandate of strengthening the democracy given to us by the people. I once again thank all the Presiding Officers who have come here. I hope that with your meaningful discussions, we will definitely be able to give a better result to the people of the country.

Thank you.

Valedictory Address

Lok Sabha Speaker, Shri Om Birla addressing at the Valedictory Session of the 83rd All India Presiding Officers' Conference at Jaipur on 12 January 2023.

The 83rd conference of the Presiding Officers comes to an end today. It is my pleasure to have the gracious presence of the Hon'ble Governor of Rajasthan, Shri Kalraj Mishra ji; Hon'ble Chief Minister of Rajasthan, Shri Ashok Gehlot ji; Hon'ble Deputy Chairman of Rajya Sabha, Shri Harivansh ji; Hon'ble Speaker of Legislative Assembly of Rajasthan, Dr. C.P. Joshi sahib; Hon'ble Leader of Opposition in Rajasthan, Shri Gulab Kataria ji; the Hon'ble Presiding Officers from all over the country, Hon'ble Ministers, Hon'ble Members of Parliament, Hon'ble Members of Legislative Assemblies and the Hon'ble former Members of Legislative Assemblies in this concluding session. The 83rd conference concluded with a new energy, new resolutions and new decisions in the capital of Rajasthan today.

We held discussions and debates on various topics, exchanged views and also shared the best innovative practices being observed in various Legislative Assemblies so as to inspire other Legislative Assemblies also to follow these innovations. Discussions about G-20 were also held in the conference. India is privileged to hold the presidency of the G-20. With the Chairmanship of G-20, the Hon'ble Prime Minister Narendra Modi ji has added a new dimension.

Our culture and our ethos are enshrined in the philosophy of '*Vasudhaiva Kutumbakam*'. So, we consider not only our country but the entire world as a family. We should make collective efforts to bring peace, stability and prosperity in the entire world. Apart from this, India has been

the mother of democracy and we have been working for the development and welfare of all through democratic means since ancient times. Today, we are celebrating the *Amrit Mahotsva*, on the occasion of the 75th year of independence. With the social and economic development achieved during our 75 years of democratic journey, a new India is rising in the world. This is the result efforts of all those leaders and the democratic institutions who have worked to ensure that the voice of the last man of the country reaches the governments from time to time through their elected representatives who take part in the debates and discussions, and who show their agreements and dissents in the House and the Governments come up with the welfare schemes accordingly.

The Hon'ble Chief Minister was speaking about some welfare schemes. All the States in the country formulate welfare schemes for their people. Similarly, the Hon'ble Prime Minister also formulates welfare schemes for the country. We should share the details of the good welfare schemes with each other. The schemes are formulated keeping in view the geographical, economic and social conditions of a particular State. Our endeavours have been that the subjects that come up for discussion before the Houses should be discussed and debated at length, and representatives could voice the opinions of the people so that accountability may be fixed in every welfare scheme, transparency and people's participation are ensured and the executive may be kept under check. These have been the special features of our democratic institutions.

I would hope that our democratic institutions are working with these objectives. But, on this occasion of G-20, we have to hold consultations again. During the conference of the Presiding Officers, we discussed the way to make our democratic institutions as ideal institutions because we claim to be the 'Mother of Democracy'. Until democracy in India is strengthened and empowered; until our social and economic welfare measures reach the last person in society through these democratic institutions, we have to revisit again and again. That is why we came to Jaipur and held discussions to reach a definite decision and to ensure that our institutions continue to be ideal institutions. The world should take guidance and inspiration from our institutions. The people of democratic countries of the word should come to India to see our democratic institutions, their debates and discussions; their views and their systems and innovations. With this end in mind, all the Hon'ble Presiding Officers presented their suggestions on a wide range of topics.

I hope that all the political parties will cooperate with us on the suggestions received, the decisions taken so that these democratic institutions may be more empowered, strengthened and

accountable, and we can monitor the executive and can give more transparent administration. The more we discuss and debate, the more transparent and accountable administration we will have. That is why, we have received some suggestions on how the representatives we elect should behave and conduct. We have held high standards of norms and traditions and these should be observed. There should be debate, discussion in these democratic institutions but no disturbance.

Irrespective of the Government of any party in the States or in the Country, we, all the legislative bodies, have common concerns, about seeking forced adjournments of the House in a pre-planned way, coming into the well and causing disturbance. All these things do not go well for democracy in the country. So, we have passed a resolution that all the democratic institutes will legislate best laws in their domain. Every legislative assembly has the autonomy to make their own rules and regulations for conduct of business. But, if we want to set up a landmark, to determine a direction to which India's democracy may move in the coming 100 years, every legislative body needs to review its rules, procedures and practices, that's why we have passed the resolutions. Notwithstanding autonomy, we will endeavour to bring uniformity in the rules of practice and procedure in force in the states as well as in the Central Legislatures, particularly to maintain decency, dignity and restraint and to have good and structured debates and discussions while enacting laws. The Presiding Officers of the Legislative bodies have shared concerns that the Government introduces bills at a short notice of a day or even an hour.

We think that adequate time should be given before making a law. Laws are being made for the welfare of the people of the country and when a law is being made for the people of the country, the public representatives should hold talks with the public. The better the discussion or the debate on that law, the better the law will be. The public will be benefited more. Every government makes laws for the welfare of the people so that the maximum number of people may get benefited and may enjoy their rights fully. But, less debate and discussion on law is a matter of concern for all of us. Therefore, I hope that all political parties will cooperate in this regard.

Our Hon'ble Speakers have expressed their concern about the decreasing number of business days in the Legislatures. Along with this, discussions are held in our parliamentary committees keeping aside the ideologies of their political parties. They give better reports. Several Hon. Speakers said that there should be discussions or debates on this. Dr. C.P. Joshi talked about the financial autonomy which is a landmark. He also said that if he initiates a series

of discussions on those parliamentary committees, perhaps, it will give it a new direction. When discussions or debates are held on a report, accountability will be fixed and will bring transparency in governance and set the accountability of the executive, which will further strengthen democracy.

The active participation of the people in democracy in all the State Legislative Assemblies of their respective States should increase and people's faith and trust in democratic institutions should also increase, and the citizens of the country should believe that only through these democratic institutions, their rights could be achieved, and their socio-economic welfare would also be ensured. The more people's participation in discussions or debates, the more people's faith in these institutions and the stronger democracy will be. There should be active participation in democracy. All the Legislative Assemblies in their respective States should launch campaigns. Shri C.P. Joshi said that democratic education is needed and for this, a campaign should be launched among youths and women. Active participation should be there in these institutions to get inputs and to receive suggestions from the public representatives while formulating law. All these points were discussed.

In particular, I thank the Hon. Vice President who has come here and discussed supremacy of the Legislature. He said that it is our right to make laws and the judiciary should stay within its limits. He discussed all these things. We have passed a resolution that everyone should maintain their jurisdiction and limits so that all institutions could function better with the rights bestowed upon them.

I once again take this opportunity to thank the Hon'ble Speakers of all the Legislatures and particularly the Chief Minister of the State who participated in this conference on both days, Shri Gulab Chand Kataria ji, Harivansh ji, Members of Legislative Assemblies and Members of Parliament, of all political parties, who were present here for two consecutive days and listened to the discussions and debates. I would like to thank the Speaker of the Legislative Assembly, Dr. C.P. Joshi for making the best arrangements for the best form of governance, *i.e.* democracy. I would also like to thank him for expressing his thoughts in a lucid manner and for giving a good direction to this discussion. I thank all the officers of the Lok Sabha, the Rajya Sabha, Secretary Generals, all the employees of the Rajasthan Legislative Assembly and all the agencies of the State Government. I hope that the excellent arrangements made by Hon'ble C.P. Joshi ji in my State, would definitely help all the Speakers of the Legislative Assemblies carry fond memories and fresh resolutions from here. In the coming times, democracy has to be further

strengthened in this country. India is the mother of democracy in the world and it is only through the democratic institutions in India that we can become the world's leading country and the leading states by making socio-economic changes. We have to move forward with this resolution. Once again, I thank all of you. I again thank Hon'ble Governor for coming here.

ADDRESSES DELIVERED BY THE SPEAKER, LOK SABHA, SHRI OM BIRLA AT THE COMMONWEALTH PARLIAMENTARY ASSOCIATION 19TH ANNUAL ZONE–III CONFERENCE (INDIA REGION) HELD AT GANGTOK, SIKKIM FROM 23 TO 24 FEBRUARY 2023

The Commonwealth Parliamentary Association 19th Annual Zone–III Conference (India Region) was held at Gangtok, Sikkim from 23 to 24 February 2023. The Speaker, Lok Sabha, Shri Om Birla delivered the Inaugural and Valedictory Addresses on 23 and 24 February 2023, respectively.

We reproduce below the text of the Addresses delivered by the Speaker, Lok Sabha, Shri Om Birla at the Conference.

Inaugural Address

Lok Sabha Speaker, Shri Om Birla, addressing at the Inaugural Session of the 19th Annual Zone III Conference of CPA India Region at Gangtok, Sikkim on 23 February 2023.

At the outset, I welcome the Hon'ble Deputy Chairman, Rajya Sabha and senior journalist Dr. Harivansh Ji; Hon'ble Chief Minister of Arunachal Pradesh, Shri Prem Singh Tamang ji; Hon'ble Speaker of Legislative Assembly of Arunachal Pradesh and Chairman, CPA India Region Zone-III, Shri Pasang Sona ji; Hon'ble Speaker of Sikkim Legislative Assembly, Shri Arun Kr. Upretiji; Hon'ble Speakers and Deputy Speakers of State Legislatures; Hon'ble Members of Lok Sabha and Rajya Sabha, Hon'ble Ministers of Government of Sikkim, Hon'ble Members of State Legislatures in North-Eastern States; All Officers and Staff of Rajya Sabha,

Lok Sabha, and Legislative Assembly at the 19th Annual Conference of CPA India Region Zone–III.

First of all, I would like to thank the Chairperson of CPA Region-III for organizing the conference of the CPA Region every year covering various issues and topics. I congratulate and convey my best wishes to the present Chairman Sona ji who is committed to strengthening the democratic institutions. He is very active in holding deliberations on various issues before the Northeast region and the country as well and finding ways to address them.

Mother Nature has bestowed upon this State bounties in the form of beautiful landscapes, rivers, lakes, and waterfalls and the highest peak in the country is situated here. As the state has tremendous natural beauty, likewise people here are also very kind-hearted and welcoming. This is a State that can realize the dreams of India. This State has made specific progress in the fields of organic farming, environment, and so on. Our State legislatures constantly deliberate on these focus areas to make India the best on all global parameters. I would like to congratulate the Chief Minister of Sikkim for his tireless efforts and dedication towards bio-conservation, organic farming, and environmental conservation. These are the major concerns in today's world. The CPA India Region Zone-III is a platform to discuss various topics to strengthen the democratic set up in the country through democratic institutions. These institutions must be accountable to the people. Let us bring about transparency in governance and administration. The outcome of discussions and dialogue and the decisions arrived at must lead to the socio-economic welfare of the entire region. Prime Minister Narendra Modi ji has envisioned a comprehensive action plan and created a new ministry for the development of the North-Eastern Region to resolve the problems of the region in a time bound manner, be it infrastructure or social development. Shri Narendra Modi ji initiated efforts with the vision to strengthen economy and increase income of the people living here and now the results are clearly visible. Be it road, rail, or air connectivity, Sikkim has set up new milestones, especially in the field of infrastructure. The purpose of holding discussions-deliberations and framing legislations in our legislatures is to bring about socio-economic change in the lives of our people and simultaneously bring our nation among top ranking countries in the world. India is the 'Mother of democracy'. Ours is the largest democracy with a diverse culture. This is our strength. Therefore, in our journey of 75 years of democracy, we have ushered in a new era of socio-economic change in the country by enacting laws following comprehensive discussions and deliberations. This *Amrit Mahotsava* is a commitment

for all of us to bring about socio-economic development and also an allegiance to make our democracy stronger and more accountable.

I am very happy that our north-eastern legislatures hold extensive debates and deliberations and laws are enacted with active participation and minimal deadlocks. Some of our legislatures have never witnessed a deadlock. This is a good convention. We must uphold the dignity of the House and implement good practices. We regularly hold intensive deliberations on these issues in the All India Presiding Officers' Conferences (AIPOC).

CPA is also a similar platform to discuss some burning issues. What should be the role of legislatures and public representatives to address those issues? Wherever it is indispensable to enact laws, the government should initiate a process to enact a law. The suggestions are made and deliberations are held in legislatures to address these important issues.

Similarly, we have some important issues in the CPA India Region to discuss which include – *Making Parliament and Legislative Assembly more accessible to the public*; *Drug abuse and way forward;* and *Cyber Bullying*. We will be discussing these issues for two days to draw the attention of our countrymen and legislatures and government may initiate action to enact laws, if required.

Undoubtedly, drug abuse is a matter of serious concern for our country and people. Therefore, a discussion on this issue was held in our Parliament for two consecutive days, on 20th and 21st of December 2022. More than 53 hon. Members across the board shared their views on this issue. The issue was discussed in great detail and many constructive suggestions were given by the Members. Our government is also working with full commitment in collaboration with all the state governments on this issue. The Minister of Home Affairs (MHA), in his reply regarding the topics under discussion said that the Centre and the State governments are working together to make India drug-free. All State governments, the people and especially our public representatives will have to play their part to make this happen. Today, we will have a discussion on how to enable members of State legislatures to discuss such important issues so that legislations in this regard can be formulated in states that require such legislations. A conference of the elected representatives of all the democratic institutions in the States should be held. Democratic institutions should involve our young students in these discussions. Our future generation is our strength. Our empowered youth with their innovative thinking, research and innate ability have become flag-bearers for the world. Our youth is our greatest strength. The

foremost responsibility of our democratic institutions is to nurture our youth and guide them in the right direction. Speakers and members of the Legislatures of the North-Eastern States are also present here. I urge all of you to discuss formulation of a comprehensive action plan on this issue. Just as Sikkim has worked towards transforming itself into an organic state in the year 2016, similarly we all have to work towards making our respective states drug-free, so that the goal of making our country drug-free can be achieved. We should make a collective resolve to rid our country of the menace of drugs.

At the same time, active participation of people in democratic process is very important. Legislatures should be made accessible to the people and there should be open dialogue between the legislatures and the people. This is necessary because even after 75 years of independence the discussions that are required before formulation of laws in the State legislatures and the Parliament are increasingly becoming inadequate. Therefore, we must ensure active participation of the public while making laws. The people should offer their suggestions to the public representatives who should discuss these suggestions in the Parliament and the State legislatures. It is only through greater participation of public representatives in democratic institutions that we will be able to raise issues regarding the expectations of the people, their problems and difficulties in the House. This is the best way to resolve the problems of the people. Therefore, active participation of our youth in our democratic institutions should be ensured by use of all available means, be it technology, IT mechanism, organizing youth parliaments and debates in schools and colleges.

I believe that with higher participation of the people, our democracy will be strengthened, public representatives will become accountable, there will be transparency in governance and the accountability of the executive will be ensured. If public inputs are also included in the policies, programmes and schemes will prove to be more beneficial and we will be able to ascertain the extent to which the public has been benefited through these programmes. Higher participation of people will ensure the quality of debate and discussions in our State legislatures and the Parliament which in turn will help in fulfilling the aspirations and expectations of the people and resolving their problems.

The third issue is a matter of concern for all of us. The Deputy Speaker has expressed his views in this regard very clearly. He said that IT is a mixed bag- there are as many advantages as there are disadvantages. The wrong use of IT becomes a menace for the country as a whole. Hence, although the use of IT is essential in our daily lives and for ensuring transparency in

governance, at the same time the onus for cautioning the public about the darker aspect of IT lies upon the legislatures and public representatives.

Therefore, we should also have comprehensive discussion and dialogue on cyber bullying which is a very important subject. Greater participation of the people in our democratic institutions will improve governance and ensure transparency in the system. We have to make our young generation aware and guide them on the subject of cyber bullying so that information technology is used constructively and it is not misused. We have to take specific steps to ensure this.

Our only goal should be to make India a developed nation by 2047. Our hon. Prime Minister has called upon the 140 crore citizens of the country to work together to make India a prosperous, empowered and developed nation. We have to work with everyone's cooperation. We have to bring our backward States into the mainstream and bring them at par with other States. Our aspirational districts will also have to be brought at par with developed districts. We have to make collective efforts to improve the quality of life of the last person in the line. By doing so, we will be able to make India a prosperous and developed nation. The legislatures and legislators have a very crucial role in this regard.

I believe that the G-20 and subsequently the P-20 will enable us to bring about social and economic transformation through our democratic institutions. Democracy is a way of life for us and the world also believes that democracy is the best form of governance. As Shri Prem Singh ji mentioned, roots of democracy can be traced back to ancient India. Our ancient democratic systems were based on Sabha-Samiti system which worked on the same lines as our present system and held discussions and deliberations to formulate rules and procedures to guide the people. I hope that the G-20 and P-20 will prove to be a milestone for us. We will become a beacon for the world by showcasing our best democratic traditions and the social and economic transformation made possible thereby. I am hopeful that this two-day conference of the North-Eastern States will prove to be a landmark conference and the decisions reached after the thematic discussions held here will not only lead to social and economic upliftment of the people but also help us in curbing and eliminating social evils that are on the rise. I hope we will receive effective suggestions on the issue of increasing participation in democracy. A detailed report of the discussions on the three subjects will be prepared and decisions will be taken on the basis of consensus. All the State Legislatures and CPA India region will hold a meeting to discuss these decisions and other issues of CPA Zones. We will discuss how we can resolve these issues. We

will formulate a comprehensive action plan to be implemented through the democratic institutions of the country, through the people's representatives. We will give exhaustive suggestions to the Union Government and the State Governments to enable them to make policies, plans and laws with a view to effecting social change.

Thank you.

I once again thank Shri Arun Kumar Upreti, Hon'ble Speaker of the Sikkim Legislative Assembly. I thank the Chief Minister of Sikkim for extending warm welcome to the representatives of the CPA Zone.

Valedictory Address

Lok Sabha Speaker Shri Om Birla, addressing at the Valedictory Session of the 19th Annual Zone III Conference of CPA India Region at Gangtok, Sikkim on 24 February 2023.

Hon'ble Governor of Sikkim, Shri Lakshman Prasad Acharya ji; Hon'ble Chief Minister of Sikkim, Shri Prem Singh Tamang ji; Hon'ble Deputy Chairman, Rajya Sabha, Shri Harivansh ji; Chairman, CPA India Region Zone-III, Shri Pasang D. Sona ji; Hon'ble Speaker of Sikkim Vidhan Sabha, Sh. Arun Kumar Upreti ji; Hon'ble Member of Lok Sabha from Darjeeling Parliamentary Constituency, Shri Raju Bista ji; Hon'ble Member of Lok Sabha from Sikkim Parliamentary Constituency, Shri Indra Hang Subba ji; Members of State Cabinet; Hon. Speakers and Deputy Speakers of State Legislatures; Hon. Member of Opposition, Shri D.R. Thapa ji; Hon'ble legislators of State Legislatures and Ladies and Gentlemen, I extend my heartfelt gratitude to all of you present at Valedictory session at the 19th Annual Conference of CPA India Region Zone – III for gracing the occasion. As has been mentioned earlier, extensive deliberations and discussions were held on various issues during this two-day conference.

Extensive deliberations were held on these three topics and all the distinguished delegates shared their respective views and arrived at a conclusion that is to be adopted by other States as well. It is a matter of immense pleasure to have Hon'ble Governor of Sikkim with us who has assumed the office few days back. He has dedicated his life to the service of downtrodden and deprived sections of the society. He interacted with them to ensure their upliftment. In order to transform the lives of people living in remote areas, he visited such places of the State soon after

assuming the office of governor. He introduced people to the natural beauty and rich bio diversity of the State. Sikkim is first State of the country to introduce organic farming. The second highest peak of Himalaya, Kanchenjunga lies in this State which is bestowed with beautiful rivers and waterfalls. This region has immense potential in the field of ayurveda, handicrafts, processing of agricultural products and specifically the potential of its young workforce will pave the path of development of this region. Owing to their natural beauty, North-eastern States have always been held in high regard and their journey of development is worth remarkable. Under the leadership of Hon. Prime Minister, Shri Narendra Modi ji and the Chief Ministers of respective States, North-eastern States are treadingthe path of development and prosperity. Keeping in mind the infrastructural development taking place in this region with better road, rail and air connectivity and optimum utilization of natural resources, we will achieve new milestones in attaining socio-economic transformation of the society while keeping intact the cultural vibrancy of the State. As has been mentioned by Harivansh ji, we have deliberated on various issues which are of grave concern not only for the North-eastern States but also for the entire nation. In order to transform India into a developed nation and to ensure socio-economic transformation of the country we need to resolve to eliminate certain social evils. We need to safeguard our youth and put their potential, research and innovative instincts to optimum use. Consumption of drugs is matter of grave concern for not only the entire nation but for the entire world. The theme of our G-20 is *Vasudhaiv Kutumbkam* – One earth, one family, one future. That is why meaningful discussions were held in the various legislatures of mother of democracy *i.e.* India. A detailed and in-depth discussion on this topic was held at the Parliament. Hon. Home Minister has informed that all the States have prepared an action-plan in this regard. In the coming years, effective measures will be taken to check the supply of drugs from the neighboring countries. We resolve to work towards ensuring a drug free India and to formulate new laws to check the supply of drugs from the neighboring countries, if required. All State Governments and the Central Government will work with a collective spirit to end the increasing problem of drug abuse in the nation under a concrete action plan. It is the responsibility of legislatures and public representatives to conduct a comprehensive public awareness campaign across the country with help of various democratic institutions such as panchayat, municipal corporation in their respective States to educate the youth and to create awareness among the people in this direction. On the basis of the conclusion of such discussions the presiding officers will conduct a massive campaign to provide right direction to the youth and to work towards a drug free India.

Another important aspect is to ensure the active participation of youth in the democratic functioning of the nation. It is crucial for them to be aware of our rich cultural heritage, history, democratic set up, leaders who dedicated their lives for the freedom struggle and their role in shaping the nation. Parliament of India has started a programme in this regard. It is an effective medium in spreading greater knowledge and awareness about the lives and contributions of these towering national icons among the youth of the country wherein young participants from all over the country discuss about the contribution of our national leaders and remember the inspiring ideals and anecdotes from the life of our National Leaders.

Every youth of the country should know the heritage and culture of their country, whether they belong to the states of Sikkim, Arunachal Pradesh, Mizoram, Nagaland, Guwahati, Tripura or any other remote area of the country. For this we have launched a program.

We should play and run similar programmes in the State Legislative Assemblies. During the Conference of Presiding Officers in Gujarat, the Hon'ble Prime Minister had said that the youth of the country should join 'Know Your Constitution' program to have a deep knowledge of their constitution. Only after gaining an in-depth knowledge of Constitution, our youth will understand and appreciate that how the Constitution makers like - Dr. Rajendra Prasad, Baba Saheb Bhimrao Ambedkar had drafted the Constitution after a long discussion and dialogue. The Constitution has given fundamental rights to us, but simultaneously fundamental duties have also been defined clearly. Now after 75 years of independence, we must understand our responsibilities and duties. The youth should be sensitized about their duties. The knowledge of the Constitution will automatically sensitise them in this regard. It necessitates the constant dialogue and discussions with youth on important topics like politics and active participation in a democracy.

With the help of information technology, we have tried to bring the legislative institution of the entire country on a single platform. In our Parliament, we are working on an ambitious *Digital Sansad Project* to provide information regarding proceedings of State Legislatures, debates and discussions of Parliament of India before and after independence and discussions during formulation of laws, on one platform. The very objective of this project is to bring the functioning of our institution of Parliament closer to the youth so that they can understand that how these democratic institutions have played an important role in bringing social and economic changes in India.

The third subject is *Cyber-Bullying* or Cyber Crime, which is a matter of concern for all of us, especially for the youth. The extensive use of technology will also attract noxiousness caused by the technology. Technology should be used appropriately for welfare and development of the society and the country. It should be used to promote good education and innovation. We need to make aware our youth to check online bullying associated with cyber-crime. The other important subjects were also discussed. I am happy to learn that discussion and dialogue in Legislatures of the eastern States takes place without any deadlock. There are many Assemblies, where there has never been a deadlock. As we are in 21st century, all parties whether it is ruling or the opposition, difference of opinion among them is the hallmark of our democracy, but deadlock is not appropriate for the democratic set up of the country. When we talk about Mother of Democracy and the Oldest Democracy, we also have to understand that difference of opinion existed in that era too.

There may be difference of opinion while formulating policies or laws, but now it is essential for the institutions, whether it is Municipalities, Panchayati Raj Institute or democratic institutions to become the centre of positive discussion and dialogues and bring socio-economic changes in the society. We have to ponder over this issue collectively and positively. I hope we will able to achieve the goal. We have been discussing this issue constantly during the Conference of Presiding Officers. All the Presiding Officers unanimously agreed that deadlock is not good. Even earlier I said that it is not a good practice for democracy to have deadlocks during their speeches, whether it is His Excellency President or Hon'ble Governor. We should establish good practices and traditions. The floor of these institutions should be utilized for positive discussions and dialogues and to promote the development of the country.

I hope that we will promote the issues discussed during these two days' annual conference, and all the State legislatures and the democratic institutions of the States will work on these issues and bring about a positive change in the society. The dream of a developed India will be realized through these democratic institutions. Public representatives have an important role to empower and strengthen the democracy of India through their conduct and functioning. For this, we need to work in the right direction.

I once again thank the speaker, Shri Arun Kumar Upreti ji. I also thank the Chief Minister of the State for organizing this conference successfully. I would like to thank the Government, officers and staff of Legislature and the entire team members for their hospitality and for holding

this conference in a cordial manner. I specially welcome and congratulate the Governor of Sikkim, Shri Laxman Prasad Acharya ji, for visiting this Legislative Assembly for the first time.

Thank you.

CATALYSING TRANSFORMATION IN EDUCATIONAL SYSTEM OF INDIA: AN OVERVIEW
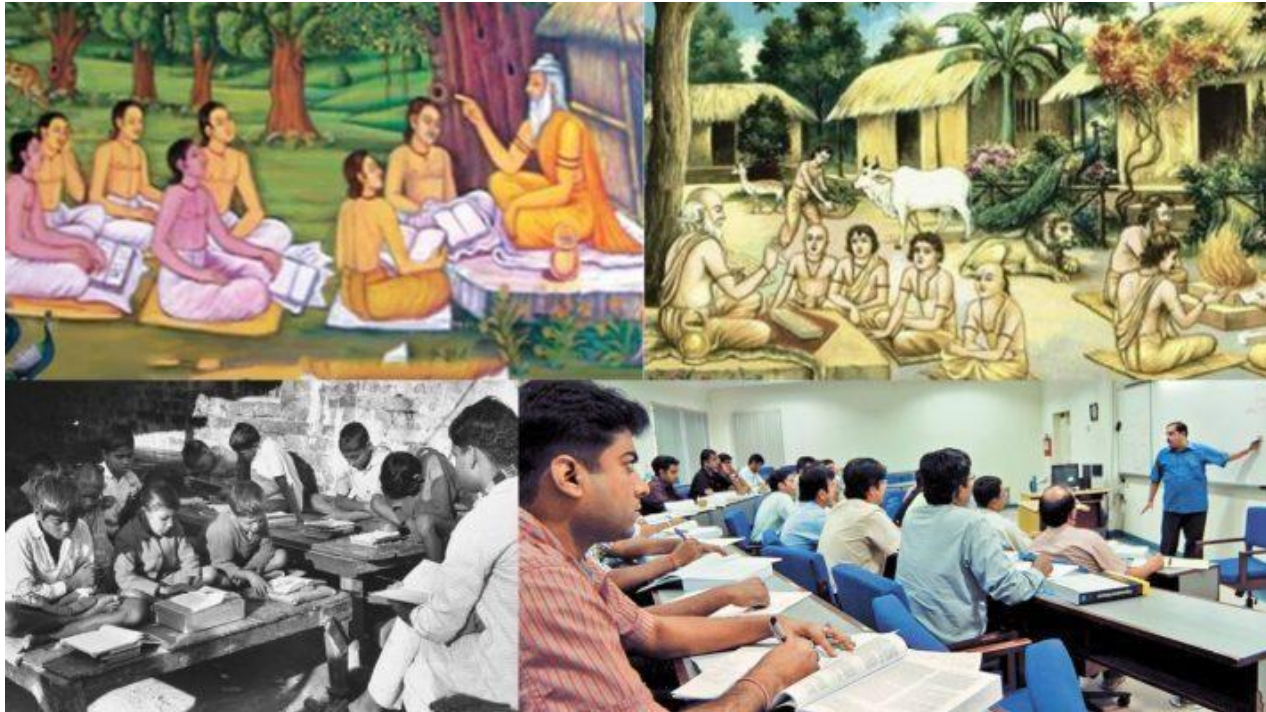
Volume I

**LOK SABHA RESEARCH AND INFORMATION DIVISION
RESEARCH ASSOCIATE PROGRAMME (LSRID-RAP)
LOK SABHA SECRETARIAT
PARLIAMENT OF INDIA
NEW DELHI**

(January 2023)

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*Note: The views expressed by the authors are strictly personal and do not reflect any view of the
Government of India or the Lok Sabha Secretariat.*

Executive Summary

- The system of education has continuously undergone changes throughout history, adapting to the influence of different rulers and religious beliefs that emerged in various eras.

- This volume is a step towards presenting a comprehensive overview of the Indian educational system and the transformation it has gone through since the ancient period.

- During the process of drafting The Constitution of India, the significance of education was recognised by the Constituent Assembly and therefore it included Directive Principle of State Policy. Subsequently, through the 86th Constitutional Amendment Act of 2002, the Right to Education was established as a Fundamental Right.

- After Independence, the Committees and Commissions were formed to revisit the status of education and for suggesting reforms in our country. The first Commission was the University Education Commission, 1948 of the Independent India.

- In order to facilitate the development of a comprehensive National System of Education, the Kothari Commission was established. The National Educational Policy of 1968 was subsequently formulated based on the recommendations put forth by this Commission.

- The policy of 1968 was revisited again in 1979 and thereafter National Policy on Education was initiated in 1986 by the Government of India.

- To evaluate the effectiveness of the National Policy on Education and provide suggestions for improvement, the National Programme of Action was implemented in 1992. Its purpose was to reassess the influence of the education policy provisions and offer recommendations accordingly.

- Several significant initiatives, such as the Sarva Shiksha Abhiyan, Mid Day Meal scheme, and various Scholarship schemes, were introduced with the objective of establishing an exemplary education system.

- The implementation of the Right of Children to Free and Compulsory Education Act in 2009 underscored the significance of providing free and mandatory education to children between the ages of 6 and 14.

- After a span of 34 years, the National Education Policy was introduced in July 2020, presenting a set of recommendations and principles that placed significant emphasis on fostering the creative potential of every individual.

Table of Contents

1. Introduction

"The true friend of education is an enfranchised human being, a being who is free from all prejudices and presuppositions and looks upon all as kith and kin."

(An excerpt from the speech titled "Education is a Second Birth"[1] delivered by ***Dr Sarvepalli Radhakrishnan*** at the opening of the Library Building, Mysore University on 7 December 1965)

Education plays a fundamental role in unlocking the full potential of individuals, fostering a fair and just society, and driving national development. The key to India's continued progress and global leadership in areas such as social justice, economic growth, scientific advancements, equality, and cultural preservation lies in providing universal access to education. The roots of education in the Indian subcontinent can be traced back to the teaching of traditional subjects like Indian mathematics, religion, and logic at ancient centers of learning such as Takshila and Nalanda[2], influenced by Hinduism and Buddhism. Over time, the education system has continuously evolved, adapting to the introduction of various rulers and religions throughout different eras. Islamic education became integrated into the system during the Islamic reign, incorporating their language and practices, while the introduction of western education was given to colonial India with the arrival of Europeans. The series of changes that occurred before and after independence laid the groundwork for the current educational system in India. [3]

India currently holds the distinction of having the largest young population in the world, and the our nation's future heavily relies on our ability to provide them with high-quality education. As per the Census data of 2011[4], India boasts a dense population of approximately 1.21 billion, making it a reservoir of talent. To transform this population from a challenge to an opportunity, the education and training sector demands immediate attention. It is concerning that 27% of the Indian population still lacks literacy skills[5], and out of the estimated child population between the ages of 3 and 17, which amounts to roughly 370.4 million, only 265.2 million children are enrolled in schools. India's

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[1] Radhakrishnan, "Education Is a Second Birth (Speech on Opening the Library Building of Mysore University)."
[2] Mumbai University, "History of Education."
[3] Sanyal, *The Ocean of Churn*.
[4] Office of the Registrar General & Census Commissioner, "Indian Census of 2011."
[5] Office of the Registrar General & Census Commissioner.

1

Gross Enrolment Ratio (GER) currently stands at 89.27 percent. [6]

Over the course of 75 years since gaining independence, India has achieved remarkable progress in the field of education. In 1947, the state of education was vastly different compared to the present, as the effects of several centuries of decline had deeply impacted India's social and economic conditions. However, with the establishment of numerous colleges and educational institutions, India has made significant advancements, particularly in literacy rates. One of the most transformative changes has been the shift in mindset, fostering a greater openness to innovation and risk-taking. [7] In 2001, the literacy rate stood at 64.8 percent, which rose to 74 percent by 2011, [8] marking an increase of 18.33 percent since 1951[9].

The global education development agenda, represented by **"Sustainable Development Goal 4"** (SDG 4)[10] within the 2030 Agenda for Sustainable Development, was embraced by India in 2015. This goal aims to "ensure inclusive and equitable access to quality education and promote lifelong learning opportunities for all individuals by the year 2030". [11] Achieving such an ambitious objective necessitated a comprehensive reconfiguration of the entire education system to enhance support and foster effective learning. By aligning with SDG 4, India seeks to contribute to the accomplishment of all critical targets and goals outlined in the broader "**2030 Agenda for Sustainable Development**".

Importance of Education

Throughout history, the significance of education has been consistently demonstrated across various domains, ranging from essential survival skills to nation-building efforts and advancements in the economic sector. Education has played a crucial role in enhancing the quality of life, subjective well-being, and even contributing to advanced medical practices that have extended life expectancy. Since the earliest times, humans have imparted education in diverse forms, driven by different motivations. Initially, education may have been pursued for leisure or to acquire knowledge about the ways of life, understand different cultures, comprehend our needs, secure livelihoods, and much more.

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[6] Department of School Education and Literacy, "Report on: Unified District Information System for Education Plus (UDISE+) 2021-22."

[7] Sanyal, *The Indian Rennaissance*.

[8] Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance."

[9] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)."

[10] United Nations, "Review of SDG Implementation and Interrelations among Goals: Discussion on SDG 4 – Quality Education."

[11] Pandey, "Achieving SDG 4 in India: Moving from Quantity to Quality Education for All."

2

Education enables individuals to stay informed about global events and empowers them to comprehend and address these issues effectively. [12] It serves as a valuable catalyst for both material and human development. The pursuit of quality is a paramount objective in all human endeavors, particularly within the realm of education.

The United Nations General Assembly (UNGA) has duly acknowledged the right to education[13], enshrining it in "**Article 26 of the Universal Declaration of Human Rights (UDHR)**". This declaration affirms that every individual has the fundamental right to education. It further emphasizes that education, especially at the elementary and foundational levels, should be provided free of charge. India has emerged as a prominent global leader and a resilient nation. Education is recognized as the cornerstone for nation-building, enabling the acquisition of vital knowledge and skill necessary for sustained economic growth and overall progress.

Education acts as a driving force for individuals to acquire personal knowledge and make meaningful contributions to the intellectual, social, and infrastructural advancement of society. [14] Its significance lies in its ability to extend beyond the individual, influencing and benefiting other members of society at local and global levels. Throughout history, education has played a crucial role in preserving and passing on the collective human heritage across various civilizations, ensuring its continuity from one generation to the next. [15]

From an anthropological perspective, education has a crucial role for nurturing the younger generation, guiding them through the journey of transitioning into adulthood, and helping them find their place in society. [16] Socially, education facilitates the socialization of children, teaching them the societal roles and values necessary for their continued integration within the community. Additionally, education serves an economic purpose by equipping the workforce with knowledge and skills that contribute to national development and prosperity. [17] Ultimately, education empowers individuals to explore the possibilities of the world, develop their own set of values, and cultivate a balanced and curious presence within society.

Objective

The purpose of education is to facilitate the holistic advancement of individuals and promote a deep

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[12] Singai, Kumaraswamy, and Chandra, "Reforming Higher Education in India."
[13] UNESCO, "The Right to Education."
[14] Campbell, "What Is Education's Impact on Civic and Social Engagement?"
[15] Dewey, "Education as Recapitulation and Retrospection."
[16] Stevenson and Worthman, "Child Well-Being: Anthropological Perspectives."
[17] IGNOU, "Nature of Socialisation."

3

appreciation for human rights and fundamental freedoms. Education is a matter of global importance, and it is necessary to assess the capacity of the Indian educational system to devise policies that align with future demands. Therefore the main objectives of this volume are as following:

- To understand the historical evolution of the Indian Educational System.
- To discuss the purpose and principles of New Education Policy 2020.
- To describe the constitutional and legislative development of the Indian Educational System.
- To assess the current scenario of the Indian Educational System.
- To analyse the initiatives of the Indian Government for education.
- To understand and explore the need and execution of E-learning in the Indian Educational System.
- To identify the challenges faced by the Indian Educational System.
- To suggest the way forward in the area of education.

This volume gives a comprehensive overview of the transformation that has been undergone from the ancient times and presents the current position of the Indian educational system along with the future as we can foresee now.

4

2. Historical Evolution of Education Policies in India

Education policy is a matter of great importance for governments worldwide, as they recognize the significance of its outcomes on economic and social development. There is sometimes lack of clarity regarding the process of formulating educational policies and their essential components. In this chapter, an effort is made to examine the nature of educational policy, explore the fundamental characteristics of education policies, and understand their intended effects. The chapter also provides insights into the historical progression of educational policies, tracing back to the Vedic period.

Education policy encompasses the set of regulations and principles that govern the functioning of educational systems. When crafting education policies, several crucial factors must be considered, such as pedagogical approaches, resource allocation, curriculum content, and the potential impact on diverse groups. [18] In India, educational institutions have been present since the dawn of civilization.[19] To grasp the current state of education policy, it is important to examine its historical background. By dividing the historical analysis into two periods—since civilisation and the post-independence era—a comprehensive understanding of education policy can be obtained.

Education Policy since Civilisation

The education policy can be categorized into four distinct periods: Ancient, Medieval, Transition, and the British era.

Ancient India

During the Vedic era, education held a significant position in society and was deemed both sacred and crucial for societal well-being. It was considered essential for individuals to cultivate a cultured demeanor. The relationship between gurus (teachers) and pupils was characterized by harmony and mutual respect. Education aimed to instill the values of truth **(Satyam),** righteousness **(Shivam),** and beauty **(Sundaram)** within students. Vedic scriptures held great importance in the education system, and self-study **("Swadhyaya")** was highly valued. Notably, women's education was encouraged during this period.

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[18] Birger Fredriksen, "Education Resource Mobilization and Use in Developing Countries: Scope for Efficiency Gains Through More Strategic Use of Education Aid."

[19] Keay and Karve, *A History of Education in India and Pakistan*.

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In ancient India, education existed in both formal and informal settings. Indigenous education took place within households, temples, pathshalas, tols, chatushpada (educational centers), and gurukuls (residential schools). Mentors in homes, villages, and temples played a pivotal role in imparting moral teachings to young children. Temples served as centers of knowledge and actively promoted the wisdom of our ancient traditions. Students pursued higher education in viharas (monastic schools) and universities, where teaching relied heavily on oral transmission, and students memorized and contemplated upon the teachings received in class. [20]

Gurukuls, also known as ashrams, served as residential centers of learning in ancient India. Many of these establishments were named after revered sages and were situated amidst serene and peaceful forest surroundings. In these gurukuls, hundreds of students would gather to learn together. Students, in the stage of **"Brahmacharya,"** were expected to cultivate virtues such as morality, sacrifice, celibacy, simplicity, honesty, service, dutifulness, modesty, and freedom from conceit. They were also required to relinquish negative habits like indulgence, selfishness, luxury, and excessive pleasure-seeking. The primary objective of education in the gurukuls was to facilitate comprehensive learning, leading to a disciplined life and the realization of one's inner potential. While studying various disciplines like history, debate, law, medicine, and more, the emphasis extended beyond the external aspects of these subjects to enriching the inner dimensions of one's personality.

Notably, women were not excluded from education during the early Vedic period. Prominent female Vedic scholars, including *Maitreyi, Viswambhara, Apala, Gargi, and Lopamudra*, are mentioned in historical records. [21]

An ancient Sanskrit verse states, **"Swadesh Pujyate Raja, Vidwan Sarvatra Pujyate,"** conveying the idea that a king is revered only in his own country, whereas a learned individual is respected worldwide. Ancient Indian thinkers regarded education as a means to uplift an ignorant person and guide them towards intellectual, progressive, moral, and virtuous living. [22]

The education system of the Vedic period possessed distinct characteristics and qualities that set it apart from ancient educational systems in other parts of the world. In ancient times, it was not only necessary for students to acquire practical skills for their future endeavours, but they were also encouraged to conduct research and make significant contributions to the progress of knowledge within their specific areas of study. Consequently, learned individuals who attained this status were

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[20] Altekar, *Education In Ancient India.*
[21] Altekar.
[22] Singh, "Educational Practice in India and Its Foundations in Indian Heritage."

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held in high esteem and respected by society. Education during this period held a significant place and drew inspiration primarily from religion.[23] Vidyapeeths, spiritual learning centers established by the great Acharya Sri Shankara in various locations such as Dwarka, Sringeri, Puri and Kanchi, played a crucial role. Agraharas, institutions of Brahmins in villages, served as centers for teaching and learning.[24]

Literary sources from around 1000 A.D. and onwards provide valuable insights into the educational policies of Ancient India. These sources include the *RigVeda, the Aranyakas, the Upanishads, the Epics, and the Puranas*.[25]

During the period from the **4th to the 12th century**, **the Kamarupa kingdom** encompassed a significant portion of present-day North-East India. The reign of Mauryan emperor Ashoka saw a substantial influx of Brahmins migrating to Kamarupa. According to Pandit Padmanath Bhattacharya Vidyavinod's "***Kamarupa-Sasanavali***", during the early years of the Kamarupa empire, a single village in Kamarupa had over 200 Brahmin families around 500 A.D., which played a crucial role in the dissemination of Vedic education in the region.[26]

In ancient South India, the kings and emperors placed great importance on promoting education within their territories. Kerala, in particular, exhibited a high level of education during the **Sangam epoch**, which spanned from **600 BCE to 300 CE**. The literary works of the Sangam age emphasized that education was accessible to all individuals, regardless of their caste or gender. The history of the Sangam age abounds with accounts of women who made remarkable contributions in various fields, including literature, poetry, philanthropy, politics, military prowess, and excellence in the arts such as music and drama.[27]

The **Pallava kings** of Tamil country in ancient times, who reigned from the Kanchipuram (capital city) during the **4th to 9th centuries A.D.**, were renowned for their patronage of scholars. The ghatikas, educational institutions of great importance during that time, played a significant role in Pallava society, with the most prominent ghatika located in Kanchipuram. Inscriptions indicate that the kings took meticulous care of this institution, which had already gained prominence as an educational hub by the 4th century A.D. **Kadamba king** from the ancient times Karnataka mentions in his epigraph that a scholar whose name was Mayura Sharman, and his educator Vira Sharman,

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[23] Scharfe, *Education in Ancient India.*
[24] Altekar, *Education In Ancient India.*
[25] Scharfe, *Education in Ancient India.*
[26] Bahadur, "A Review of Cultural and Material Progress."
[27] Sreedhara Menon, *Cultural Heritage of Kerala.*

traveled from distant Goa to study at this renowned institution.[28]

The Pallava kings supported and encouraged Vedic scholars and experts in other scriptures (Shastras) by providing them with financial assistance and grants of land, sometimes even entire villages. These designated villages, where the Vedas and associated scriptures were taught and studied, came to be known as *Chaturvedimangalam, Brahmadeyas, or Agraharas*.[29]

The **Pandyan rulers**, who reigned from the **4th century BCE to the 17th century CE**, showed a particular interest in improving education and actively supported poets and scholars. Temples and mutts (monastic institutions) played a crucial role as educational centers during this period. The Pandyan rulers granted land and other resources to promote education and literature. Mutts established in Seranmadevi, Thirunelveli, Vanamamalai and Alagarkoil, made significant contributions to the advancement of education. These mutts offered instruction in both Sanskrit and Tamil languages and literature. There were some institutions of higher learning which were known as **Salais**, where subjects such as Law, Politics, Grammar and Vedas were taught. These institutions were the place where the students from noble families received their education.[30]

Following the Vedic period, powerful kings established large kingdoms and prioritized the development of an advanced way of life within their societies. They displayed interest in promotion of higher education by generously granting lands to learned scholars and by donating wealth to them.[31] Moreover, these kings reconstructed as well as redefined the policies of education system in India.

Over time, renowned centers of higher learning such as **Nalanda and Takshila** emerged with the patronage of multiple rulers. These universities gained fame for their extensive scholarship programs.[32] Scholars from various parts of the world were attracted to these prestigious institutions, seeking to acquire knowledge and expertise. Throughout ancient history, these institutes played a crucial role in the dissemination of traditional disciplines, including Indian religions, mathematics, and logic. The education system prevalent in these institutions is renowned for producing illustrious scholars such as *Aryabhatta, Bhaskara I, Kautilya, Brahmagupta*, and many others.[33]

With the development of intellectual thought in Vedic culture, the emergence of Buddhism and

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[28] Iyengar, *History of the Tamils*.
[29] Iyengar.
[30] Iyengar.
[31] NCERT, "Ancient Education System of India."
[32] Scharfe, *Education in Ancient India*.
[33] Altekar, *Education In Ancient India*.

Jainism brought about new ideologies and enlightenment.[34] Buddhism, in particular, had a distinct educational approach that differed from traditional Vedic studies. The educational policies of Buddhism emphasized equality and provided access to knowledge for all individuals. Buddhist monks predominantly resided in *viharas*, which were scattered throughout India in large numbers. Over the course of several centuries, these viharas became renowned centers for knowledge and advanced learning. Nalanda, in particular, stood out as the most prominent Buddhist center of education. Notable foreign travelers such as *Fa-Hien, Hiuen-Tsang, and Itsing*, the renowned travelers and scholars, chose to reside there for a period of time to delve into the profound teachings of Buddhism.[35] At Nalanda, students enjoyed various facilities like free education, accommodation, and meals, while the medium of instruction was Sanskrit. Unfortunately, the university faced destruction in 1193 by the Islamic ruler Bakhtiar Khilji, who set fire to the colossal library containing approximately 9 million books, resulting in a three-month-long inferno.[36]

Kalhana's Rajatarangini, a remarkable historical work often compared to Herodotus, was made possible by the intellectual environment fostered at *Sharada Peeth*. Spanning from the 6th to the 12th centuries CE, Sharada Peeth held immense significance as a *Shakti Sthal*, a center of knowledge, and the abode of Saraswati.[37] It was widely regarded as one of the most distinguished universities in the Indian subcontinent. The Sharda civilization deeply influenced the culture and lives of the people of Kashmir, contributing to the development of new philosophical approaches within Hinduism or Brahmanism. The architectural innovations in Kashmir were also influenced by the teachings of Sharada Peeth.

During the 8th century, Kashmiri scholars developed the Sharda script, which gained popularity and was widely spoken and written in various parts of India.[38] Linguists attest to the fact that Kashmiri language was previously written in the advanced Brahmi-based Sharda script.[39] The fame of Sharada Peeth as a center of learning extended far and wide, attracting scholars from neighboring countries who sought spiritual enrichment. Alberuni, a renowned traveler from the 10th century, mentioned in his work Kitab-ul-Hind the prosperity of the region during ancient times, highlighting Benares and

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[34] Radhakrishna, "Education: Policy and Politics."
[35] Styaratna, "Nalanda, the Seat of Knowledge, That Lured Scholars from Abroad."
[36] Singh, "'Destruction' and 'Decline' of Nālandā Mahāvihāra."
[37] Kaul, "Rajatarangini of Kalhana."
[38] Chitkara, *Kashmir Shaivism: Under Siege*.
[39] Bhat, *A Descriptive Study of Kashmiri*.

Kashmir as the esteemed centers of Hindu sciences.[40]

During the **7th century**, the Chinese Buddhist monk Yuan Chwang visited **Kamarup**a and discovered that the local dialect was similar to that of Magadha or mid-India. Due to its proximity to Magadha and its location south of Tibet, Buddhism easily spread into Kamarupa. During the **10th-11th century**, the Buddhist dohas created in Kamarupa utilized a language blend of Maithili-Kamarupi, which displayed striking similarities to the present-day Assamese language. [41]

In South India, temples served not only as religious centers but also as educational institutions. These temples housed **"temple-colleges"** where learned scholars taught various subjects. Inscriptions from the **11th-12th centuries A.D**., particularly those of the **Chola dynasty**, describe some of these notable temple-colleges. One well-known example was situated in the Narsimha temple at Ennayiram in the former South Arcot district. These inscriptions provide detailed information about the students, subjects, teaching staff, remuneration of teachers, and pupil teacher ratio. Subjects taught in these temple-colleges included the Atharva Veda, Yajur Veda, Rig Veda, Vedanta (Upanishads), Vyakarana (grammar), and many others. Near Chengalput, a similar college was also associated with the Vishnu temple at Tirumukkudal.[42]

In addition to the major centers of Vedic learning, South India had numerous educational centers for Buddhists and Jains. These centers catered to both primary and advanced education. Cities like Kanchipuram and Dhanakataka (modern Amaravati) in Andhra Pradesh had a large number of Buddhist monasteries (viharas) where education was imparted.

Jaina educational centers, known **as Pallis**, played a significant role in disseminating Jaina principles. These centers were primarily residential colleges housing monks and nuns. Kings of ancient South India generously donated to educational institutions belonging to the Vedic, Buddhist, and Jaina traditions.[43]

The curriculum in the ancient period was dynamic and aimed at the holistic development of students, encompassing physical and mental aspects. It comprised the study of the four Vedas, six Vedangas (Vyakrana, Jyotisha, Shiksha, Kalpa, Chhandas and Nirukta), Upnishads, Darshanas (Nyaya, Vedanta, Mimansa, Sankhya, Baiseshik, and Yoga), and Puranas. Subjects like Grammar, Algebra, and Geometry held significant importance during that time, and the grammarian Panini was

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[40] Dogra, "Jammu and Kashmir."
[41] Bahadur, "The Growth of Literature."
[42] Iyengar, *History of the Tamils*.
[43] Altekar, *Education In Ancient India.*

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renowned in his field.[44]

The Buddhist education system had a curriculum that included the study of Pitakas, Abhidharma, and Sutras. Additionally, the Vedas held importance in the Buddhist learning system. While Hindu learning was incorporated, the emphasis was more on Buddhist teachings. Both systems coexisted during that time. Education in this period relied heavily on oral transmission and debates, and examinations were held annually. The educational curriculum of the ancient period encompassed subjects such as warfare, military tactics, politics, and religion.[45]

Medieval India

The Medieval period in India was marked by continuous Islamic invasions and Islamic rule; during the early part of this period, northern India was majorly dominated by the **Delhi Sultanate**. Some academics argue that education during this time period was so dominated by theological considerations that secular subjects such as economic, social, and political well-being were largely ignored.[46] Adding to this, there was hardly any arrangement to teach subjects of Indian interest such as Indian History, Philosophy, Sanskrit, Language and Literature. Some academics argue that the state desired a certain kind of men, and the Ulama who oversaw education, were interested in the creation of orthodox Muslims and the preservation of Islam's supremacy. Thus, the objectives of the two were identical and they co-operated in the implementation of the scheme.[47]

This brought about the setting up of **Madrasas and Maktabs**, the pattern of the educational institutions prevailing in Persia and Central Asia and soon became centres of Islamic education in India, as these institutions were financed by the State or by some rich nobles. However, during the early period of the Sultanate, Hindu education or indigenous learnings were mostly private, making such education only feasible for the rich and nobles of society. The medium of instruction in Madrasas and Maktabs was *Persian* and the *study of Arabic* was compulsory for the students, while admission was given only to a small section of people and the non-Muslims were usually denied admissions. The students pursuing education were encouraged with provision of stipends, developing India as an Islamic knowledge centre in the world.[48]

During the **mid 14th century**, revolt in the Sultanate gave birth to the **Bahmani Sultanate** in the

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[44] Mookerji, *Ancient Indian Education (Brahmanical and Buddhist).*
[45] Mookerji; Altekar, *Education In Ancient India.*
[46] Tripura University, "The Delhi Sultanate."
[47] Srivastava, *The Sultanate Of Delhi.*
[48] Srivastava.

Deccan region, while the Ma'bar Sultanate was formed in Southern India in the region of present day Tamil Nadu, it is also known as the Madurai Sultanate under some literatures and the Khandesh Sultanate was formed by Farooquis during the late 14th century. The **Ma'bar Sultanate** was short-lived, existing for only 43 years, although the education system during the sultanate was quite similar to Delhi Sultanate[49], where it was compulsory to learn Arabic as a language and teach religious education in educational institutions, while women were denied education[50]. During the **Khandesh Sultanate**, the region developed as a centre of learning under the Farooquis, with flourishing religious schools (Madrasas and Maktabs) and a considerable population of Sufis under royal patronage, with an education system quite similar to that of the preceding Delhi Sultanate[51]. The repeated sacking of the region by invading armies despoiled it of many of its literary treasures.[52] The Bahmani Sultanate existed for nearly 180 years, followed by division into five kingdoms as *Imad Shahi, Nizamshahi, Adil Shahi , Barid Shahi, Imad Shahi and Qutb Shahi* collectively known as **Deccan Sultanates** during the early **16th century**[53]. As the period of **Bahmani Sultanate** was filled with struggle and turmoil due to invasions and internal conflicts no major changes in education policies were observed, as the rulers were themselves learned and they understood importance of education; hence, students were provided with stipends and establishment of schools were done to cater to the young population. Some researchers claim that rulers had a quest for learning that they desired to raise schools to international level in terms of aims and objectives.[54] The State support to education during the period was much targeted to Islamic education for the general public. During their rule, a new form of language emerged known as *'Deccani (Dakkhani)'*, a convergence of Dehlavi with regional languages like *Marathi, Telugu, Kanadda* and others spoken in the region[55], often regarded as a predecessor to Urdu and Modern-day Hindi.

Quite similar to the Bahmani Sultanate, during the Deccan Sultanate rulers were engaged in wars with each other, which led to a lower level of engagement in the development of the education system. Major planning of education policies were continuation of policies under preceding Bahmani Sultanate, helping the education system for Islamic education to flourish during the rule,

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[49] Avaru, "Ma'bar (Madurai) Sultanate."
[50] Alagappa University, "Social and Economic Condition of Madurai Sultanate and Later Pandyas."
[51] Farooq, "Faruqis: Khandesh."
[52] Ernst, "FĀRŪQĪ DYNASTY."
[53] Farooqui, "Bahmani Deccan."
[54] Rukhsana, "System of Education in Bahamani Era."
[55] Khan, "Language of Saints and Sultans."

12

where students were provided with free education along with day food and a stipend.[56]

As Hindus were part of administration in Bahmani and Deccan Sultanates, the local languages were often used for written works, however the language for the court was **Persian/ Deccani**[57]. As participation of Hindus improved with time, during Deccan Sultanate education for learning in local languages saw a rise, leading to improvement of literatures of all types of languages. This helped in flourishing languages like *Sanskrit, Marathi, Kannada and Telugu* during the Sultanate, while Deccani rose to new heights, as learning Deccani was a part of the curriculum of rulers and nobles.[58] Some researchers add that even before the Muslims could establish their rule, there were knowledge centres in **South India** in the form of cities like *Bijapur, Daulatabad, Warangal, Dwarasamudra, Madurai* and others, while Bijapur was even entitled with *"Banaras of the South"*, evident from the bilingual Marathi–Sanskrit inscription, which is inscribed just under the Persian epigraph in the Karimuddin mosque in the city of Bijapur. Researchers further add that rulers tried to retain academic excellence as it helped the rulers with better governance of the state with help of Hindu administrators.[59]

During early-16th century **Mughals** invaded and took power by defeating Delhi Sultanate and further expanded towards south, while during late-16th century and early-17th century some Deccan Sultanates were annexed by other Deccan Sultanates, by end of 17th century the areas under these sultanates were majorly under administration of Mughals. During the **Mughal period,** the rulers did not make any significant efforts to universalise the existing educational system, but tried to spread Islamic education in India.[60] Hence, education system was quite similar to one during Delhi Sultanate, education being imparted with help of Madrasas and Maktabas in Arabic[61]. As participation of Hindus increased in administration of Mughals, exchange in learnings started with Hindus and Muslims studying each other's languages[62], a system quite similar to one being observed during Deccan Sultanates.

During the early medieval period, there were numerous Hindu kingdoms like **Mewar Kingdom,**

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[56] Avaru, "Barid Shahis: Bidar"; Avaru, "Imad Shahis of Berar"; Farooqui, "Nizam Shahis: Ahmednagar"; Farooqui, "Adil Shahis: Bijapur"; Farooqui, "Qutb Shahis: Golconda."
[57] Kulkarni, "The Hindus as Part of the Administrative System of the Deccani Sultanates (1347-1686 AD)."
[58] Avaru, "Barid Shahis: Bidar"; Avaru, "Imad Shahis of Berar"; Farooqui, "Nizam Shahis: Ahmednagar"; Farooqui, "Adil Shahis: Bijapur"; Farooqui, "Qutb Shahis: Golconda."
[59] Melkunde, "Muslim Education in Karnataka Under the Bahamanis and Adil Shahis."
[60] Anjum, "Baburi/ Mughal Empire."
[61] Hasani, "Madrasah Education under Muslim Rulers in India"; Pajankar, "Maktabs and Madrasas in India."
[62] Chaudhary, "A Survey of Education System in India During Mughal Period (1526-1707 AD)."

Hoysala Empire, Kakatiya Empire, Yadava Empire, Reddi Kingdom and others, it is observed that education system in these kingdoms were the same continuation as it was during the ancient period in the region as some of these kingdoms trace their roots in ancient period. **Vijayanagara Empire** is one of a notable example of a Hindu kingdom formed from annexation of an earlier Islamic kingdoms; education system in the empire was derived from ancient period where it was managed by community nobles and lower interference from the states[63]. However, it was during this period when rulers permitted for setting up special schools by Christian missionaries for teaching new converts in faith[64]. The education system continued during the reign of succeeding kingdoms under **Nayakas**[65] and **Wadiyar Dynasty**[66], while the attempts for expansion were being employed.

Following the decline of the early Kamarupa kingdom in North Eastern India, various tribal states emerged in different parts of the region. Prior to the arrival of the **Ahoms**, the territory of present-day Assam was divided among different kingdoms. The *Ahoms established their rule in Assam in 1228 and remained in power until 1826*. Other kingdoms like the Koch, Kachari, and Chutia also ruled significant portions of Assam during this period.[67] In terms of education in medieval Assam, it was primarily facilitated by private individuals and organizations. However, the royal patrons occasionally extended their support to scholars who made significant contributions to the dissemination of knowledge.[68] Historical records indicate that the Ahom kings encouraged and sponsored education, although the structure of primary education during their reign was not well-organized.[69] Consequently, educational institutions in the region during the medieval period consisted of Pathshalas for Hindus, Tols for Brahmins and the upper-class Hindus, Madrassas for Muslims, and Satras for Vaishnavites.[70]

While in North in the Himalayan terrain, the number of pilgrims to Sharda Peeth was ever increasing during the rule of Hindu Kings, who maintained temple in a spick-and-span condition. However under Islamic rule the condition of the Peeth deteriorated, the Muslim traveller *Alberuni*, who travelled to the region around 1017-1030 CE, describes the damage done by the Islamic attacks especially under Mahmud Ghaznavi (also known as Mahmud of Ghazni) in his book *Kitab-ul-Hind*.

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[63] NCERT, "An Imperial Capital Vijaynagara (C. Fourteenth to Sixteenth Century)."

[64] Mahalingam, "Religion."

[65] NCERT, "An Imperial Capital Vijaynagara (C. Fourteenth to Sixteenth Century)."

[66] Rao, *History Of Mysore (1399-1704 AD)*.

[67] Bahadur, *Early History of Kamarupa: From the Earliest Time to the End of the Sixteenth Century*.

[68] Sarma, *A Socio-Economic & Cultural History of Medieval Assam, 1200 A.D.- 1800 A.D.*

[69] Konwar, "Primary Education in Assam before Independence."

[70] Debi, *Progress of Education in Assam*.

14

He describes how the prosperity was completely destroyed, which caused the Hindu citizenry to disperse and led to the complete elimination of Hindu Sciences from the region.[71] Some researchers note that although the Shah Mir Dynasty was established at the beginning of the 14th century and Islam was introduced, the flow of pilgrims to the Peeth was still reasonable even under **Sultan and Chak rule**.[72] According to some authors, the Peeth's difficult terrain served as a blessing in avoiding Sikandar Butshikan's destructive hands[73]. However, the Peeth's royal support was withdrawn, and this, along with the politically turbulent circumstances under Mughal and Pathan rule in the Upper Kishanganga Valley, contributed greatly to the shrine's state of neglect. This eventually caused the shrine to become in ruins, as noted by British surveyor Charles Ellison Bates in *A Gazetteer of Kashmir*[74], who noted that the place of worship was already in ruins when he visited the area in the 19th century. Things marginally improved in Sharda Peeth during Dogra rule as rulers tried to reconstruct some parts of Sharda Peeth. Following the 1947 War and the subsequent ceasefire, Sharda Peeth continued to remain on the opposite side of the Line of Control (LOC), specifically in Pakistan Occupied Kashmir.[75]

Transition Period

During the early-18th century decline of the Mughal Empire started with increasing strength of Maratha Empire, Sikh Confederacy and East India Company, leading to their expansion into Mughal territories. While in South India, Mughal Governor in Deccan sought independence creating own state popularly known as Nizam, while Marthanda Varma unified various kingdoms forming Travancore Kingdom and Mysore State expanded in size. In north-eastern India Ahoms faced continuous Burmese invasions and internal conflicts.

In **Sikh Confederacy** education system was majorly the same in between different kingdoms, as literature suggest that the regime was benevolent and secular in nature such that education was accessible to all sections of the society irrespective of religion, which helped proliferate various vernacular education systems.[76]

In the **Maratha Empire**, the education system was aimed towards welfare of the society and nation building with a target to achieve moral and ethical individuality. State funding for education was

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[71] Dogra, "Jammu and Kashmir."
[72] Khan, "The Impact of Islam on Kashmir in the Sultanate Period (1320-1586)."
[73] Brig. Rattan Kaul, "Abode of Goddess Sharda At Shardi."
[74] Bates, *Gazetteer Of Kashmir*.
[75] Chitkara, *Kashmir Shaivism: Under Siege*.
[76] Lok Sabha Secretariat, "Maharaja Ranjit Singh."

15

irrespective of religion as it was believed that education of a few would not help to achieve a better society. Major change observed in education system was utilization of informal means like Pravachan and Kirtans for imparting education with other formal means, which is still utilized in various parts of India during adult education drives.[77]

While studies show that region lying in **Travancore Kingdom** knew the importance of education since the early years. Ancient education system in practice during the reign of Chera-Chola-Pandya had scattered in all parts of the region such that atleast a vernacular school existing in every village, and during latter half of century, government provided with grant-in-aid and liberalisation of education which helped in increasing the numbers of schools in such a way that there was a school for every 792 inhabitants by the end of the century.[78]

In **Mysore Kingdom**, under Wadiyar education system continued similarly during initial half of century, but during the latter-half, the kingdom was governed by Muslim rulers who had no desire to modernise the education system in the state as during their reign there was addition of no new educational institution, while some researchers even claim they were not capable of doing so[79], this education system continued until the Fourth Anglo-Mysore War.[80] While in the case of **Nizams**, they were highly engaged in conflicts with neighbouring kingdoms and being a successor to Mughals, education system initially was much similar to one in the Mughal Empire.[81] While, in north-east India continuous invasions into the territories led to destruction of indigenous education system and ongoing internal conflicts in ruling faction caused total collapse of the education system in the region.[82]

The extended period of Islamic rule significantly undermined the educational infrastructure that had contributed to India's prosperity. Subsequently, the British arrived in India initially as traders but transitioned into a colonial power. Recognizing the potential and existing internal conflicts within India, they implemented a policy known as "Divide and Rule" to further their control.

British Period

The education system in India suffered as a result of colonial conquest. During the initial years, the British showed little interest in advancing education in the country. However, as their control and

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[77] Radhakrishna, "Education During Maratha Period an Analytical Study (1630-1818)."
[78] Nair, "Education and Socio-Economic Change in Kerala, 1793-1947."
[79] Yazdani, "Haidar 'Ali and Tipu Sultan."
[80] Naravane, "War Against Haider and Tipu: The Anglo-Mysore Wars."
[81] Faruqui, "At Empire's End."
[82] Debi, *Progress of Education in Assam.*

16

influence grew, they recognized the need to educate Indians in English in order to have a skilled workforce.[83] Missionaries played a significant role in spreading education during the British rule, although their motivations often revolved around promoting Christianity among the Indian population.[84] Some researchers argue that the efforts of missionaries played a crucial role in prompting both the British and Indian governments to acknowledge their responsibility to educate the people under their rule.[85]

The Charter of 1698[86] clearly stated that English ministers of religion had a responsibility to provide education alongside their primary goal of spreading Christianity. However, the East India Company, mindful of the political implications of religious neutrality, chose not to fully adhere to the Charter's provisions. Nevertheless, the Company supported educational endeavors by establishing schools and offering generous grants.[87] In Madras (now Chennai), St. Mary's School was established in 1715, followed by two charity schools founded by Danish missionaries in 1717. Charity schools were also opened in Bombay (now Mumbai) in 1718 and in Calcutta (now Kolkata) in 1731. In 1787, separate charity schools for boys and girls were established in Madras, but their curriculum primarily focused on basic literacy and Christian teachings.[88] Sir Warren Hastings, the first Governor-General of India, established the Calcutta Madrasa in 1781 to promote Arabic and Persian studies. Additionally, he founded the Benares Sanskrit College in 1791 to cultivate classical studies in Sanskrit. These institutions were primarily established to train Indian assistants for English Judges, equipping them with the ability to interpret Hindu and Muslim laws.[89]

Within the empires, kingdoms, and sultanates, various tribal regions existed as autonomous territories, similar to present-day autonomous regions.[90] These tribal areas had their own administration and education systems, mostly based on oral traditions. When British rule expanded into these tribal regions, they introduced English education through the assistance of Christian missionaries or by sending natives to other colonies for training. For example, the adoption of the Roman script for writing the Mizo language[91] and the training of Andamanese boys for future

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[83] Debi.
[84] Anwar, "Development of Education during British Period in India."
[85] Keay and Karve, *A History of Education in India and Pakistan*.
[86] Shaw, "Charter Regulating Number of Votes."
[87] Marshall, "The Charter of the 'New' East India Company, 5 September, 1698."
[88] Singh, *History Of Indian Education System*.
[89] Basu, *Essays in the History of Indian Education*.
[90] Tanwar and Kadam, *India*.
[91] Mahajan, Majumdar, and Lallura, *Educational Administration in Mizoram*.

interactions[92] were some successful outcomes of these efforts, benefiting both the East India Company and the British Empire.

The Christian missionaries began providing education to the Indian population in the early 18th century. However, it was only after the passage of the Charter Act of 1813 that the East India Company officially permitted missionaries to preach and teach in India, committing to support their educational activities.[93] Initially, the Company had reservations about allowing missionaries to engage in education due to potential resistance from Indians who were concerned about proselytization.[94]

Consequently, missionaries and their supporters in England launched a protest against the East India Company's anti-missionary policy. Their movement gained significant traction and eventually resulted in the formulation of the **Charter Act of 1813**[95]. This act mandated that the British government allocate a sum of 1 lakh rupees for the education of Indians.[96] It marked the first formal educational policy in India, providing a framework for guiding the direction of education in the country.[97]

However, the objectives of the Charter Act of 1813[98] were not clearly defined, leading to disagreements between the *Classicists and Anglicists*. The Classicists advocated for education in Sanskrit, Arabic, and Persian, while the Anglicists emphasized the importance of English education.[99] Unfortunately, this conflict overlooked the potential of using the native language as a medium of education, and its repercussions are still evident in the Indian education system today.[100]

Indian reformers like ***Raja Ram Mohan Roy*** recognized the need for a new type of education and believed that the introduction of English education in India would usher in a period of cultural revival and enlightenment.[101]

In the early 19th century, the British Empire extended its dominion over the entire territory of India.[102] To shape the government's educational policy and ensure its implementation, the

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[92] Malhotra, *Tribal Education in Andaman and Nicobar Islands*.

[93] Webster, "The Political Economy of Trade Liberalization."

[94] Phukon, "India`s Response to Colonial Education."

[95] Webster, "The Political Economy of Trade Liberalization."

[96] (Basu, 1974)b

[97] Anwar, "Development of Education during British Period in India."

[98] British Parliament, The Charter Act of 1813.

[99] Advani, "Language and the Postcolonial Predicament."

[100] Jolad and Doshi, "Colonial Legacy of Language Politics and Medium of Instruction Policy in India."

[101] Jose, "Raja Ram Mohan Roy: 'The Father of Indian Renaissance.'"

[102] NCERT, "From Trade to Territory: The Company Establishes Power."

18

Committee of Public Instruction was established in 1823.[103] The Committee operated based on two main principles: firstly by gaining trust of educated as well as influential classes through promoting the learning of literature they valued, and using the limited available funds to prioritize higher education for the upper classes, aiming for appeasement.[104]

During the mid-19th century, a heated debate known as the Anglicist versus Orientalist/Classicist controversy emerged. The Orientalists, who had a real appreciation for orientalist culture, argued for education to be imparted through classical languages such as *Persian, Arabic or Sanskrit*. Conversely, the Anglicists advocated for English as the medium of education, believing that modern knowledge, which Indians aspired to acquire, could only be effectively imparted in English.[105] This controversy persisted until the end of 1834, resulting in a lack of concrete educational policy during that period. It was during this time that **Lord T.B. Macaulay** assumed the role of President of the Committee of Public Instruction.[106] As a proponent of Anglicism, he strongly advocated for the spread of Western education through the medium of English.[107]

In his 1835 Minutes[108], Macaulay asserted that the promotion of scientific knowledge could only be achieved by as adopting **"English the medium of instruction".** He dismissed the importance of Indian languages, arguing that they were inadequate for transmitting this kind of knowledge. He specifically criticized Sanskrit and Arabic, favoring English instead. The classical Indian Macaulay's critique of classical Indian languages stemmed from his lack of understanding of their richness, leading to widespread resentment among both admirers of these languages and those aware of their strengths. Nonetheless, Macaulay was of the view that imparting the English education will give a positive impact on the minds of Indian people should be implemented.

Macaulay put forth the following arguments in support of the English language:

- English is considered as a modern language and has more practicality in comparison to Arabic or Sanskrit.

- English holds a dominant position among Western languages, especially in India where it is the language of the ruling classes. Additionally, there are promising prospects for English becoming the commercial language in the eastern seas.

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[103] Council of India, "Provisional List of Papers on Education in India 1808-54."
[104] Anwar, "Development of Education during British Period in India."
[105] Advani, "Language and the Postcolonial Predicament."
[106] Council of India, "Provisional List of Papers on Education in India 1808-54."
[107] Ghosh, *History of Education in India.*
[108] Macaulay, "Minutes by Lord T. B. Macaulay on February 2, 1835."

- Just as Greek or Latin brought about a cultural and intellectual revival in Europe during the Renaissance; it was believed by Macaulay that English will bring a similar outcome in India.

- The native Indians themselves are eager to learn in English rather than Sanskrit or Arabic.

- It is possible to cultivate proficient English scholars among the Indian population. Macaulay said:

  > *"It is possible through English education to bring about a class of persons Indian in blood and colour but English in taste, in opinions, in morals and intellect, and English education would result in a filter down effect by separating the classes from the masses"*[109].

Lord William Bentinck, the Governor General in 1835, endorsed Macaulay's minutes by issuing a **"Resolution on Indian Education."**[110] *These actions faced opposition from Indians as well as critics in London*. However, the impact of this decision on Indian educational policy has endured until the current period. The authorities of the time anticipated that the provision of Western education would expose Indians to Western notions of democracy, potentially leading to the growth of Indian nationalism.[111] As part of renewing the **"Charter of the East India Company in 1833"**[112], the British Parliament increased the annual funding for education in India from one lakh rupees in 1813[113] to one million rupees, highlighting the importance of promoting education in the country.

In 1937, Macaulay wrote, *"At present we don't aim at educating the common people. We aim at creating a class of persons who among their countrymen distribute some of the knowledge we gave"*. Sir Auckland affirmed it as the policy of the government, stating, "*The government should educate the higher class of the people so that the 'filtered culture' reaches to the public*". In 1839, the "**Committee of Public Instruction at Bengal"** further approved this saying, "*Our efforts should be concentrated first on the education of the higher and middle class of people*".

In order to address the educational challenges faced by India, the renewal of the **Charter in 1853**[114] prompted the formulation of a comprehensive education policy to establish a well-structured

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[109] Ghosh, *History of Education in India.*
[110] Hilliker, "Lord William Bentinck's Resolution of 1835 on Indian Education."
[111] NCERT, "Civilising the 'Native', Educating the Nation."
[112] British Parliament, The Charter Act of 1833.
[113] British Parliament, The Charter Act of 1813.
[114] British Parliament, The Charter Act of 1853.

20

education system. To achieve this, a committee was formed under the chairmanship of *Charles Wood*, and their recommendations were compiled into a document known as the Woods Education Despatch[115] in 1854. This despatch had significant implications for the development of education[116] in India and is often referred to as the "**Magna Carta of English Education in India**".[117] The Woods Despatch, consisting of 100 paragraphs, with different aspect of educational reforms in the country. It emphasized the dissemination of European arts, science, philosophy, and literature as the primary aim of education in India. The document encouraged the study of Indian languages and acknowledged the demand for English language instruction. It proposed that both English and Indian languages should be used to facilitate the spread of European knowledge. As a result of the Woods Despatch, the first modern university in India was established in Calcutta in 1857, followed by the establishment of Mumbai and Chennai universities (the then Bombay and Madras) in subsequent years.[118]

During the British colonial rule, several commissions were established to propose educational reforms in India. Notable among these were the **Hunter Commission in 1882** and the **Raleigh Commission in 1902**. Lord Curzon assumed the role of Governor General of India in 1899. In 1901, Lord Curzon organized a conference in Shimla, bringing together prominent educationists and high-ranking education officials. The conference aimed to engage in comprehensive discussions on a wide range of topics concerning education. Subsequently, in 1902, the Sir Thomas Raleigh Commission was formed for assessing the progress of educational reform after coming into place of the Indian Education Commission of 1882. Its objective was to identify ways to improve the standards of university education. In 1904, the British Government passed a resolution known as **Lord Curzon's Educational Policy**.

In 1913, the British government formulated an Education policy resolution. Despite the demands from leaders of the national movement, the government refused to introduce compulsory primary education in British India. They were reluctant to take on the responsibility of mass education but promised future measures to address illiteracy.

The **Saddler Commission**, active from 1917 to 1919, proposed recommendations for reforms in the Indian education system. However, in 1920, as a part of the **Montagu-Chelmsford Reforms**, the

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[115] Wood, Johnston, and Leach, "The Despatch of 1854 : General Education in India."
[116] Singh, *Education in India: From Earlier Times to Today.*
[117] Valiathan, "Higher Education."
[118] Mukherjee, *Education in India Today and Tomorrow.*

responsibility for education was transferred to the provincial governments. The Saddler Commission's recommendations were handed over to these provincial governments. This shift in responsibility resulted in financial constraints within the education sector.

During the British administration, positive relationships were often established between the British and certain princely states, either through subsidiary alliances or dominion status. This led to the spread of English education in these states, much like it did in areas under direct British rule. In line with this, schools were established for the children of the royal families, where they received an education that included a mix of Persian/Sanskrit, English, and their native language. Consequently, contemporary universities were founded in these princely states, contributing to the modernization and westernization of their respective administrations.[119] However, it should be noted that during the 1921 Census[120], the princely state of Hyderabad was found to have the lowest literacy rate in India. Some studies suggest that this was due to a policy of enforcing a specific language of instruction and neglecting education in the students' native language.[121]

Indeed, the spread of Western education among Indians during British rule did not significantly improve the overall literacy rate, which remained abysmally low. Women's education, in particular, was in a deplorable state. The British government was reluctant to challenge the orthodox beliefs prevalent in Indian society, and there were limited employment opportunities for women as clerks or in other professional roles. In 1911, the illiteracy rate in British India stood at a staggering 94%, and by 1921, it had only slightly decreased to 92%.[122]

During the **Round Table Conference in London** in 1931, Mahatma Gandhi raised concerns about the shortcomings of the primary education system in India and the low levels of literacy among the Indian population. He further criticized the policies implemented by the British Government, holding them responsible for the deplorable state of mass education. Speaking at Chatham House[123], Gandhi highlighted the key flaws in the education system,*"I say without the fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or hundred years ago, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished."*

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[119] Bhagavan, "The Rebel Academy."
[120] Marten, "Census of India 1921."
[121] Gosikonda and Gundemeda, "Education in Hyderabad State During Nizam Period."
[122] Marten, "Census of India 1921."
[123] Sivaramakrishnan, "Colonial Axe on Education."

In 1937, the Government of India Act of 1935 went into effect, resulting in the formation of Congress Ministries in seven Indian provinces. Prior to this, the Indian National Congress advocated for universal education which is free and compulsory while opposing the 1935 Act's principles.[124] Once in power, the Congress had the responsibility to translate their demands into action. Mahatma Gandhi was well aware of the educational situation in the country and proposed a scheme based on traditional culture of India for primary education and taught in their mother tongue. However, this plan required a significant amount of funding, which would necessitate additional taxation. To resolve this issue, Gandhi suggested that the process of schooling could become self-sustaining by integrating useful and productive crafts into the educational curriculum.[125] On June 31, 1937, he published a series of articles in **"Harijan"** that evolved into the "**Wardha Scheme of Basic Education"**.[126]

Gandhiji's views on education stirred up debates and controversies within academic circles. To ensure a thorough examination of his proposed Basic Education System, it was deemed necessary to seek input from experts and educationists. Eventually, Gandhiji presented his scheme to the nation at the Wardha Conference in 1937. In order to discuss the various aspects of the proposed education system, an All India Education Conference was convened in Wardha on October 22nd and 23rd, 1937. The conference was attended by prominent educationists, Congress leaders, workers, and Education Ministers from the seven states. Gandhiji himself presided over the conference. After extensive deliberations, the conference passed the following four resolutions.

- The On a national basis, the Conference supports the provision of free and compulsory education for a period of seven years.
- The mother-tongue should be the medium of instruction in schools.
- The Conference endorses Mahatma Gandhi's proposal that education during this period should revolve around a creative form of manual work. Other skills and training should be integrated with the chosen central handicraft, taking into consideration the child's environment.
- The Conference expected that education system would regularly be able to provide remuneration for teachers.

After the Wardha Conference, a committee chaired by *Dr. Zakir Hussain* and consisting of nine

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[124] Indian National Congress, "Report of the 51st Indian National Congress Session," 1938.
[125] Indian National Congress, "Report of the 51st Indian National Congress Session," 1938.
[126] Varkey, "The Wardha Scheme of Education Exposition and Examination."

other educationists was appointed to formulate the **Wardha Scheme of Education**. The committee's report, published in March 1938, outlined the principles, aims, and various aspects of the scheme. The first report focused on the basic principles of the Wardha Scheme, including the objectives, teacher training, school organization, administration, inspection, and the incorporation of craft-centered education such as spinning and weaving. The second report addressed subjects like agriculture, metalwork, woodcraft, and other essential handicrafts. It proposed a detailed curriculum for these subjects and suggested ways to integrate them with other areas of study. Unfortunately, due to the outbreak of World War II, these ideas could not be implemented as the Congress ministries resigned from power.

In 1944, the **Sargent Commission**, led by *Sir John Sargent*, was established to conduct a inclusive study on the Indian education system. The commission prepared a report titled *"Report on Post-War Education Development in India,"*[127] which was submitted to the British-led Government of India.[128] Subsequently, more conferences were held, and additional committees were formed to further explore and discuss the topic of education. These initiatives led to the inclusion of new features and ideas, shaping the final form of the educational system.[129]

The Sevagram conference of 1945 marked a turning point for Basic Education, which was regarded as "education for life." It was seen as a transformative revolution that would reshape Indian society and introduce a new way of living. Subsequently, Basic Education became commonly known as 'Nai Talim.' In 1946, a conference led by B.G. Kher, comprising education ministers and workers, resulted in significant resolutions that influenced the implementation and quality of Basic Education across various provinces. After ten years of experimentation and deliberation, Basic Education finally took shape as a clearly defined concept.[130]

Education Policy in Independent India

Following the Sargent Commission, no notable commissions or reports were produced during the British era. Even the Sargent Commission's report was not implemented. However, following the transfer of power and the establishment of an independent India, the "Central Advisory Board of Education" (CABE) recognized the need to reform the Indian education system to meet the needs of

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[127] Central Advisory Board of Education, "Post War Educational Development in India."
[128] Syed and Naik, *A Student's History of Education in India (1800-1973).*
[129] Central Advisory Board of Education, "Report of the Wardha Education Committeeof the Central Advisory Board of Educaton, 1939."
[130] E. W. Aryanayakam, "Report of the Seventh All-India Basic Education Conference, 1951."

24

the nation. In line with this, two Commissions were set up by the CABE—one focusing on university education and the other on secondary education. It was clear that independent India needed comprehensive policies and improvements in the education system. These decisions were made to fulfil the promises made during the freedom struggle regarding education. Thus, a new era in education policy began with India's independence. The government established education commissions to recommend comprehensive policies for addressing educational challenges and improving the education system in the country.

Constituent Assembly Debate

The Constituent Assembly, which convened from **9 December 1946 to 24 January 1950**, spent nearly three years drafting the Constitution of India. Although the Constitution itself is a culmination of this process, it was influenced by earlier documents that either governed British India or expressed political aspirations. These antecedent documents can be categorized into two broad groups: British documents and Indian documents.[131]

Among the British-authored documents, the **Government of India Acts of 1919**[132] **and 1935**[133] had a significant impact on the Constitution of India[134]. Similarly, Indian-authored documents like the **Swaraj Bill of 1895** (also known as the Constitution of India Bill, 1895)[135] and the **Nehru Report[136] of 1928** played a role in shaping the Indian constitutional design. Interestingly, none of the British-authored documents included provisions regarding the right to education or the provision of education in a substantive manner. The British constitutional documents, including the Government of India Acts of 1919 and 1935, were primarily focused on safeguarding British interests in India while offering limited self-government to Indians.[137]

In contrast, a majority of Indian-authored documents do mention a right to education or include some form of constitutional provision regarding education. One of the earliest examples is the Swaraj Bill of 1895, which proposed free education in government schools and compulsory primary education throughout the empire. This document was followed by the **Karachi Resolution[138] of**

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[131] Vineeth, "How Did the Historical Constitutions Treat Education?"
[132] British Parliament, Government of India Act, 1919.
[133] British Parliament, Government of India Act, 1935.
[134] Government of India, The Constitution of India.
[135] Tilak, "The Constitution of India Bill, 1895."
[136] The Committee Appointed by The All Parties' Conference, "The Nehru Report: An Anti Separetist Manifesto."
[137] Vineeth, "How Did the Historical Constitutions Treat Education?"
[138] Indian National Congress, Karachi Resolution, 1931.

1931 and the **Constitution of Free India in 1944**[139], which can be grouped together due to their inclusion of the right to education provision. These documents shared a common element of a straightforward constitutional declaration, along with references to the associated costs and the intended beneficiaries of the right to education. Other Indian-authored documents such as the **Commonwealth of India Bill of 1925**[140] and the Nehru Report of 1928[141] were more comprehensive in their approach. In addition to declaring the right to education, these documents provided more detailed provisions and guidelines related to education. The 1925 Bill states: *"All persons in the Commonwealth of India have the right to free elementary education, and such right shall be enforceable so soon as due arrangements shall have been made by the competent authority."*

The **Nehru Report** includes a provision similar to that of the Commonwealth of India Bill, but it goes a step further by introducing a significant additional detail*"...Provided that adequate provisions shall be made by the State for imparting public instruction in primary schools to the children of members of minorities of considerable strength in the population through the medium of their own language and in such script as in vogue among them."* This marks the first instance where a constitutional provision on education takes into consideration the interests of minority groups. Another category of Indian constitutional documents also *addresses minority interests in education*, but with a focus on a specific minority group. The **Poona Pact of 1932**[142], Political Demands of Scheduled Caste in 1944[143], and States and Minorities in 1945[144] introduce provisions that allocate state and central budget funds for the education of Depressed Classes. These provisions go beyond primary education and encompass a wider scope. Similar to other articles in the Indian Constitution, the origins of the provisions related to education can be identified from the "*Committee stages of the Constituent Assembly*". During its first sitting in February 1947,[145] three proposals presented by **Dr. B.R. Ambedkar, K.M. Munshi** and **Sardar Harnam Singh,** during the proceedings of the Sub-Committee on Fundamental Rights included significant provisions related to education. These proposals indicate that the recognition of education as a fundamental right, as seen in earlier documents, continued to be an important aspect of the making of Constitution. The provisions given

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[139] Roy, *Constitution of Free India*.
[140] The National Convention, India, "The Commonwealth of India Bill, 1925."
[141] The Committee Appointed by The All Parties' Conference, "The Nehru Report: An Anti Separetist Manifesto."
[142] Narake et al., "Text of Poona Pact."
[143] Moon, "Political Demands of Scheduled Castes."
[144] Dr. Ambedkar, "States and Minorities: What Are Their Rights and How to Secure Them in the Constitution of Free India."
[145] Vineeth, "Assembly's Advisory Committee Dispatched Education from Fundamental Rights to Directive Principles."

26

by Dr. Ambedkar closely resembled those found in the Poona Pact of 1933[146] and the Political Demands of Scheduled Castes in 1944[147], both of which he played a vital role in drafting. In contrast the proposal of Sardar Harnam Singh and K.M. Munshi provided for a **universal right to education**. Singh's provision read: *"Sciences and Arts and the teaching thereof are unrestricted in the Republic of India. Elementary Education is obligatory and free in primary schools. Instruction in their mother tongue is guaranteed to religious minorities."* The proposal enclosed the following:

"1. Every citizen is entitled to have free primary education, and it shall be legally incumbent on every unit of the Union to introduce free and compulsory primary education up to the age of 14 years and in the case of adults up to the standard of literacy.

2. The duration, limits, and method of primary education shall be fixed by law.

3. Every citizen is entitled to have facilities provided for learning the national language in the variant and script of his choice.

4. The opportunities of education must be open to all citizens upon equal terms in accordance with their natural capacities and their desire to take advantage of the facilities available".

The Committee, in its report to the "**Advisory Committee on Fundamental Rights and Minorities",** finalized the following form: *"Every citizen is entitled as of right to primary education and it shall be the duty of the State to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years."*

During the April 1947 meeting, the Sub-Committee's report by the Advisory Committee was being discussed, and when the education provision came up, **M. Ruthnaswamy**, a Committee member, raised a question *"Is this a justiciable right? Suppose the government has no money?"* ***Alladi Krishnaswamy***, a member of the Sub-Committee involved in drafting the education provision demand, *"I want the deletion of this clause"*. As a result, the Committee decided to place the provision under the DPSP which is not legally enforceable[148]. Although education was initially considered as a fundamental right during the process of constitution-making, practical concerns such as resource availability and implementation challenges influenced the decision to make it a non-justiciable right. However, the provision still needed to be discussed and debated during the

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[146] Narake et al., "Text of Poona Pact."
[147] Moon, "Political Demands of Scheduled Castes."
[148] Government of India, "Directive Principles of State Policy."

Constituent Assembly's plenary debates.[149]

On November 23, 1948, the Constituent Assembly initiated a discussion on Draft Article 36 which read:

"Article 36. Every citizen is entitled to free primary education and the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years."[150]

The debate on Draft Article 36 began with **Lakshmi Kanta Maitra** proposing an amendment to align its phrasing with other articles in the DPSP. Maitra argued that the prevailing phrasing in the DPSP was *"State shall strive to..."* while Draft Article 36 started with *"Every citizen is entitled to..."* to indicate that these principles were for the States to adopt rather than legally enforceable rights. In contrast, Draft Article 36 appeared to establish a fundamental right to a certain extent as opposed to a DPSP provision.

Another member, **Naziruddin Ahmad**, put forward an amendment to replace "education" with "primary education" in Draft Article 36. Ahmad reasoned that the original intent of the Drafting Committee and the Assembly would have been to focus on "primary education" since it was the only type of education feasible for children aged 0 to 14. He advocated for confining the state's efforts exclusively to primary education.

During the debate on Draft Article 36, **B Das** raised concerns about the form of primary education in India. He questioned *"Will it be in one language, or will it be in two or three languages if a province has two or three kinds of people making up the province?"* According to **Dr. Ambedkar** the provision of Draft Article 36 had a broader scope that extended beyond primary education, and the intentional decision was made to use the term "education" without additional specification.. He argued that Draft Article 36 was closely connected to Draft Article 18, which prohibited the employment of children below the age of 14. He stated, *"If the child is not to be employed below the age of 14, the child must be kept occupied in some educational institution. That is the object of article 36 and that is why I say the word 'primary' is quite inappropriate in that particular clause".* [151]

During the voting on Draft Article 36, the Constituent Assembly approved Maitra's amendment while rejecting Naziruddin's amendment. The adopted Draft Article incorporated the amendment.

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[149] Vineeth, "Constituent Assembly Takes up Free and Compulsory Education for Debate."
[150] Constituent Assembly of India, *Constituent Assembly of India Debates (Proceedings)- 23rd November 1948*.
[151] Vineeth, "Constituent Assembly Takes up Free and Compulsory Education for Debate."

The discussions in the Constituent Assembly regarding the provision of *"free and compulsory education up to the age of 14 years"* eventually led to its inclusion in the DPSP in the Constitution of India. The education system, including secondary and higher education, underwent necessary changes to align with the country's requirements.[152]

Following India's independence, **the Constitution was adopted on January 26, 1950**, and the responsibility for education was shared between the state and central governments. Independent India's policies on the subject of education have been considerably shaped by various Education Commissions which were established at different times.[153] The following section provides an overview of the key recommendations put forth by these influential commissions.

University Education Commission (1948)

University Education Commission was the first Commission which was established in independent India in 1948, led by *Dr. S. Radhakrishnan*. Its objective was to assess the condition of university education and to give recommendations for improvements to meet the all the current and future requirements of the country.[154] The Commission recognized the need to revamp the education system in order to address the challenges arising from years of colonization and to promote national prosperity, functional democracy, and social equality.[155] The commission's extensive report emphasized the significance of higher education as a means to achieve these goals and envisioned universities as institutions that would impart knowledge and wisdom for holistic personality development.[156] The report also emphasised the necessity of making higher education available to people from all walks of life, disregarding factors such as region, caste, gender, or religion. The recommendations of this commission intended to align the education system with the principles outlined in the Constitution of India.

Secondary Education Commission (1952)

SEC was established in 1952, with Dr. A. Lakshmanaswami Mudaliar as its chairperson.[157] Presenting its report, the commission offered a comprehensive perspective on the educational challenges faced by Indians and emphasizing the need to enhance productivity. The report put

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[152] Saikia, *History Of Education In India.*
[153] Purkait, *Milestones in Modern Indian Education.*
[154] Aggarwal, *Landmarks in the History of Modern Indian Education.*
[155] Ministry of Education and Radhakrishnan, "The Report of the University Education Commission."
[156] Nag, Nag, and Pandey, "Recommendations of Various Commissions After Independence."
[157] Agarwal, "Development of School Education – 1947 to 1964."

forward several recommendations[158] and proposed the implementation of a uniform educational pattern throughout India and the creation of technical schools.

The Mudaliar Commission's recommendations had a profound impact on secondary education in independent India. Many educationists praised the commission's practical and valuable suggestions. However, some critics argued that the recommendations lacked innovation, merely replicating old policies and offering imperfect and unrealistic solutions that were difficult to implement.[159] Moreover, the commission's report was criticized for not providing a framework to promote women's education. In response to this, the Indian government established the National Committee on Women's Education in 1958 to address the specific concerns regarding women's education.

Indian Education Commission (1964-66)

The Indian Education Commission, referred to as **Kothari Commission**, was established under the leadership of D. S. Kothari.[160] Its mandate was to address various areas and sectors of education and provide recommendations to the administration on the development of the **National System of Education**. Report of the Kothari Commission served as the basis for formulating the National Educational Policy of 1968. The opening paragraphs of the Kothari Commission's report acknowledged that, *"the destiny of India is now being shaped in her classrooms. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. The quality and number of persons coming out of our schools and colleges will depend on our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people"*[161].

According to the Kothari Commission, education had the potential to bring about significant social, economic, and political changes in society. The Commission recognized that for long-term national aspirations to be realized, educational objectives needed to be aligned with these aspirations. It emphasized that education was a powerful tool for bringing about change without resorting to violent revolution. It concluded that a radical reconstruction, almost akin to a revolution, was necessary to achieve the goals set forth in the constitution and addresses the various challenges faced by the country in different sectors.[162]

The Commission identified three key components for the comprehensive reconstruction of

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[158] Ministry of Education and Mudaliar, "Report of the Secondary Education Commission."
[159] Maria, "Understanding the Educational Frameworks for Street Children in India."
[160] Devraj, "Development of School Education – 1964 to 1985."
[161] Ministry of Education and Kothari, "Report of the Education Commission, 1964-66."
[162] Devraj, "Development of School Education – 1964 to 1985."

education[163];

a) Internal transformation;

b) Qualitative improvement;

c) Educational facilities Expansion.

National Policy on Education (1968)

Government of India introduced the NPE[164] in 1968 as the response to the suggestions made by the Kothari Commission.[165] This policy aimed to foster national growth, promote a sense of shared citizenship and culture, and strengthen national unity. The Education Commission (1964-66) had emphasized the need for a transformative overhaul of education to facilitate social and cultural along with economic development of India.[166] The NPE's primary recommendations were as follows:

- **Free and Compulsory Education**: The NPE[167] stressed the importance of fulfilling the constitutional mandate of *"providing free and compulsory education to all children up to the age of 14"*. It called for concerted efforts to reduce dropouts and ensure that enrolled children successfully complete their education.

- **Teacher Status and Education**: Recognizing the pivotal role of teachers in enhancing educational quality and national development, the policy emphasized the improvement of their status and service conditions. It advocated for academic freedom for teachers to engage in independent research, express their views on important national and international issues, and highlighted the need for education of teachers which are in service.

- **Language Development:** It was recommended that the promotion of regional languages for educational and cultural development. It popularised the tri-language formula, which fostered the study of a modern Indian language. The policy also emphasised the need of studying English and other world languages, as well as the development of Hindi as a link language and the provision of facilities for teaching Sanskrit.

- **Equalization of Educational Opportunity:** The policy emphasized the importance of equalizing educational opportunities for all individuals, regardless of their religion, abilities, gender, social class, or caste.

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[163] Ministry of Education and Kothari, "Report of the Education Commission, 1964-66."
[164] Ministry of Education, "National Policy on Education, 1968."
[165] Devraj, "Development of School Education – 1964 to 1985."
[166] Ministry of Education, "National Policy on Education, 1968."
[167] Ministry of Education.

31

- **Science Education and Research**: The policy highlighted the importance of giving high priority to science education and research, as it plays a crucial role in driving national economic growth. It advocated for the integration of science and mathematics into general education throughout the school years.

- **Education for Industry and Agriculture**: The policy emphasized the need for special efforts in the expansion of education for industry and agriculture. It recommended the establishment of 1 agricultural university in each and every state and supported the creation of departments in other universities for studying various aspect of the agricultural system. Practical exposure and training in technical education were deemed essential, and there was a call for regular assessment of the country's industrial, agricultural, and need for technical manpower.

- **Production of Books**: The policy resolved the problems of repeated textbook modifications and their high cost. It advised students across all levels, including universities, to give special attention to publications in regional languages. The need of generating high-quality textbooks for schools and universities was emphasised, and it was proposed that a few important textbooks be developed that could be used across the country.

- **Examinations**: The policy emphasized on the improvement of validity and reliability of examinations, with the aim of ensuring fair and accurate assessment of students' knowledge and skills.

- **Secondary Education**: Recognizing the significant role of secondary education in social change and transformation, the policy called for an increase in facilities for vocational education, providing students with practical skills and preparing them for various career options.

- **University Education**: The NPE highlighted several important recommendations for university education. It suggested that new universities should be established only after ensuring that there are sufficient funding provisions. Consideration was also given to postgraduate courses, with a focus on enhancing training and research facilities. The policy emphasized the need to strengthen centers of advanced studies and provide students with proper laboratory, library, and staff facilities.

- **Spread of Adult Education and Literacy**: The NPE stressed the importance of

eradicating mass illiteracy and proposed active involvement of students with teachers in literacy campaigns.

- **Games and Sports**: The strategy emphasised the need of developing students' physical health and sportsmanship by incorporating various sports and physical education programmes into schools.

- **The Educational Structure**: The NPE advocated a consistent educational framework for the entire country, based on the 10+2+3 pattern. The strategy also established goals for steadily expanding education investment, with a target of dedicating 6% of national income to education.

In summary, the NPE of 1968 was a significant milestone in the post-independence of India's education history. It intended to support national progress and integration and served as a guiding policy for nearly two decades. Key recommendations included the implementation of a common 10+2+3 education system nationwide, the urgent need for comprehensive reconstruction and quality improvement in education across all the levels, with increased focus on science and technology.

However, the NPE (1968) faced criticism, particularly regarding the implementation of the *"three language formula"*.[168] Critics argued that the inclusion of a third language was imposed on students without considering their interests. Additionally, the policy was seen as vague and lacking clarity in terms of providing implementation guidelines. Despite these concerns, the policy gained attention as the initial systematic attempt to shape up the India's education system after independence. The "three language formula" was intended to foster national integration and improve education among minority communities.[169] It was accepted by all states except Tamil Nadu, which retained the two-language formula.[170]

The poor implementation and unsatisfactory progress of the National Policy on Education (NPE) of 1968 can be attributed to several factors.[171] These include the adverse economic and social conditions prevalent at the time, inadequate prioritization of education by both the Central and State Governments, the rejection of significant recommendations from the Education Commission, the failure of educational administration, teachers, and students to effectively bring about the desired changes, and the lack of strong public demand for a radical transformation of the education system

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[168] Venkataramanan, "What Is the Three-Language Formula?"
[169] Sharma and Sharma, *Problems of Education in India*.
[170] Goyal, "What Is Three-Language Formula?"
[171] Ministry of Education and Social Welfare and Naik, "THE NATIONAL EDUCATION POLICY 1947-1978."

and support from political and social workers.

However, it is worth noting that the situation improved compared to the state of education in 1947, where there were only 19 colleges, 400 schools, and 5,000 teachers. The implementation of the NPE did lead to some progress.[172]

Draft National Policy on Education (1979)

After the formulation of the NPE in 1968[173], another effort by the Central government was to prepare a comprehensive education policy based on national consensus. In 1979, a draft of a new NPE[174] was introduced with the aim of restructuring education at all levels to align it with the needs and potential of the people. The 1979 draft anticipated the creation of an educational system which was created not only for the enhancement of knowledge but also development of academic skills.[175] It emphasized the importance of instilling moral and ethical values in students to foster their personal growth and transform them into responsible citizens. The policy emphasized the implementation of an educational system that upheld constitutional values, with a focus on promoting national integration.[176] It recognized the need to adapt the Indian education system to meet the contemporary needs of the people and stressed the importance of flexibility and responsiveness in the education system.[177] The policy also emphasized the collaboration between educational institutions and communities to support each other.[178] The draft NPE of 1979 was intended to undergo a nationwide debate before its finalization as a crucial policy document that would shape education for the next two decades, up until twentieth century ended. However, due to political uncertainties during that period, the proposed policy could not be implemented.[179]

National Policy on Education (1986)

When the NPE was introduced in 1968[180], it was planned that a five-yearly review will be done to assess progress, identify shortcomings, and develop new policies and programs. This process of reviewing and formulating new plans and programs is common for every new Five-Year Plan in

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[172] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)."
[173] Ministry of Education, "National Policy on Education, 1968."
[174] Ministry of Education and Social Welfare, "Draft National Policy on Education, 1979."
[175] Devraj, "Development of School Education – 1964 to 1985."
[176] Ministry of Education and Social Welfare, "Draft National Policy on Education, 1979."
[177] Chaube, *History and Problems of Indian Education.*
[178] Klees, "Planning and Policy Analysis in Education: What Can Economics Tell Us?"
[179] Ministry of Education and Social Welfare, "Draft National Policy on Education, 1979."
[180] Ministry of Education, "National Policy on Education, 1968."

34

India. The purpose is to continuously improve the education system, address challenges, and reflect the socio-cultural identity of the country.

Although a policy was intended to be introduced in 1979, certain limitations prevented its implementation. However, the NPE of 1986[181] emerged as a result of the reviews conducted during the formulation of new policies. Prior to the NPE (1986), a policy document titled *"Challenges of Education - A Policy Perspective"* was comprehensively discussed in 1985, and the received suggestions were included in the NPE of 1986.[182] The Government of India initiated the NPE in 1986, and it was officially adopted by the Parliament in May 1986. The introduction of the policy reflects a humane approach and a willingness to adapt to necessary changes. It starts with, *"Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an age-old process. That moment is today."* (para 1.1) The policy also considered that "*education is a unique investment in the present and future."* (para 2.4, NPE 1986).[183]

The NPE (1986) made several significant recommendations, including:

- **National system of education**: The policy proposed a standardized educational structure of 10+2+3, building upon the framework suggested in the NPE of 1968. This system aimed to establish a common core curriculum and also allowed for flexibility in certain components of the curriculum.

- **Early childhood care and education**: Recognizing the importance of early childhood development, the policy emphasized the need for comprehensive care and education for young children. It recommended integrating early childhood programs with services such as Integrated Child Development, Balwadis, pre-primary schools, and day-care centers provided by state governments and municipalities.

- **Elementary education and Operation Blackboard**: The NPE highlighted three main objectives for elementary education: ensuring universal enrollment, retaining children until the age of 14, and enhancing the quality of education. It promoted child-centered and activity-based learning methods, emphasizing the elimination of corporal punishment. To

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[181] Ministry of Human Resource Development, "National Policy on Education, 1986."
[182] Devraj, "Development of School Education – 1964 to 1985."
[183] Ministry of Human Resource Development, "National Policy on Education, 1986."

address the lack of facilities in schools, the policy proposed Operation Blackboard, which aimed to equip primary schools with essential resources such as weatherproof classrooms, blackboards, learning aids, libraries, and a minimum of three teachers (with at least 50% being women).

- **Education of SC, ST, and backward sections**: The policy emphasized the need to prioritize the establishment of primary schools in areas where there was larger population of tribal, scheduled caste, and backward sections. By 1990, it set a goal for SC/ST children aged 6-11 for achieving 100% enrolment.

- **Education of the handicapped**: The NPE stressed the importance of providing equal educational opportunities for children with locomotors and mild handicaps. Vocational training, teacher training programs, and emphasizing on the voluntary efforts for educating the disabled was also stressed upon.

- **Non-formal education**: The strategy advocated for a formal education programme of equivalent quality for children living in rural areas without schools, school dropouts, girls who struggle to attend school, and working children. This program's implementation has been left to voluntary organisations and Panchayati Raj organisations.

- **Secondary education**: The policy suggested the establishment of schools in underserved areas and provision of special facilities for talented and high-achieving students. It aimed to widen the access provided for secondary education, particularly for those belonging to SCs, and STs and girls in underserved areas. It was also suggested to build residential schools known as Jawahar Navodaya Vidyalayas (JNVs) for kids with unique talents, with reserved places for rural areas, SCs, and STs.

- **Vocationalization of education**: Recognizing the importance of vocational education, it was recommended that the vocational courses at the higher secondary level be introduced. The goal was to reach 10% of higher secondary pupils with vocational education by 1995, and twenty-five percent by the year 2000. (para 5.23, NPE 1986 alongwith modifications in 1992)[184]

- **Higher education**: The policy called for comprehensive improvement and safeguarding of the active higher education system. The policy encouraged the institution of autonomous

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[184] Ministry of Human Resource Development, "National Policy on Education, 1986 (With Modifications Undertaken in 1992)."

departments and several colleges in accordance with directives of UGC. The policy stressed flexible course options, audiovisual aids for teaching, teacher performance assessment, and support for research in universities.

- **Open University and distance education**: To expand access to higher education and accommodate diverse learner needs, the policy recommended the establishment of an open learning system.

- **Separation of degrees from employment:** The policy highlighted the importance of disconnecting degrees from specific job requirements in certain areas. It proposed the establishment of a National Evaluation Organization to conduct voluntary tests that would assess the appropriateness of candidates for particular job positions.

- **Rural universities and institutes**: It was advocated for the establishment of universities and institutions in rural areas, inspired by the principles of the Gandhian Basic Education.

- **Management and Technical education**: The policy emphasized the integration of management and technical education. It promoted continuing education that covered both existing and emerging technologies. The policy also called for strengthening the Technical Manpower Information System to enhance the availability of manpower-related information.

The primary objective of the NPE (1986) was ensuring access of education to all the segments of society, particularly historically marginalized groups such as SCs, STs, OBCs and women who had been denied educational opportunities since a long time.[185] To achieve these objectives, the policy emphasized several measures, including providing scholarships for economically disadvantaged students, recruiting teachers from marginalized communities, promoting adult education, and establishment of various schools and colleges, with a particular emphasis on primary education.[186] Additionally, the policy recognized the importance of open universities and led to the establishment of the "**Indira Gandhi National Open University"** (IGNOU) in Delhi.[187] It emphasized the provision of education in rural areas in line with Gandhian principles.

National Programme of Action of 1992

In 1990, a government commission led by Ramamurti assessed the impact of the NPE (1986) and

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[185] Ministry of Human Resource Development, "National Policy on Education, 1986."
[186] Gajbhiye and Khare, "Indian Education Policy: A Journey after Independence."
[187] IGNOU, "Profile of IGNOU - Preamble."

made recommendations. Later, the CABE, led by N. Janadhana Reddy, reviewed the implementation of the NPE (1986).[188] Recognizing the need to account for the competitive global landscape and the process of economic globalization that began with the reforms in 1991, the CABE considered modifications to the NPE (1986) which initially aimed at achieving educational uniformity among social groups.

The **National Programme of Action (NPA) of 1992**[189] placed a strong emphasis on national integration and development while urging a comprehensive reform of the Indian educational system to raise standards.[190] It stressed the importance of moral values and bridging the gap between education and real-life experiences.[191] This led to the launch of DPEP in 1993-94, aiming for universal primary education[192], followed by SSA in 2000-2001, aiming for universal elementary education within a specific time frame. The SSA aimed to establish an ideal education system that fostered knowledge, instilled social and human values, and developed strong character in individuals. It emphasized the need for the education system to align with the evolving societal needs.[193]

As per World Bank study, investments in education and the formulation of effective policies are crucial for the development of youth and the nation, especially in developing and underdeveloped countries.[194] Infrastructure availability plays a fundamental role in ensuring access to education. Under the SSA scheme, significant progress was made in expanding access to elementary education. Between the period of 2002-03 to 2008-09, approximately 1,48,492 primary schools along with approximately 1,33,277 upper primary schools were established, and additional 8,00,000 classrooms were constructed, contributing to increased accessibility at the elementary level. The SSA also focused on reaching disadvantaged children in urban areas, with populations exceeding one million.[195] In addition to these central government initiatives, state governments have implemented various schemes like the Midday-Meal Scheme.

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[188] Ministry of Human Resource Development and Ramamurti, "Report of the Committee for Review of National Policy on Education 1986."

[189] Soperna, "Development of School Education in 1986 and After."

[190] Ministry of Human Resource Development, "The National Programme of Action, 1992."

[191] (Ranganathan, 2007)ra

[192] Department of Education, "District Primary Education Programme: Guidelines."

[193] Mohanty, *Teacher Education*.

[194] Haddad and Demsky, *The Dynamics of Education Policymaking: Case Studies of Burkina Faso, Jordan, Peru, and Thailand*.

[195] Ministry of Human Resource Development and Sathyam, "Rashtriya Madhyamik Shiksha Abhiyan (RMSA): First Joint Review Mission."

38

Recognizing the significance of "**Information and Communication Technology"** (ICT) in the field of education, India incorporated ICT initiatives into its education policies. The NPE 1986, with modifications in 1992, introduced the CLASS Project for computer literacy and piloted educational technology. It later became the **Information and Communication Technology @ Schools** scheme, expanding to include new government-aided secondary and senior secondary schools. ICT was also integrated into the Sarva Shiksha Abhiyan initiative for universalizing elementary education. As technology continued to advance and ICT became increasingly prevalent in education, there was a need for a policy with guidelines to optimize its use. In response, the Government of India introduced the "**National Policy on Information and Communication Technology" in 2012**. This policy aimed to prepare youth for active participation in the knowledge society, promoting socio-economic development and global competitiveness.

Following the launch of the New Education Policy 2020, state governments across India have established committees and panels to devise plans for its implementation. The goal is to make education more inclusive, quality-conscious, and aligned with globally accepted standards.

3. National Education Policy 2020

In 1968, the first National Education Policy (NEP) was introduced, followed by a revision in 1986. The NEP 2020 represents a significant and positive step towards transforming the education system in India. This policy seeks to completely transform the education system in the country within the next ten years. The reforms introduced are bold and ambitious, with the goal of positioning India as a global powerhouse in education.[196]

The Government of India recognized the need to adapt the education system to meet the evolving demands for quality education, innovation, and research. The goal is to provide students with the essential skills and knowledge needed to position India as a global leader in knowledge and innovation. Additionally, the policy aims to address the lack of skilled manpower in various sectors. The existing NEP of 1986, with modifications in 1992 through the National Policy for Action, required updates to cater to the current and future needs of the large youth population. The implementation of the new education system, which is still underway, includes a focus on online learning, increased school hours, and a shift away from rote learning.[197]

The NEP 2020 is a comprehensive education policy that addresses India's developmental needs, aiming to create a modern education system aligned with 21st-century aspirations and values.[198] It emphasizes nurturing individual creativity and holistic development, encompassing cognitive, social, ethical, and emotional capacities. The policy aims for universal enrollment in preschool to secondary education by 2030 and increased higher education participation by 2035.[199]

In 2015, a committee led by Mr. T.S.R. Subramanian was established to initiate discussions and create a preliminary report on education policy. This unique approach involved gathering input from various stakeholders, starting from the grassroots level up to the national level. The committee held extensive deliberations and sought the opinions of different groups. Numerous issues surfaced when the draft report was made available for public discussion. To address these concerns, a new committee was formed in June 2017, chaired by Dr. K. Kasturirangan. The Kasturirangan Committee carefully reviewed and incorporated feedback from different stakeholders to develop a

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[196] Vice President Secretariat, "New Education Policy Aims at Making India a Global Knowledge Superpower: Vice President."

[197] Ministry of Human Resource Development, "National Education Policy, 2020."

[198] Pandey, "Achieving SDG 4 in India: Moving from Quantity to Quality Education for All"; United Nations, "Review of SDG Implementation and Interrelations among Goals: Discussion on SDG 4 – Quality Education."

[199] University Grants Commission, "Salient Features of NEP 2020: Higher Education."

revised draft policy. This draft was shared with the public on May 31, 2019, to gather additional suggestions. After considering these suggestions, the committee finalized the policy, resulting in the creation of the National Education Policy, 2020 on July 29, 2020.

Principles of Policy

The primary objective of the Indian educational system is to nurture individuals who exhibit rational thinking and behaviour, demonstrate qualities like courage, empathy, compassion and resilience, possessing a scientific mindset and artistic imagination, as well as upholding strong ethical values. It aims to cultivate responsible citizens who actively participate, contribute, and promote an equitable, inclusive, and diverse society, in line with the vision outlined in our Constitution.[200]

The core principles[201] that will govern both the overall education system are as follows:

- Acknowledging and nurturing the distinct talents of every student, by raising awareness among teachers and parents to support the comprehensive growth of each student in both academic and non-academic domains.
- Prioritizing the attainment of Foundational Literacy amongst the students before reaching Grade 3.
- Providing flexibility in the education system, empowering learners to select their learning paths and programs, enabling them to pursue the unique path in their life based on their abilities.
- Eliminating rigid divisions between science and arts, curricular and extra-curricular activities, etc., to eliminate detrimental rankings and isolated learning areas.
- Encouraging a comprehensive and diverse education that includes various disciplines to foster the interconnectedness and unity of knowledge in a multidisciplinary society.
- Focusing on understanding the concepts instead of rote-learning and exam-oriented education.
- Promoting critical thinking and creativity to foster innovation and decision-making based on logic.
- Instilling values and ethics in students with incorporation of life skills
- Encouraging the utilization of multiple languages while recognizing the significance of

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[200] Ministry of Human Resource Development, "National Education Policy, 2020."
[201] University Grants Commission, "Salient Features of NEP 2020: Higher Education."

language in the educational process.

- Shifting the focus towards regular formative assessments that facilitate learning, rather than relying solely on summative assessments that contribute to the prevalent "coaching culture."

- Leveraging technology extensively in educational practices to address language based barriers, increase accessibility for students with disabilities, and enhance educational management and planning.

- Recognising the importance of local context in curriculum, policy formation and pedagogy while keeping in mind that education is a concurrent topic.

- Making fairness and inclusion important concepts in all educational decisions in order to ensure the achievement of all children within the educational system.

- Encouraging curricular alignment throughout all levels of education.

- Recognizing teachers as the central pillars of the education system, ensuring their continuous professional development.

- Establishing a regulatory framework that is both "light but tight", ensuring the integrity, transparency, and efficient utilization of resources in the education system through audits and public disclosure. Simultaneously, encouraging innovation, autonomy, good governance, and empowerment to foster out-of-the-box ideas.

- Promoting exceptional research as an essential component for exceptional education and continuous development.

- Ongoing evaluation of development based on ongoing research and regular evaluation conducted by experts.

- Fostering a deep-rooted sense of pride and connection to India, appreciating its diverse cultures and traditions along with the knowledge systems.

- Making considerable investments in a robust and dynamic education system, while also encouraging and facilitating genuine philanthropic, private, and community participation in education.

Vision of the Policy

The Policy envisions fostering a strong sense of Indian identity and cultivating a profound sense of pride among learners. This pride should be evident not just in their thoughts but also in their actions, intellect, and overall character. The aim is to equip learners with knowledge and skills while

42

instilling the set of values and attitudes that promote a responsible dedication to sustainable development, and the betterment of the global community. In essence, the vision is to nurture individuals who embody the qualities of a true global citizen.[202]

Vision for School Education

This policy proposes a revision to the existing 10+2 structure in school education, introducing a new **pedagogical and curricular framework known as 5+3+3+4**, which spans the age range of 3 to 18. Currently in the 10+2 structure, the children between ages 3 to 6 are generally not included, as formal education typically begins at age 6 with Class 1. However, the new 5+3+3+4 structure incorporates sturdy foundation of "**Early Childhood Care and Education**" (ECCE) starting from age of 3 years. This inclusion aims to enhance overall learning, development, and well-being during the early years.[203]

The new education policy is divided into four distinct phases[204] that is:

Foundation Stage;

Preparatory Stage;

Middle Stage;

Secondary Stage

Foundation Stage: This phase is designed for children aged 3 to 8 years and spans a period of 5 years. It comprises of the pre-school education for 3 years in Anganwadi and classes 1 to 2 with formal schooling. During this stage, children will engage in multi-level learning and play-based activities, with a particular emphasis on developing language skills.

Preparatory Stage: This stage is allocated 3 years for children aged 8 to 11 years, covering classes up to class 5. The focus during this phase is on play, discovery, activity-based learning, and interactive learning, aimed at fostering cognitive development. Language and numeracy skills remain a priority. Children will learn three languages, with the regional language serving to be medium of instruction until the fifth standard. Choice of the languages will be determined by the respective states.

Middle Stage: This stage also spans 3 years and encompasses children from 6th to 8th grade. It introduces a subject-based curriculum, with coding instruction commencing in the 6th grade.

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[202] Ministry of Human Resource Development, "National Education Policy, 2020."
[203] Kwatra, "NEP 2020: Impact of National Education Policy on Preschools."
[204] Ministry of Human Resource Development, "National Education Policy, 2020."

Additionally, all children will have opportunities for vocational testing and internships to enhance employability skills while still in school.

Secondary Stage: This phase spans a duration of 4 years and includes students from 9th to 12th grade. During this stage, there is an emphasis on in-depth study of subjects. The curriculum supports students in developing critical and analytical thinking skills, engaging in multidisciplinary studies, and provides the flexibility for students to choose subjects without being restricted to specific streams.

The policy eliminates the practice of categorizing students into different streams, allowing them to pursue a diverse range of subjects (multi-stream system). For instance, a student can opt for a combination of History, Physics, and Accountancy, thereby putting an end to the traditional divide between streams. With a focus on student development, the policy introduces changes in the format of board examinations to reduce the burden on students. This includes the adoption of a semester-based pattern and the inclusion of multiple-choice questions in exams. The policy recommends conducting objective and subjective assessments once a year, with a strong emphasis on evaluating knowledge rather than rote memorization. To assess students' progress and aid in decision-making regarding their future, new AI based software will be utilized to gauge students' progress and provide guidance on their academic journey.

Vision for Higher Education

Higher education holds great significance in advancing the well-being of individuals and society, as well as in realizing India's constitutional vision of a socially aware, just, democratic, cultured nation that upholds the principles of equality, justice, liberty and fraternity. It plays a vital role in promoting sustainable livelihoods and driving economic development. With India transitioning into a knowledge-based society and economy, a growing number of youth seek to further their higher education.[205]

The policy envisions several key changes to the current higher education system, including:[206]

- Transitioning to larger, multi-disciplinary universities, ensuring there is minimum one institution inside or near every district. Additionally, efforts will be made to increase the number of Higher Educational Institutions (HEIs) that offer programs or instruction in Indian or local languages.

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[205] Mete and Rakshit, "Future of Higher Education in India."
[206] Ministry of Human Resource Development, "National Education Policy, 2020."

- Enabling students to explore diverse fields of study in undergraduate by shifting towards multidisciplinary approach.

- Granting greater autonomy to faculty members and institutions, allowing them to make independent decisions regarding academic matters.

- Overhauling the curriculum, teaching methods, assessment practices, and student support services to enhance the overall learning experience.

- Establishing a "**National Research Foundation"** to actively promote research initiatives and provide funding for outstanding peer-reviewed research in universities and colleges.

- Establishing independent boards comprised of highly qualified individuals to govern Higher Educational Institutions (HEIs), granting them academic and administrative autonomy.

- Implementing a balanced approach to regulation in higher education, with a single regulatory body ensuring compliance while allowing flexibility.

Institutional Reorganization and Consolidation

A **"Higher Education Commission of India"** (HECI) will be established to replace the UGC for all non-medical and non-legal disciplines in higher education.[207] This commission will oversee the functioning of universities and colleges, while also setting up a prestigious multidisciplinary institution of higher education equivalent to renowned institutions like IITs and IIMs. The admission process for these institutions is to be done by National Testing Agency through a comprehensive entrance test. The subjects offered in these institutions will be elective, eliminating the need for compulsory subjects and breaking the traditional divisions between Arts, Science, and Commerce streams. Technical institutions will also incorporate Arts and Humanities subjects into their curriculum. Various educational institutions across the country are already working towards updating their curricula in alignment with this policy, as evidenced by recent curriculum changes at IIT Bombay.[208]

The HECI consists of four entities:

National Higher Education Regulatory Council (NHERC): This council regulates the higher education sector, including teacher education.

General Education Council (GEC): The GEC develops the framework for expected learning outcomes in higher education programs, ensuring uniformity.

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[207] Press Trust of India, "No More UGC, AICTE; Higher Education Commission To Be Set Up In 2021: Official."
[208] Smart, "IIT Bombay Overhauls UG Curriculum to Match Changing Career Trends."

National Accreditation Council (NAC): The NAC accredits institutions based on key criteria like transparency, governance, and performance.

Higher Education Grants Council (HGFC): The HGFC focuses on offering financial assistance to colleges and universities.

Towards Inter-disciplinary approach to education

A comprehensive and interdisciplinary education, reminiscent of India's rich educational traditions, is crucial for guiding the nation into the 21st century and the era of the fourth industrial revolution. As per this policy, undergraduate programs will offer students the flexibility to exit at different stages, earning relevant degrees or certificates accordingly. For instance, after one year, students may receive a Certificate, after two years an Advanced Diploma, after three years a Bachelor's degree, and after four years a Graduate Certificate with research. Furthermore, students pursuing a four-year degree will have the opportunity to pursue a Ph.D. with a Master's degree completed within a year. The policy eliminates the M.Phil program and introduces the establishment of an *Academic Bank of Credit*, which digitally stores and preserves the credits earned by students. [209]

Promoting high-quality academic research across all disciplines through the establishment of National Research Foundation

India's rich history of research and knowledge creation across various fields is a valuable asset that can be further enhanced to position the country as a global leader in research and innovation.[210] To achieve this, the government has established the National Research Foundation (NRF), an institution that aims to promote and support merit-based and equitable peer-reviewed research funding.[211] The NRF will play a crucial role in fostering a research-oriented culture by providing incentives and recognition for exceptional research, as well as starting initiatives to encourage research at institutions with limited research capabilities.[212]

The National Research Foundation (NRF) will undertake several key activities[213], including:

- Providing funding for competitive research proposals across various disciplines through a rigorous peer-review process.
- Promoting and facilitating research at the academic institutions, predominantly at universities

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[209] Ministry of Human Resource Development, "National Education Policy, 2020."
[210] Raina, "Science, Scientists, and the History of Science in India (1966–94)."
[211] The Office of Principal Scientific Adviser, "National Research Foundation 2020."
[212] Press Trust of India, "NRF on Fast Track to Bolster Research: PSA Ajay Kumar Sood."
[213] Ministry of Human Resource Development, "National Education Policy, 2020."

46

and colleges that are in the early stages of developing research capabilities, by offering mentoring and support.

- Serving as a bridge between researchers, government branches, and industries to ensure that researchers are aware of pressing national research priorities and policymakers stay informed about the latest research advancements.

- Recognizing and acknowledging exceptional research and advancements.

- Additionally, the policy emphasizes the importance of online and digital education.

- It proposes the establishment of a National Educational Technological Farm, which will coordinate digital infrastructure, learning materials, and capacity building.

- Furthermore, efforts will be made to make e-content available in regional languages, ensuring accessibility and inclusivity.

Protection of linguistic diversity

The National Education Policy (NEP) 2020 provides flexibility in language options for students. It recommends that instruction up to Class 5 should be offered in the mother-tongue or regional language. From Classes 6 to 8, students will have access to a tri-language format of education, and in Class 9 and beyond, they can opt for foreign language courses. The specific languages included in the tri-language formula will vary based on the state, region, and student's preferences, ensuring that language choices do not hinder academic performance. NEP 2020 offers a wide range of language choices, including English, Hindi, official state languages, regional languages, as well as traditional and culturally significant languages such as Sanskrit. For instance, a Gorkha student residing in the Darjeeling district can study Bengali, English, and Nepali, with the first two determined by the state and the third being the student's mother tongue. These language options can be modified as per the student's requirements.[214]

Physical Education and Skill Development

Under the NEP 2020[215], there is a focus on holistic development of students, encompassing not just academic education but also their health and the cultivation of diverse skills. As part of this initiative, students in early education classes will receive training in various subjects. This comprehensive approach aims to equip students with proficiency in physical activities and a range of

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[214] Ministry of Human Resource Development.
[215] Ministry of Human Resource Development.

other skills. By unlocking the full potential of students and promoting their overall development, this initiative contributes to the broader national development goals.

Recommendations related to the educational system

The NEP 2020[216] has put forward several significant recommendations for improving the state of education, including:

- Regular promotion of teachers based on their performance as per the new education policy.
- The professional standards will be established by National Council for Teacher Education for teachers by 2022.
- The development of course content for teacher education at the national level will be undertaken based on the guidance of NCERT.
- By 2030, a four-year B.Ed. degree will be made mandatory for teaching in accordance with the NEP.

Provision for differently-abled children

The NEP 2020 has introduced changes in the educational curriculum to align with the **Rights of Persons with Disabilities Act, 2016**[217]. This act emphasizes the importance of "*providing barrier-free access to education for all children with disabilities*". Students which require special needs will be incorporated in the overall development framework under the new policy with education systems designed to cater to their specific requirements. The government has recognized the need to construct ramps in educational institutions and ensure free education for students with benchmark disabilities and others. Initially, this initiative will be implemented in Jawahar Navodaya Vidyalayas (JNVs), Kendriya Vidyalayas (KVs), and various other Institutes of National Importance[218] (INIs) offering pre-matric and post-matric education respectively. [219]

Funding education & Financial aid to students

The NEP 2020[220] proposes several programs to improve the education sector, including the following recommendations:

- Investment in the education sector to be increased to 6% of the GDP, whereas the current

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[216] Ministry of Human Resource Development.
[217] Government of India, The Rights of Persons with Disabilities Act, 2016.
[218] INIs are covered in further units covering Government Initiatives.
[219] Ministry of Education, "Steps Taken by the Government for Differently Abled Children."
[220] Ministry of Human Resource Development, "National Education Policy, 2020."

investment stands at 4.43 percent of GDP.

- Implement initiatives to promote the educational advancement of students from marginalized communities.

- Expand the "**National Scholarship Portal"** to ensure effective tracking and support for students receiving stipends, facilitating their progress and development.

Other announcements

In addition to the aforementioned announcements, several other measures were also introduced:

- The system of affiliation with universities will be tapered down over a 15-year period, giving colleges autonomy. These colleges will either become autonomous institutions with degree-granting authority or be affiliated with a university.[221]

- To internationalize education, renowned global universities will be permitted to establish branches in India. This will provide Indian students with access to world-class education without the need to pursue studies abroad.[222]

- The establishment of the NRF will serve as a central body to promote the culture of research and enhance research potential in higher education.[223]

- Special attention will be given to the establishment of education centers in underprivileged and marginalized areas, with a focus on promoting gender inclusion.[224]

- The evaluation of students' academic progress will incorporate a 360-degree assessment, taking into account their mental abilities and behavior. This assessment will involve feedback from classmates and teachers.[225]

Implementation of NEP 2020

The implementation of NEP 2020 by the Central and State governments, along with their autonomous agencies, has been a mixed bag since its release on 29 July 2020. The Department of School Education and Literacy (DoSE&L) took immediate action by announcing a series of measures for implementing NEP 2020. This included organizing the "*Shikshak Parv*"[226], (8-25 Sep

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[221] Ministry of Education, "Bal Bhavans."
[222] Ministry of Education, "Internationalisation of Higher Education."
[223] The Office of Principal Scientific Adviser, "National Research Foundation 2020."
[224] Ministry of Education, "Bal Bhavans."
[225] Ministry of Education, "Year End Review 2021-Department of School Education & Literacy."
[226] Ministry of Education, "Ministry of Education to Organise a Two-Day Conclave on School Education in 21st Century under Shikshak Parv Initiative on 10th and 11th September."

2020) and conducting consultations to discuss the implementation strategies of NEP 2020 across India.[227]

As a result of these efforts on 8 April 2021, SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education) was released.[228] It outlines a particular activity which is related with recommendation of NEP, identifies the responsible agencies for each task, and sets timelines and intended outcomes. Additionally, the NIPUN Bharat initiative[229] was launched by DoSE&L, aiming to *"ensure foundational literacy and numeracy for all children by the year 2026-27"*. This initiative addresses the crucial need for basic learning skills before progressing to other aspects of NEP 2020.

Karnataka became the first state to adopt NEP 2020 for higher education in August 2021[230], while Uttarakhand took the lead in July 2022 by launching NEP in 'Bal Vatikas' at Anganwadi Kendras to strengthen the pre-primary education system.[231] Workshops, seminars, meetings, and conferences have been conducted at regular intervals involving states, union territories, and various stakeholders to discuss innovative ideas and implementation strategies for NEP. The National Conference of Chief Secretaries and the Akhil Bharatiya Shiksha Samagam were notable events where discussions on NEP implementation took place with active participation from education leaders, policymakers, and academicians.[232]

On 20th October 2022, the Union Education Minister launched the "**National Curriculum Framework"** (NCF) specifically designed for children aged three to eight years.[233] This is the first time that NCF has been developed for the foundational stage, aligning with the proposals of NEP 2020 to bring three-year-old children into the formal schooling system.[234]

Implementing NEP 2020 requires coordinated efforts from multiple bodies, including the Ministry of Education, state governments, education-related ministries, and regulatory bodies such as UGC,

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[227] Vijayan, "Effective Governance & Standard Setting in School Education."
[228] Department of School Education and Literacy, "SARTHAQ: Implementation Plan for National Education Policy 2020."
[229] Department of Higher Education, "NIPUN Bharat."
[230] Task Force for Implementation of NEP 2020 in Karnataka and S. V. Ranganath, "Implementation Plan – Karnataka National Education Policy 2020"; Ministry of Education, "NEP Provides a Roadmap to Establish India as a Knowledge Economy – Shri Dharmendra Pradhan."
[231] Ministry of Education, "Shri Dharmendra Pradhan Participates in Programme for the Implementation of National Education Policy 2020 in Uttarakhand."
[232] Lok Sabha Secretariat, "Reply to Unstarred Question No. 197 in Lok Sabha in 9th Session of 17th Lok Sabha."
[233] Ministry of Education, "Shri Dharmendra Pradhan Launches National Curriculum Framework for the Foundational Stage and the Pilot Project of Balvatika 49 KendriyaVidyalayas across the Country."
[234] National Steering Committee for National Curriculum Frameworks and Kasturirangan, "National Curriculum Framework for Foundational Stage: 2022."

50

AICTE, NCTE, NCERT, and CBSE. These entities have initiated various actions and initiatives for ensuring the implementation of NEP 2020 successfully.[235] NEP 2020 provides timelines, principles, and methodologies for implementation, emphasizing the need for joint monitoring, careful planning, and collaborative efforts among the central and state governments to effectively execute the policy.

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[235] Ministry of Education, "Implementation of NEP."

4. Constitutional and Legislative Development

Education is considered the most effective means of advancing humanity as it enhances individuals' perception of the future and contributes to their personal growth. Recognizing the significance of education, the Constitution of India has incorporated provisions and schedules that protect the rights and interests of children in terms of education. The Indian Constitution includes various articles and guiding principles that make it necessary to provide education for all the citizens. The last British commission on education i.e., the Sergeant Commission had expected to achieve the universal education within 40 years. To increase access to the basic education, especially in underdeveloped areas, education was covered under the 42nd Amendment[236] to the Indian Constitution as a concurrent issue, emphasizing the importance of delivering education freely and compusolrily, along with priority given to primary education.

Initially, the Right to Education was not covered under the list of fundamental rights in the Indian Constitution. However, later it was included as a Directive Principle under Article 45[237]. According to Article 45, *"it is the responsibility of the State to strive towards providing free and compulsory education for all children until the age of 14"*. This article holds significant importance as education is considered a fundamental necessity for democracy. It plays a crucial role in maintaining social integration, stability, and eliminating social evils.

The commitment to education is reflected in various provisions of the Constitution, including:

- Article 15(3) empowers the state to make special provisions for certain groups.
- Article 21A guarantees the Right to Education.
- Article 24 prohibits the employment of children below the age of 14 in hazardous occupations.
- Article 39(f) recommends the protection of childhood against exploitation and neglect, highlighting the concerns for the weaker sections of society.
- Article 41 directs the State to make effective provisions for securing the right to work and education for all, taking into account the state's economic capacity and development.
- Article 45 specifically mandates the state to provide free and compulsory education for children below the age of 14.

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[236] Government of India, The Constitution (Forty-Second Amendment) Act, 1976.
[237] Government of India, "Directive Principles of State Policy."

52

- Article 46 of the Indian Constitution states that the state has a responsibility to promote the education and economic interests of the weaker sections of society.

86th Constitutional Amendment Act, 2002

The 86th Constitutional Amendment Act of 2002[238] made education a fundamental right for every child in India. This amendment introduced three provisions to the Constitution, ensuring that children between the ages of 6 and 14 have the right to free and compulsory education.

- The first provision, Article 21A, guarantees every child the right to a full-time elementary education of adequate and equitable quality in a formal school that meets certain fundamental norms and standards.

- The second provision replaced Article 45 and emphasizes the state's responsibility to ensure early childhood care and free and compulsory education for all children up to the age of six.

- The third provision, added as a clause to Article 51A, makes it explicitly mandatory for parents or guardians to provide opportunities for education to their children aged 6 to 14.

Right to Education Act, 2009

The Right of Children to Free and Compulsory Education Act[239], also known as the Right to Education Act, highlights the significance of providing free and compulsory education to children between the ages of 6 and 14. This Act was passed by the Parliament in August 2009 and came into effect on April 1, 2010[240]. One of the key provisions of this Act is that private schools are required to reserve 25% of their seats for children from socially disadvantaged groups. Additionally, it ensures that no child can be retained in the same grade, expelled, or required to pass a board examination until they have completed their elementary education. The Act also includes provisions for special training programs for school dropouts. As education is a concurrent subject in the Indian Constitution, the responsibilities for implementing this Act are shared among the central, state, and local government bodies. The central government bears 68% of the expenses for the implementation of this Act, while the remaining 32% is provided by the state government.[241]

Constitutional Background

- Originally, Article 45 and Article 39(f) of the Directive Principles of State Policy (DPSP) in

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[238] Government of India, The Constitution (Eighty-Sixth Amendment) Act, 2002.
[239] Government of India, The Right of Children to Free and Compulsory Education Act, 2009.
[240] Ministry of Education, "Right to Education."
[241] Economic Times Bureau, "Centre, States to Share RTE Expenses in 68:32 Ratio."

53

Part IV of the Indian Constitution included provisions for state-funded and accessible education.[242]

- The Ramamurti Committee Report[243] in 1990 was the first official document addressing the Right to Education.

- In 1993, the Supreme Court's landmark judgment in the Unnikrishnan JP vs State of Andhra Pradesh & Others case affirmed that education is a fundamental right derived from Article 21.[244]

- The Tapas Majumdar Committee was established in 1999, which led to the insertion of Article 21A in the Constitution.[245]

- The 86th amendment[246] to the Indian Constitution in 2002 introduced the Right to Education as a fundamental right in Part III.

- The same amendment added Article 21-A, making the Right to Education a fundamental right for children aged 6-14.

- The 86th amendment paved the way for the Right to Education Bill 2008 and subsequently the enactment of the Right to Education Act in 2009[247].

Features of Right to Education Act, 2009

The RTE Act[248] includes the following provisions:

- It guarantees the right of children to receive free and compulsory education until the completion of elementary education in a school located within their neighborhood.

- The Act defines "compulsory education" as the government's obligation to provide free elementary education and ensure that every child between the ages of six and fourteen is admitted, attends, and completes elementary education. Additionally, it ensures that no child is required to pay any fees or expenses that could hinder their pursuit and completion of elementary education.

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[242] Government of India, "Directive Principles of State Policy."

[243] Ministry of Human Resource Development and Ramamurti, "Report of the Committee for Review of National Policy on Education 1986."

[244] "Judgement by Supreme Court in Unni Krishnan, J.P. and Others vs State Of Andhra Pradesh and Others."

[245] Ministry of Human Resource Development and Majumdar, "Report of the Group of Experts on: The Financial Resource Requirements for Operationalising the Proposed 83rd Constitutional Amendment Bill Making the Right of Free and Compulsory Education Upto 14 Years of Age a Fundamental Right."

[246] Government of India, The Constitution (Eighty-Sixth Amendment) Act, 2002.

[247] Government of India, The Right of Children to Free and Compulsory Education Act, 2009.

[248] Ministry of Education, "Right to Education."

54

- The Act includes provisions for admitting non-enrolled children into age-appropriate classes.

- It outlines the responsibilities of the appropriate government, local authorities, and parents in providing free and compulsory education. It also establishes the sharing of financial and other responsibilities between the Central and State Governments.

- It establishes norms and standards related to factors such as Pupil Teacher Ratios (PTRs), school infrastructure, the number of working days in a school year, and the working hours of teachers.

- The Act ensures that teachers are deployed in a rational manner, maintaining the specified pupil teacher ratio at each school. This prevents any imbalance between urban and rural areas in terms of teacher distribution. It also prohibits the deployment of teachers for non-educational tasks, except for certain specific activities such as census, elections, and disaster relief.

- The Act requires the appointment of teachers who possess the necessary qualifications and training, including appropriate entry and academic qualifications.

- It prohibits mental harassment and physical punishment of students.

- Screening procedures for admission, capitation fees, private tuition by teachers, and running unrecognized schools are also prohibited.

- The Act emphasizes the development of a curriculum that aligns with the values of the Constitution and promotes the holistic development of children. It aims to create a child-friendly and child-centered learning environment that reduces fear, trauma, and anxiety.

- The financial responsibility for implementing the Act is shared between the central and state governments, as education is a subject under the concurrent list.

Amendments

The RTE Act has undergone amendments to ensure its relevance over time. These amendments are:

The Right of Children to Free and Compulsory Education (Amendment) Act, 2019

The RTE Act was amended[249] to address certain provisions, specifically the removal of the no-detention policy under section 16 of the Act. The no-detention policy stated that a child who failed in examinations would not be held back in the same class but would be promoted to the next grade

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[249] Government of India, The Right of Children to Free and Compulsory Education (Amendment) Act, 2019.

without passing the previous one. The amendment introduced a new provision stating that if a child fails in examinations, they would be given an opportunity for re-examinations. If the child fails in the re-examinations as well, they may be held back or detained in the same class.

The Right of Children to Free and Compulsory Education (Amendment) Act, 2022 Under the authority granted by section 20 of the Right of Children to Free and CompulsoryEducation Act, 2009, the Central Government implemented amendments regarding the allocation ofspecial education teachers for children with special needs. The amendments[250] state the following:

- For students in first to fifth grade, there should be one special education teacher for every ten enrolled pupils with disabilities.
- For students in sixth to eighth grade, there should be one special education teacher for every fifteen enrolled pupils with disabilities.

Establishment of Ministry of Education

Recognizing the significance of providing basic education for the citizens of India, the establishment of a dedicated ministry focused on educational development was necessary. Throughout the years after Independence, the responsibility for education was often merged with other departments. However, on September 26, 1985[251], the Ministry of Human Resource Development (MHRD) was created through an amendment to the Government of India (Allocation of Business) Rules, 1961[252]. It served as a ministry solely dedicated to educational development. Later, on August 18, 2020, with the approval of the Honorable President, the ministry was renamed as the Ministry of Education (MoE) [253].

At present, the Ministry of Education operates through two departments: the Department of School Education & Literacy and the Department of Higher Education.

The **Department of School Education & Literacy (DoSE&L)** focuses on achieving the goal of universal education and shaping responsible citizens among the youth. They continuously undertake various schemes and initiatives aimed at improving school education, which have resulted in an increase in school enrolment. The department strives to provide better opportunities and resources

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[250] Government of India, The Right of Children to Free and Compulsory Education (Amendment) Bill, 2022.
[251] Ministry of Education, "About MoE."
[252] Government of India, The Government of India (Allocation of Business) (One Hundred and Seventy-Fourth Amendment) Rules, 1985.
[253] PTI, "HRD Ministry Is Now Officially Education Ministry as President Approves Name Change."

for students at the school level.[254]

On the other hand, the **Department of Higher Education** aims to provide world-class higher education and research opportunities in India. Recognizing the importance of preparing Indian students for international platforms, the government has taken steps to establish collaborations and sign Memorandums of Understanding (MoUs) with foreign institutions. These initiatives aim to bridge any gaps and ensure that Indian students have access to global perspectives and opportunities in higher education.[255]

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[254] Ministry of Education, Department of School Education and Literacy, and Department of Higher Education, "Annual Report 2020-21."

[255] Ministry of Education, Department of School Education and Literacy, and Department of Higher Education.

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CATALYSING TRANSFORMATION IN EDUCATIONAL SYSTEM OF INDIA: AN OVERVIEW

Volume II

**LOK SABHA RESEARCH AND INFORMATION DIVISION RESEARCH
ASSOCIATE PROGRAMME (LSRID-RAP)
LOK SABHA SECRETARIAT
PARLIAMENT OF INDIA
NEW DELHI**

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*Note: The views expressed by the authors are strictly personal and do not reflect any view of the
Government of India or the Lok Sabha Secretariat.*

i

Executive Summary

- This is the second volume presenting a comprehensive overview of the educational system in India and the transformation it has gone through.

- Once the Constitution of India came into force, the government of India came into action and brought a series of reforms through various schemes, initiatives and projects for improvement of education in the country.

- India initiated a range of initiatives under the National Policy on Education to achieve the goal of Universal Elementary Education. These initiatives included programs like Activity Black Board, Lok Jumbish Program, Mahila Samakhya, District Primary Education Program, Shiksha Karmi Project, and others. Currently, Samagra Shiksha is being implemented as the primary education initiative in India.

- Based on the Performance Grading Index, the Indian education system is among the largest globally, comprising approximately 14.9 lakh schools, 95 lakh teachers, and nearly 26.5 crore students.

- As per the Annual Status of Education Report, the fundamental reading skills of children have declined to levels comparable to those observed before 2012.

- In response to the concerning situation and to address the adverse impacts of the pandemic, the Ministry of Education has received a record allocation of Rs. 112899.47 crore in the 2023-24 budget. This allocation marks the highest-ever funding granted to the Education Ministry, with a notable increase of 13% compared to previous allocations.

- During the commemoration of Teacher's Day in 2022, the Prime Minister unveiled a new centrally sponsored scheme called Pradhan Mantri Schools for Rising India (PM-SHRI). Under this initiative, it was announced that approximately 14,500 schools throughout India would undergo upgrades and improvements.

- To promote the globalization of Indian education, the government has taken various steps, including collaborating with esteemed foreign Higher Education Institutions (HEIs), encouraging leading Indian universities to establish campuses abroad, facilitating international universities to operate in India, and promoting courses in subjects like Indology, Indian Languages, AYUSH systems of medicine, yoga, arts, etc.

- With the increasing need for distance learning during the pandemic, e-learning

quickly took the place of traditional classroom settings. Through ICT education initiatives, the government has effectively enhanced and revitalized the education sector in India.

- Recent research reports indicate that the global market for e-learning is projected to expand significantly, with an estimated value of USD 374.3 billion by 2026. This represents a substantial increase from USD 144 billion in 2019, reflecting a compound annual growth rate (CAGR) of 14.6%.

- The government implemented initiatives such as DIKSHA, SWAYAM PRABHA, SWAYAM MOOCS, and radio broadcasting to extend education to remote areas. PM e-VIDYA was launched to provide diverse educational access, benefiting around 250 million students in India, including those with disabilities, in line with the vision of Atmanirbhar Bharat.

- The Indian education system encounters challenges and opportunities for enhancing infrastructure, improving the pupil-teacher ratio, and increasing enrollment in higher education, indicating the need for improvement in these areas.

- There has been recognition of the importance of decolonizing the education system and promoting the knowledge of India's rich ancient heritage which holds valuable treasures that should be safeguarded, recorded, and shared for future generations.

- The Indian Knowledge System (IKS) holds the potential to provide solutions to numerous global challenges. It serves as a bridge between traditional and modern education systems, allowing us to reconnect with our heritage, cultivate a comprehensive scientific approach, and leverage it for interdisciplinary research and innovation

- India is actively embracing the integration of Artificial Intelligence (AI) and AI-driven solutions to address the limitations within its education sector.

- The National Education Policy 2020 (NEP-2020) has the potential to facilitate significant systemic transformations and offers a blueprint for reclaiming, redefining, and reorganizing the Indian identity to emerge as a global leader (Vishwaguru), emphasizing the values of fairness, equality, and brotherhood.

- As India transitions into the post-pandemic phase following significant disruptions spanning almost three years, the education sector anticipates a new normal characterized by continuous skills development and a greater emphasis on digitalization.

Table of Contents

ii

5. Current Scenario of Education in India

India has one of the most extensive educational systems in the world. The country is home to more than 265 million students enrolled in approx 1.49 million schools[1], including 1043 universities and 42343 colleges[2]. The system makes a conscious effort to uphold standards and uniformity throughout the nation while allowing enough space for the country's rich diversity of culture and heritage to develop and flourish. The Indian educational system as being the major focus of the government is currently going through various changes. The chapter presents the analysis of current status of educational system as per the reports published by Ministry of Education for elementary and higher education as well as the transformation this sector has seen in past decades.

Primary and Secondary Education

The education system in India is divided into four tiers: lower primary (6 to 10 age group), upper primary (11 and 12 age group), high school (13 to 15 age group), and higher secondary (17 and 18 age group). The lower primary level includes "five standards," the upper primary level has two, high school comprises three, and higher secondary consists of two standards. Throughout their high school education, students are required to follow a standardized curriculum, with minor deviations in regional languages. It is important to note that the implementation of the National Education Policy (NEP) 2020 is still in its early stages.

Central Board of Secondary Education (CBSE): The first tier of education is overseen by the CBSE and was primarily established to cater to the children of central government employees who frequently relocate within the country.[3] These educational institutions, known as "central schools" or Kendriya Vidyalayas, have been set up in major urban areas across India. These schools follow a standardized timetable, ensuring that there is minimal variation in the curriculum taught to students who transfer between these schools on any given day. CBSE schools adhere to textbooks written and published by NCERT for teaching the students. CBSE has its presence all over India with more than 24000 affiliated schools

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[1] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[2] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[3] Central Board of Secondary Education, "Evolution of the Board Through Ages."

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distributed throughout the nation and around 240 schools in 26 other countries around the world.[4]

Indian Certificate of Secondary Education (ICSE): The second central scheme is the ICSE. The proposal was made at a meeting presided over by Maulana Abul Kalam Azad, the education minister at the time, in 1952. The conference's key objective was to discuss the possibility of replacing the international Cambridge School Certificate Examination with an All India Examination. The Council was designated as a body administering public exams in the Delhi School Education Act 1973. The Council now has a large number of schools affiliated with it all over the nation.[5]

The CBSE and the ICSE boards independently administer examinations in schools nationwide that are affiliated with them. These exams are conducted at the culmination of 10 years of schooling (after high school) and again at the completion of 12 years (after higher secondary education).

State Schools: In addition to the CBSE and ICSE boards, each state in India has its own department of education responsible for overseeing its educational system. This includes the development of state-specific textbooks and assessment methods. The State Council of Educational Research & Training (SCERT) within each state takes the lead in making decisions regarding the curriculum, teaching methods, and evaluation techniques. However, these decisions are made while adhering to the national standards set by the NCERT (National Council of Educational Research and Training).[6]

There are three types of state-mandated schools in each state. The government operates its own schools on property and in buildings it owns, paying the employees with its own funds. In these schools, fees are relatively low. Then there are schools that are privately owned and have their own grounds and structures and the fee here is comparatively high, mostly serving students from urban middle-class families. The third category consists of schools that get government grants in aid even if they were founded on private property with their own buildings and grounds. The grant-in-aid is intended to assist in lowering the costs and enable low-income families to send their children.

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[4] Central Board of Secondary Education, "Become a CBSE School."

[5] Council for the Indian School Certificate Examinations, "About the Council."

[6] Ministry of Education, "National Council of Educational Research and Training (NCERT)."

2

Unified District Information System for Education (UDISE)

Introduced in the academic year 2012-13, the integration of UDISE (Unified District Information System for Education) for elementary and secondary education has resulted in one of the largest Management Information Systems in the field of school education. The enhanced version, UDISE+[7], was implemented, transforming the entire system into an online platform. Since 2018-19, data has been collected in real-time through UDISE+. The Ministry of Education has recently published a comprehensive report on UDISE+ for the academic year 2021-22, providing valuable insights into the state of school education in India[8]. The UDISE+ 2021-22 reports includes additional data on significant indicators such as digital library resources, peer learning, identification of areas needing improvement, and the number of books available in school libraries. This data collection aligns with the initiatives outlined in the National Education Policy (NEP) 2020.

Number of Schools

In the academic year 2021-22, the total count of schools amounted to 14.88 lakhs, showing a decrease from 15.09 lakhs in the previous year, 2020-21. The decline in the overall number of schools can be attributed primarily to the closure of private and other management schools, as well as the consolidation or merging of schools by different states through grouping or clustering measures. Fig 5.2 and Fig 5.3 shows number of schools management-wise and by type and school category respectively in Annexure-A.
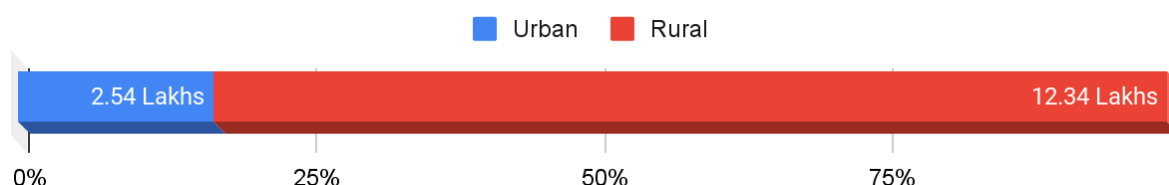
Figure 5.1: Number of Schools Area wise[9]

Enrolment of Students

During the academic year 2021-22, the overall student enrollment in school education, spanning from primary to higher secondary levels, reached 25.57 crore, indicating an increase from 25.38 crore enrollments in the previous year, 2020-21. This translates to a rise of 19.36 lakh enrollments. Specifically, the total number of students belonging to the Scheduled Caste

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[7] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."
[8] Ministry of Education, "Year End Review 2021-Department of School Education & Literacy."
[9] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

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category increased to 4.82 crore in 2021-22, compared to 4.78 crore in 2020-21. Similarly, the total enrollment of students from the Scheduled Tribe category increased to 2.51 crore in 2021-22, up from 2.49 crore in 2020-21.Total other backward students also increased to 11.48 crore in 2021-22 from 11.35 crore in 2020-21.[10] The following pie-chart represents the number of students at different levels of education.
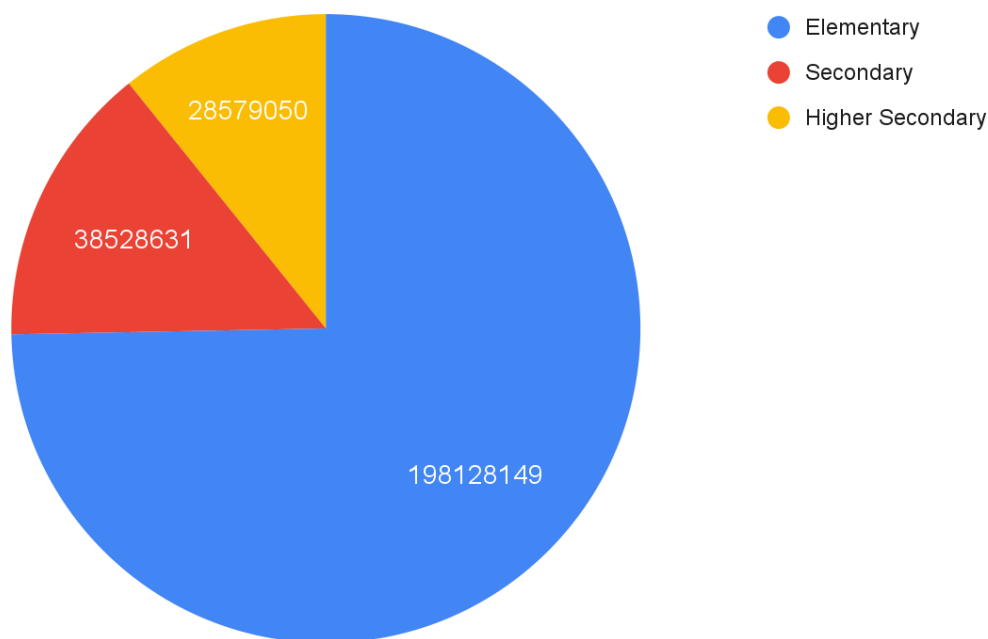
Figure 5.4: Number of Students by Level of Education[11]

Since 1950-51, the number of primary students has increased nearly 7 fold till 2020-21 while the proportion of female students increased from 28% to 48%. (Fig 5.5) In the upper primary also, the number of students has increased more than 21 times since 1950-51 and the proportion of female students increased from 16% to 48% approximately (Fig 5.6). In secondary and higher secondary, the number of students has increased dramatically which is nearly 44 times while the proportion of female students increased from 14% to 48% approximately (Fig 5.7).[12] Decade wise growth and number of students management-wise (Fig 5.8) can be seen in Annexure-A.[13]

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[10] Department of School Education and Literacy.

[11] Department of School Education and Literacy.

[12] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[13] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of

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Gross Enrolment Ratio (GER)

The Gross Enrollment Ratio (GER) is a measure of the enrollment rate in a specific level of education compared to the population within the corresponding age group. In the primary section, there has been an improvement in GER, with an increase from 101.3% in 2018-2019 to 104.8% in 2021-2022. For secondary classes, the GER has risen to 79.56% in 2021-22, up from 76.9% in 2018-19. At the higher secondary level, there has been growth in GER, progressing from 50.14% to 57.6%.[14] According to the answer in Lok Sabha, NEP 2020 aims to increase the GER to 100% in preschool to secondary level by 2030[15].

Since 1950-51, the GER of primary students has increased from 42.6% to 103.3% while the same for female primary students rose from 24.8% to 104.5% till 2020-21.[16] The decade wise growth in GER can be seen in Fig 5.9 of Annexure-A.[17]

Pupil-Teacher Ratio

The number of teachers plays a crucial role in the educational process, and currently, 95.07 lakh teachers are involved in school education during the academic year 2021-22. Out of this total, more than 51% of teachers are female. Additionally, in 2021-22, the Pupil Teacher Ratio (PTR) stood at 26.16 for primary, 19.44 for upper primary, 17.6 for secondary, and 27.08 for higher secondary levels. These figures indicate an improvement compared to the PTR values in 2018-19, which were 28, 19, 21, and 30 for primary, upper primary, secondary, and higher secondary, respectively.[18] Following figure demonstrates the Pupil-Teacher Ratio according to recent report,

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Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[14] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[15] Lok Sabha Secretariat, "Reply to Unstarred Question No. 2435 in Lok Sabha in 9th Session of 17th Lok Sabha."

[16] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[17] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[18] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

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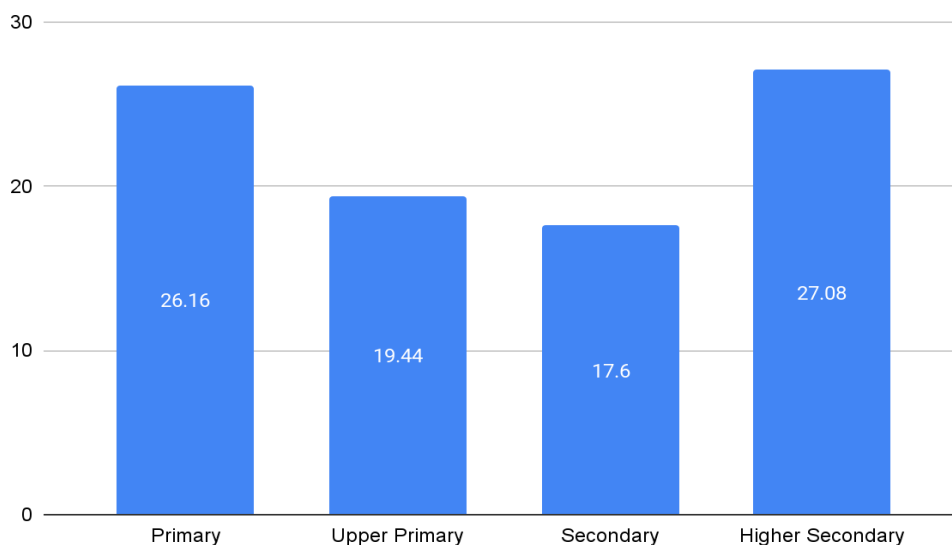
Figure 5.10: Pupil-Teacher Ratio[19]

Number of Teachers

In the academic year 2021-22, there has been a decrease of 1.95% in the overall number of teachers compared to the previous year, 2020-21. The total count of teachers in 2021-22 was 95.07 lakh, which is lower than the 97.87 lakh recorded in 2020-21. The decline in teacher numbers during 2021-22, when compared to 2020-21, was 0.9% in Government schools, 1.45% in Government Aided Schools, 2.94% in Private Schools, and 8.3% in other schools.[20] Number of teachers management-wise, by level of education and number of male-female teachers can be seen in Fig 5.12, Fig 5.13 and Fig 5.14 of Annexure-A.

(Figures in Lakhs)
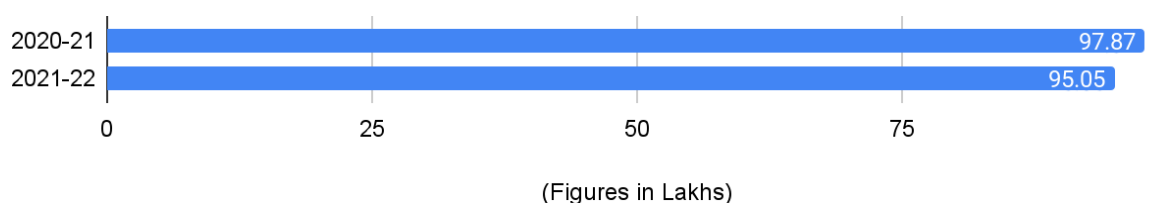
Figure 5.11: Number of Teachers[21]

The number of primary teachers has witnessed significant growth, particularly over the past decade. From 1950-51 to 2020-21, the number of primary teachers has increased by more than 7.25 times. During this period, the proportion of female teachers has also risen, starting from 15% and reaching approximately 55% (as shown in Figure 5.15). Similarly, in the upper primary level, the number of teachers has increased by over 33.5 times since 1950-51. The

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[19] Department of School Education and Literacy.
[20] Department of School Education and Literacy.
[21] Department of School Education and Literacy.

proportion of female teachers in upper primary education has also seen an increase, starting from 15% and reaching approximately 50% (as shown in Figure 5.16). As for secondary and higher secondary education, the number of teachers has grown nearly 22 times. Additionally, the proportion of female teachers in these levels has increased from 16% to approximately 44% (as shown in Figure 5.17).[22] Decade wise growth in the same can be seen in Annexure-A.[23]

Gender Parity Index

The Gender Parity Index (GPI) of Gross Enrolment Ratio (GER) quantifies the ratio of girls enrolled in school to the population within that specific age group. As of the academic year 2021-22, there are over 12.29 crore girls enrolled in primary to higher secondary education, which indicates a growth of 8.19 lakh compared to the previous year's enrolment of girls in 2020-21.[24]
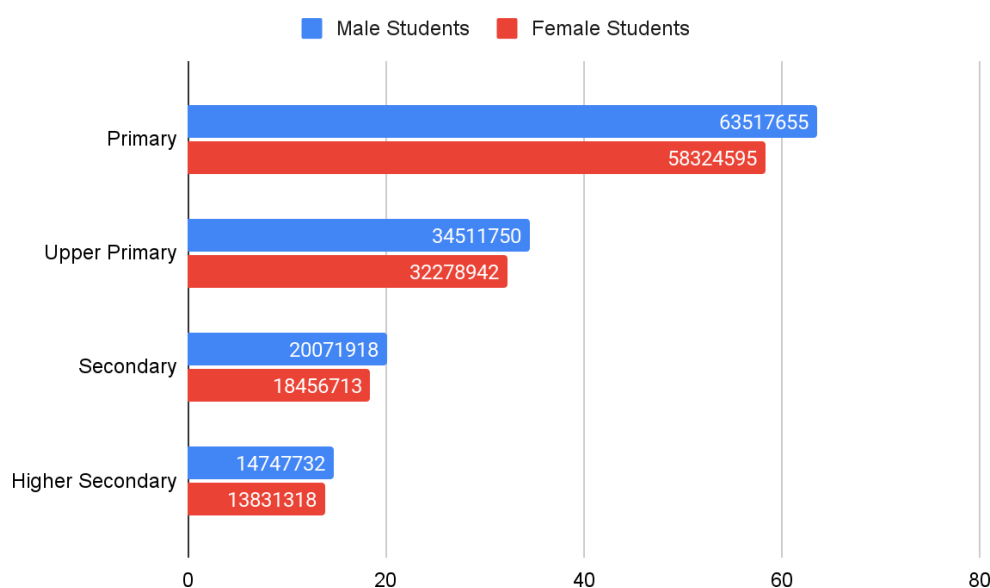
Figure 5.18: Number of Boys and Girls[25]

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[22] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[23] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[24] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[25] Department of School Education and Literacy.

The data of GPI for primary and upper primary indicates a growth of female students. The GPI for primary students stood at 0.41 during 1950-51 which stands at 1.02 in 2020-21, while in case of upper primary the GPI stood at 0.22 during 1950-51 which stands at 1.01 in 2020-21 indicating equal opportunities to both genders.[26] The decade wise growth can be referred to Figure 19, Figure 20 and Figure 21 (Annexure-A).[27]

Child with Special Needs (CwSN)

In the academic year 2021-22, the total enrollment of Children with Special Needs (CwSN) reached 22.67 lakh, indicating an improvement of 3.45% compared to the previous year, 2020-21, where the enrollment was 21.91 lakh.[28]. There is a special emphasis on the financial support and availability of resource persons for the CwSN. Consequently, the Samagra Shiksha program covers students from classes I to XII, and in the year 2018-19, a budget allocation of Rs. 1023.50 crore was approved for the education of 21,00,918 Children with Special Needs (CwSN). This funding includes financial assistance for the honorarium or salary of 15,909 Resource Teachers/Special Educators during that year. Thus, there is a total of 27,774 special educators and resource teachers/personnel available to cater to the specific requirements of children with special needs.[29]

The **DIKSHA** platform has made audiobooks available for individuals with visual impairments, and an ISL (Indian Sign Language) Dictionary has also been provided for those with hearing impairments. Furthermore, the National Institute of Open Schooling is dedicated to ensuring that its website is accessible to individuals with disabilities.[30]

Infrastructure

The schools are equipped with essential infrastructure facilities such as toilets, electricity connection, library, internet access, ramps, hand wash facilities, and drinking water. According to the UDISE+ 2021-22 data, there has been an overall improvement in all major infrastructural facilities compared to the previous year. Specifically, there has been a 1.6% increase in the availability of girls' toilets and a 1.1% increase in boys' toilets from 2018-19 to

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[26] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[27] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[28] Ministry of Education, "Steps Taken by the Government for Differently Abled Children."

[29] Ministry of Education and Department of School Education and Literacy, "Inclusive Education for Children with Special Needs."

[30] Ministry of Education, "Children With Special Needs."

2021-22.[31]

Performance Grading Index

The Index provides a comprehensive and in-depth assessment of the school education system in various states and Union Territories. It relies on factual data and evidence to evaluate their performance. The Index classifies the States and Union Territories into 10 grades based on their score out of a total of 1,000 points. The highest level in the Progressive Grade Index (PGI) is Level I, which corresponds to scores ranging from 951 to 1000. Each level has an equal width of 50 points, with Level II representing scores from 901 to 950, Level III from 851 to 900, Level IV from 801 to 850, and so on, up to Level IX which encompasses scores from 551 to 600. The final level, Level X, encompasses scores from 0 to 550.

The evaluation of their performance is based on a set of 70 indicators spread across five domains. These domains include learning outcomes, access to education, infrastructure and facilities, equity, and governance processes. The Index utilizes data from various sources, including the Unified District Information System for Education Plus (UDISE+) 2020-21, National Achievement Survey (NAS) 2017-18[32], and the PM POSHAN Portal (previously known as Mid Day Meal Portal).[33]

The primary goal of the Progressive Grade Index (PGI) is to facilitate evidence-based policymaking and draw attention to necessary improvements in order to ensure high-quality education for all. By identifying gaps and areas requiring intervention, the PGI aims to assist States and Union Territories (UTs) in prioritizing their efforts. This comprehensive evaluation helps ensure the development of a strong and effective school education system at every level.[34]

Findings of the PGI

- Based on the Performance Grading Index, the education system in India is among the largest globally, comprising approximately 14.9 lakh schools, 95 lakh teachers, and nearly 26.5 crore students. However, the present condition of education encounters significant obstacles, including insufficient infrastructure and inadequate government spending on education, which is less than 3.5% of the GDP.

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[31] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."
[32] NCERT, "National Achievement Survey- State Reports."
[33] Ministry of Education, "PM POSHAN Monitoring."
[34] Ministry of Education and Department of School Education and Literacy, "About Performance Grading Index (PGI)."

9

- States attained Level II:

  In the year 2020-21, a total of 7 states and union territories (Kerala, Punjab, Chandigarh, Maharashtra, Gujarat, Rajasthan, and Andhra Pradesh) achieved Level II (score 901-950) in the Performance Grading Index. This is a notable increase compared to the previous years, where none of them achieved Level II in 2017-18 and only 4 did in 2019-20. Rajasthan, Andhra Pradesh and Gujarat are newly added states that have reached the highest level achieved by any state thus far.[35]

- States attained Level III:

  In the Performance Grading Index, a sum of 12 states and union territories, including Odisha, Karnataka, Tamil Nadu, and, Delhi have reached Level 3, which corresponds to a achieve between 851 and 900. [36]

- Biggest Advancement:

  Ladakh has witnessed remarkable progress by moving up from Level 10 in 2019-2020 to Level 4 in 2020-2021, indicating significant improvement in its educational performance. [37]

In 2020-21, a total of 27 states and union territories have enhanced their overall PGI score compared to the previous year (2019-20). Despite the deficiencies observed in the education systems of various states and union territories, none of them were able to achieve a position in Level-I of the grading system.[38]

Higher Education

Higher education in India pertains to the educational phase beyond 12 years of formal schooling, encompassing tertiary-level instruction. This includes 10 years of primary education and 2 years of secondary education. The country's higher education ecosystem comprises a substantial network of approximately 42,000 institutions and over 1000 universities, all of which are dedicated to providing exceptional education. The governance and regulation of these institutions fall under the purview of the Ministry of Education. Indian system of higher education ranks as the third-largest globally in terms of student

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[35] Ministry of Education and Department of School Education and Literacy, "Performance Grading Index (PGI) 2020-21: For States and Union Territories."
[36] Ministry of Education and Department of School Education and Literacy.
[37] Ministry of Education and Department of School Education and Literacy.
[38] Ministry of Education and Department of School Education and Literacy.

10

population, following China and the United States.[39] Since gaining independence, the Higher Education sector in India has experienced a remarkable growth in the number of universities, university-level institutions, and colleges.

All India Survey on Higher Education (AISHE)

The 'All India Survey on Higher Education' (AISHE) encompasses all educational institutions involved in providing higher education across the country. It collects data on various parameters including teachers, student enrollment, academic programs, examination outcomes, education funding, and infrastructure. Additionally, it calculates indicators of educational progress such as Institution Density, Gross Enrollment Ratio, Pupil-Teacher Ratio, Gender Parity Index, and Per Student Expenditure. This data plays a crucial role in making well-informed policy decisions and conducting research to facilitate the progress and improvement of the education sector.[40] The last 'AISHE' report was released for the year 2019-20 from which the data has been taken for consideration.

Number of Institutions

The 'AISHE' web portal lists a total of 1,043 universities, 42,343 colleges, and 11,779 stand-alone institutions. Among these, there are 17 universities exclusively dedicated to women, with three located in Rajasthan and two each in Tamil Nadu and Karnataka. Additionally, there is one women's university each in Assam, Delhi, Haryana, Bihar Andhra Pradesh, Himachal Pradesh, Uttarakhand, Maharashtra, west Bengal and Odisha. The universities are further categorized as 522 general universities, 177 technical universities, 63 agriculture and allied universities, 66 medical universities, 23 law universities, 12 universities of Sanskrit, and 11 universities of language. The remaining 145 universities belong to other categories.

Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Madhya Pradesh, and Gujarat are the top eight states in India with the highest number of colleges. Out of these colleges, the majority, comprising 60.56%, are located in rural areas. Additionally, 10.75% of colleges are specifically designated for female students. A small proportion, only 2.7% of colleges, offers Ph.D. programs, while 35.04% of colleges provide postgraduate level programs.[41]

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[39] Economic Times Online, "How Mix of Online & Offline Education Can Solve India's Skill Problem: Education Expert Varun Gupta Explains."
[40] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."
[41] Department of Higher Education.

As per the AISHE Report[42], it can be seen that the number of universities have increased from 799 in 2015-16 to 1043 in 2019-20, thus marking an increase of more than 37% over the period.[43]
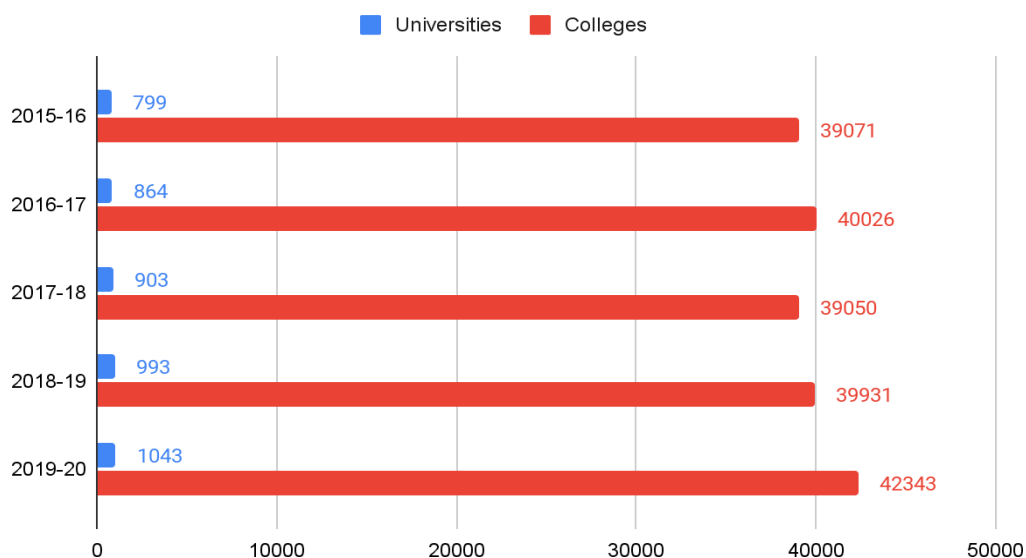
Figure 5.22: Number of Universities and Colleges[44]

Student Enrolment

The total enrollment in higher education is estimated to be 38.5 million, with 19.6 million male students and 18.9 million female students. Females make up 49% of the total enrollment. Enrollment has increased across all levels of education over the years. In the past five years, enrollment has significantly grown from 345.84 million in 2015-16 to 385.36 million in 2019-20, marking an overall growth of 11.4%. The figure 5.15 illustrates the growth in enrollment. Approximately 79.50% of students are currently enrolled in undergraduate programs, while around 202,550 students, comprising approximately 0.5% of the total student enrollment, are pursuing Ph.D. programs.[45]

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[42] Department of Higher Education.
[43] Lok Sabha Secretariat, "Reply to Unstarred Question No. 3492 in Lok Sabha in 7th Session of 17th Lok Sabha."
[44] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."
[45] Department of Higher Education.
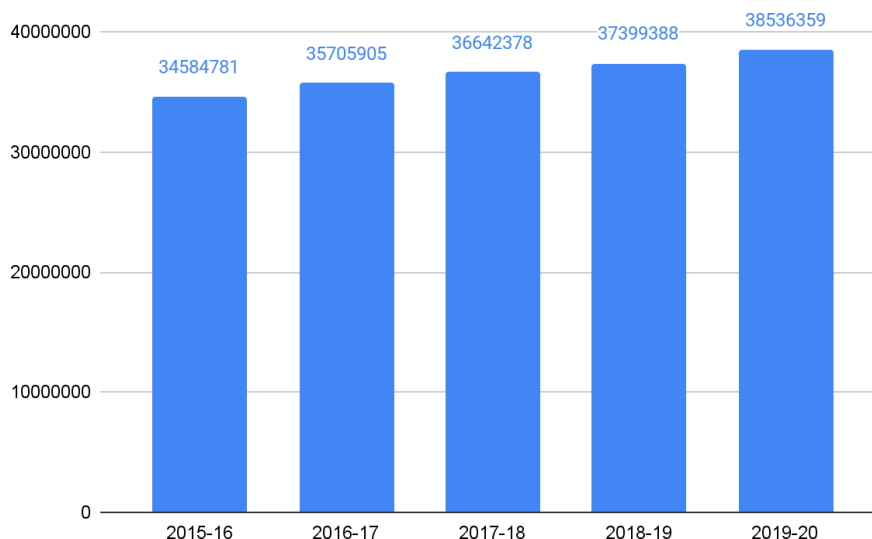
Figure 5.23: Student Enrolment[46]

Scheduled Caste students make up 14.7% of the total enrollment, while Scheduled Tribes students account for 5.6%. Around 37% of the student enrollment consists of students from Other Backward Classes, while 5.5% of the students belong to the Muslim Minority group. Furthermore, 2.3% of students come from other Minority groups.[47] About 27% students in INI institutions like IIT, IIM, NIT, IISc, IIIT, IISER, IISET and Central Universities belong to OBC during 2019-20 to 2021-22[48]. The year-wise growth from 2015-16 to 2019-20 can be referred to *Figure 5.24* in Annexure-A.[49] Since 1950-51, the number of students pursuing higher education increased nearly 96 times till 2019-20 while the female students in 1950-51 were reported to be less than a lakh which increased drastically to nearly 1.89 crs in 2019-20.[50] The decade wise growth can be seen at *Figure 5.25* in Annexure-A.[51]

Gross Enrolment Ratio (GER)

The Gross Enrolment Ratio (GER) for higher education in India is 27.1, determined for the age group of 18-23 years. The GER for males is 26.9, while for females, it is slightly higher

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[46] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[47] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[48] Rajya Sabha Secretariat, "Reply to Starred Question No. 42 in Rajya Sabha during 257th Session."

[49] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[50] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[51] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

13

at 27.3. Among the Scheduled Castes, the GER stands at 23.4, and for Scheduled Tribes, it is 18.0. Over the past five years, the GER has shown an increase, rising from 24.5 in 2015-16 to 27.1 in 2019-20. Notably, the increase in GER is more significant for the SC category, which has risen from 19.9 to 23.4 during this period. Similarly, in the ST category, the GER has increased from 14.2 to 18.0. Furthermore, the increase in GER for females has been higher compared to males.[52] Considering low GER in Higher Education, government plans to improve it with NEP-2020 to 50% by 2035.[53] The growth in GER for social groups and for the two genders, respectively can seen at and *Figure 5.26* and *Figure 5.27* in Annexure-A.[54]

Enrolment of Foreign Students

A total of 49,348 foreign students are currently enrolled in higher education in India. These students represent 168 different countries worldwide. The majority of international students come from neighboring countries, with Nepal accounting for 28.1% of the total. Afghanistan follows at 9.1%, Bangladesh at 4.6%, Bhutan at 3.8%, and Sudan at 3.6%.[55]

Pupil-Teacher Ratio

The Pupil-Teacher Ratio (PTR) in higher education in India is 26. In universities and colleges, the PTR is 28 when considering regular mode enrollment. However, for universities and their constituent units in regular mode, the PTR is 18. The total number of teachers in higher education is 15,03,156, with approximately 57.5% being male teachers and 42.5% being female teachers. On a nationwide scale, there are only 74 female teachers for every 100 male teachers.[56]

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[52] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."
[53] Lok Sabha Secretariat, "Reply to Unstarred Question No. 2435 in Lok Sabha in 9th Session of 17th Lok Sabha."
[54] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."
[55] Department of Higher Education.
[56] Department of Higher Education.

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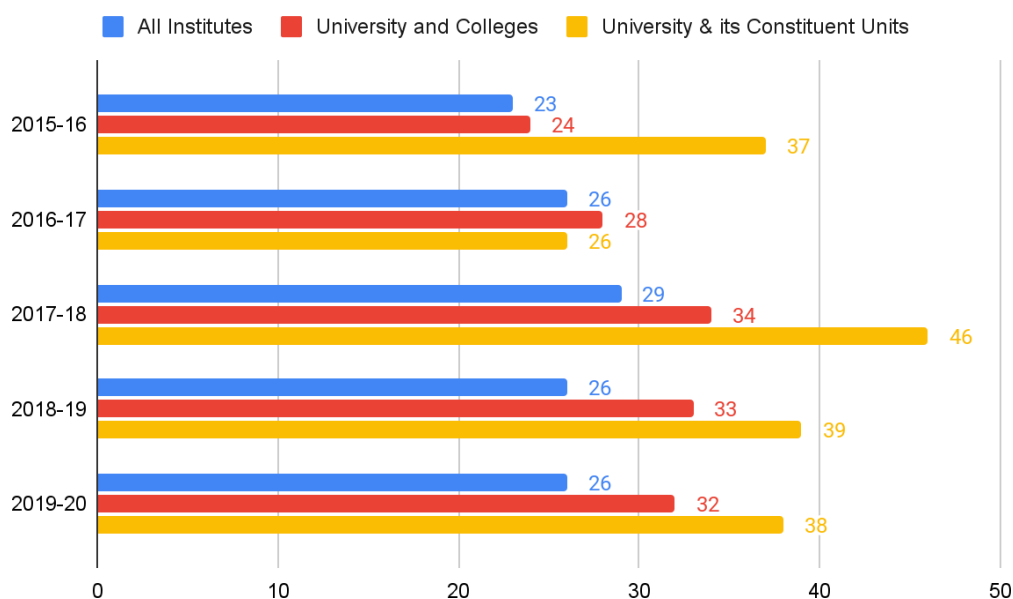
Figure 5.28: PTR for Regular Enrolment[57]

Gender Parity Index

The Gender Parity Index (GPI) has shown an upward trend over the past 5 years, rising from 0.92 in 2015-16 to 1.01 in 2019-20. This increase in GPI is observed across all social groups, as depicted in Figure 5.29. Specifically, for Scheduled Castes (SC), the GPI has increased from 0.91 to 1.05, and for Scheduled Tribes (ST), it has increased from 0.83 to 0.97 during this period. Additionally, there has been a slight increase in GPI across all states. It is worth noting that the proportion of female students is the lowest in Institutions of National Importance, followed by Deemed University-Government and State Private University.[58]

Infrastructure

The percentage of higher education institutions that have access to different forms of infrastructure, such as playgrounds, libraries, labs, conference rooms, etc. Playgrounds are maintained by 89% of Universities, 92% of Colleges, and 91% of Stand-Alone Institutions. There are libraries in 94% of Universities, 98% of Colleges, and 98% of Stand-alone Institutions. Universities, colleges, and independent institutions make up 85%, 82%, and 93%, respectively, of all institutions with labs. In addition, the majority of Universities,

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[57] Department of Higher Education.
[58] Department of Higher Education.

15

Colleges, and Stand-alone Institutions have Health Centers, Computer Centers, Auditoriums, Conference Halls, etc. in place.[59]

Budget

The allocation of budget for education has increased multi-fold since 1985. The drastic changes can be seen in 2010-11 which increased 2.7 times since 2005-06 and further in 2015-16 where the budget was 1.38 times more than 2010-11. The budget allocation was more than 218 times from 1985-86 to 2023-24 which clearly indicates that the education sector is one of the primary concern of the government.

Education Budget Allocation

Year	Value
1985-86	517.44
1990-91	1713.32
1995-96	2704.05
2000-01	8384.98
2005-06	18337.03
2010-11	49904.00
2015-16	69074.76
2016-17	72394.00
2017-18	79685.95
2018-19	85010.29
2019-20	94853.64
2020-21	99311.52
2021-22	93224.31
2022-23	104277.72
2023-24	112899.47

(Figures in Crores)
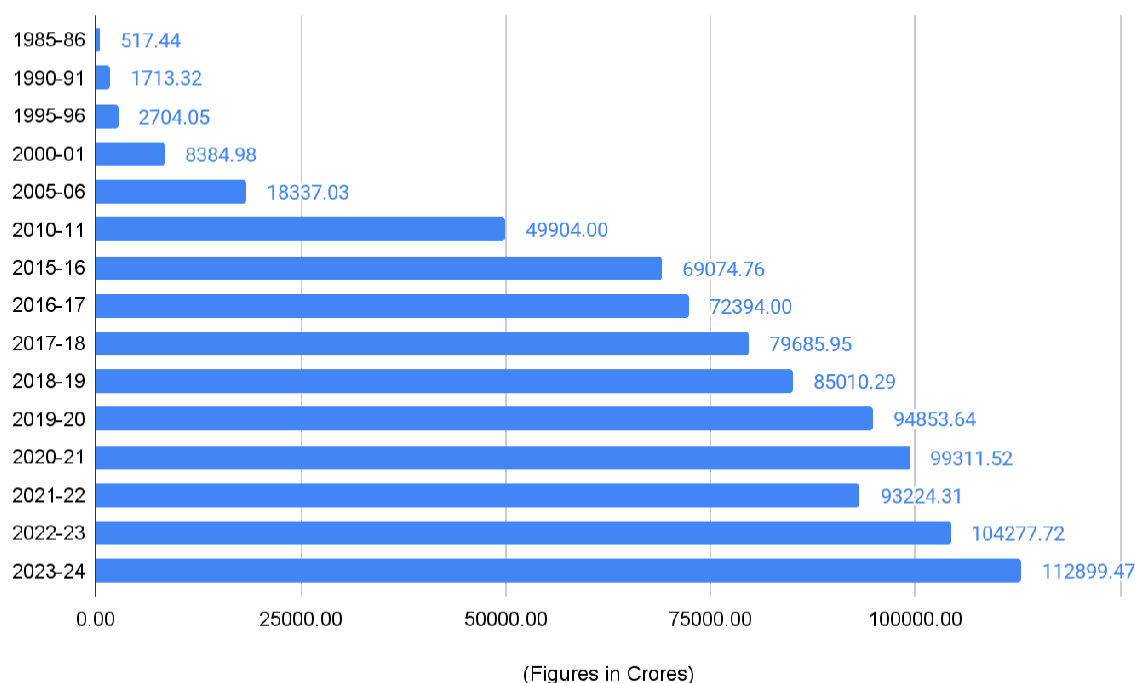
Figure 5.30: Education Budget Allocation[60]

The estimates for Demand for Grants are given under *Figure 5.31* and *Figure 5.32* in Annexure A.

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[59] Department of Higher Education.
[60] Ministry of Finance, "Expenditure Budget Vol. 02," 1985; Ministry of Finance, "Expenditure Budget Vol. 02," 1990; Ministry of Finance, "Expenditure Budget Vol. 02," 1995; Ministry of Finance, "Expenditure Budget Vol. 02," 2000; Ministry of Finance, "Expenditure Budget Vol. 02," 2005; Ministry of Finance, "Expenditure Budget Vol. 02," 2010; Ministry of Finance, "Expenditure Budget Vol. 02," 2015; Ministry of Finance, "Expenditure Budget Vol. 02," 2016; Ministry of Finance, "Expenditure Budget Vol. 02," 2017; Ministry of Finance, "Expenditure Budget Vol. 02," 2018; Ministry of Finance, "Expenditure Budget Vol. 02," 2019; Ministry of Finance, "Expenditure Budget Vol. 02," 2020; Ministry of Finance, "Expenditure Budget Vol. 02," 2021; Ministry of Finance, "Expenditure Budget Vol. 02," 2022; Ministry of Finance, "Expenditure Budget Vol. 02," 2023.

16

5.5.1 Budget (2023-24)

The Minister for Education and Skill Development & Entrepreneurship has commended the Union Budget 2023-24, referring to it as an inclusive budget that prioritizes the welfare of the people and stimulates economic growth. This budget, known as the **AmritKaal Budget**[61], encompasses all segments of society, empowers the poor and middle class, reaches the most remote areas, and brings joy to everyone. The Ministry of Education has received a historic allocation of Rs. 112,899.47 crore, representing the highest-ever funding granted to the Education Ministry. This budgetary share represents a significant increase of 13% (over the revised estimates) or Rs. 13,018.34 crore from the previous fiscal year (2022-23). Specifically, the School Education Department has been owed Rs. 68,804.85 crore, while the Higher Education, Department has been granted Rs. 44,094.62 crore.

Here are the key highlights from the Budget related to the Education Ministry:

- In order to empower the younger generation and enable them to achieve their aspirations, the government has implemented the National Education Policy, which emphasizes skill development. Additionally, the government has introduced economic policies that promote the creation of employment opportunities on a large scale and support the growth of business ventures.

- The training of teachers will undergo a transformation through the use of innovative teaching methods, curriculum delivery, ongoing professional development, assessment surveys, and the integration of information and communication technology (ICT). The District Institutes of Education and Training (DIETs) will be enhanced and transformed into dynamic centers of excellence to facilitate this process.

- A National Digital Library for Children and Adolescents will be established to ensure the ease of use of high-class books in various languages, genre, and difficulty level, accessible across different devices.

- To promote a reading culture and address the learning loss caused by the pandemic, the Children's Book Trust, National Book Trust and additional relevant source will be encouraged to supply and regularly update non-curricular books in regional languages as well as English for the physical mode libraries. As a part of this initiative, efforts

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[61] Press Information Bureau, "Amrit Kaal Budget."

17

will also be made to strengthen collaboration with non-governmental organizations (NGOs) that specifically work towards promoting literacy.

● In order to enhance monetary literacy among children, there will be encouragement for monetary sector regulator and organization to provide age-appropriate reading resources to libraries.

School Education & Literacy

● The Budget Allocation for the School Education & Literacy, Department has witnessed a significant add of Rs. 9752.07 cr in the fiscal year 2023-24 compared to the previous fiscal year 2022-23 (RE).

● In the fiscal year 2023-24, the Department of School Education & Literacy has a total budget allocation of Rs. 68,804.85 cr. Out of this, Rs. 54,374.48 cr is allocated for various schemes aimed at improving school education and literacy initiatives. Additionally, Rs. 14,430.37 cr is allocated for non-scheme expenditures, which includes administrative and operational expenses

● In the fiscal year **2023-24 allocation has grown by Rs. 1366.25 cr (13.35%)** compared to the previous year's budget estimates. It has increased from Rs. 10,233.75 cr in the budget estimates for 2022-23 to Rs. 11,600.00 cr in the budget estimates for 2023-24.[62]

● The budget allocation for the **PM Schools for Rising India (PM SHRI) scheme** in the fiscal year 2023-24 has seen a significant increase. The allocation has grown by Rs. 2200.00 cr (122.22%) compared to the previous year's budget estimates. It has increased from Rs. 1800.00 cr in the budget estimates for 2022-23 to Rs. 4000.00 cr in the budget estimates for 2023-24. The PM SHRI scheme aims to establish more than 14500 PM SHRI Schools by strengthening existing schools which are managed by the local bodies, State/UT, and Central government. This increase in budget allocation reflects the government's commitment to enhancing the quality and accessibility of education through the expansion and improvement of these schools.

● The budget allocation for the **Strengthening Teaching-Learning and Results for States Program (STARS)** scheme, which is supported by the World Bank, has witnessed a 45.45% increase in the fiscal year 2023-24. The earlier allocation was Rs 250.00 cr and it is rising from Rs. 550.00 cr in the budget estimates for 2022-23. Thus

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[62] Avani Kapur, Sharad Pandey, and Madhur Sharma, "Milestone Volume: Budget Briefs, Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Scheme."

the total budget estimates for 2023-24 is to Rs. 800.00 cr. The budget allocation for the **New India Literacy Program scheme** has experienced a 23.62% increase in the fiscal year 2023-24. The allocation has risen by Rs. 30.00 cr, growing from Rs. 127.00 cr in the budget estimates for 2022-23 to Rs. 157.00 cr in the budget estimates for 2023-24.

- The budget allocation for the Samagra Shiksha flagship scheme has witnessed a marginal increase of Rs. 70.11 cr (0.18%) in the fiscal year 2023-24. The allocation has risen from Rs. 37383.36 cr in the budget estimates for 2022-23 to Rs. 37453.47 cr in the budget estimates for 2023-24.

- The allocation for **Kendriya Vidyalaya Sangathan** has experienced a growth of Rs. 713.98 cr (9.33%) from Rs. 7650.00 cr in the budget estimates for 2022-23 to Rs. 8363.98 cr in the budget estimates for 2023-24. Similarly, the allocation for **Navodaya Vidyalaya Samiti** has seen a substantial increase of Rs. 1371.50 cr (33.32%) from Rs. 4115.00 cr in the budget estimates for 2022-23 to Rs. 5486.50 cr in the budget estimates for 2023-24.

Department of Higher Education (Budget's Highlights 2023-24)

- The allocation for Higher Education in the financial year 2023-24 has been set at Rs. 44,094.62 crore, representing an 8% growth compared to the Revised Estimate of Rs. 40,828.35 crore for the year 2022-23.

- To fully put into practice the **"National Education Policy" 2020**, the top Institutions and Universities in the country, under the purview of the central government, have received an additional Rs. 4235.74 crore. This allocation reflects a 12.8% increase compared to their funding in the previous year.

- The grant provided to the **"University Grants Commission" (UGC)** in the financial year 2023-24 has been raised by 9.37%, amounting to an increase of Rs. 459 crore.

- In comparison to the Budget Estimate (BE) for the year 2022-23, there have been significant increases in grants allocated to various institutions. Central Universities have experienced a rise of 17.66%, Deemed Universities have seen a 27% increase, hold up to IITs has been raised through 14%, and funding to NITs has been boosted through 10.5%. Additionally, the Indian Institute of Science (IISC), Bangalore, has received a grant increase of 15%.

19

- The financial allocation for the **Prime Minister Research Fellowship (PMRF)** in the Budget Estimate (BE) for the year 2023-24 has been set at Rs. 400 crore, representing a significant increase of 100% compared to the Rs. 200 crore allocated in the BE for 2022-23.

- Three Centers of Excellence will be established in educational institutions with the goal of promoting the development and utilization of artificial intelligence (AI) in India, while ensuring that AI benefits the country. The National Education Policy (NEP) acknowledges the significance of AI across various sectors of the economy, which in turn necessitates a new skill set for the workforce. AI is poised to play a vital role in areas such as agriculture, healthcare, automobiles, cyber security, smart home/city infrastructure, data analysis, speech recognition, customer service, automated stock trading, online shopping, machine translation, and digital personal assistance.

- The Centers of Excellence (CoEs) will work towards realizing the vision outlined in the National Education Policy (NEP) of 2020, which emphasizes multidisciplinary research-work in health, agriculture, and sustainable cities. These CoEs will assist top institutions of education in converting their research-work into advanced technology and applying it to practical problem-solving, while also ensuring scalability and applicability to a diverse country like ours.

- To foster innovation and research within start-ups and academia, a National Data Governance Policy will be introduced. This policy aims to facilitate the availability of anonymized data, promoting and facilitating research activities across Higher Education Institutions (HEIs).

- In order to explore the vast possibilities, business models, and employment opportunities enabled by 5G services, a total of 100 laboratories will be established within Higher Education Institutions (HEIs). These labs will focus on developing applications in various fields such as Smart Classrooms, Precision Farming, Intelligent Transportation Systems, and Healthcare. The labs, particularly in engineering institutions, will not only boost employment prospects but also encourage the growth of start-ups, businesses, and foster innovation and entrepreneurship among young engineers.

- IIT will be awarded with research and development grant for a period of five years with the objective of facilitating the domestic production of lab grown diamond seeds

20

and machinery. This endeavor aims to promote research and innovation driven by the industry, leading to tangible benefits such as increased exports, job creation, and strengthening India's position in the global LGD trade.

6. Government Initiatives for Education

The Union Government adopts a comprehensive approach to implement various initiatives aligned with the principles of national education policies. The aim is to ensure equitable and high-quality education, thereby fully utilizing the human resources of the nation. The key objectives include expanding access to quality school education, fostering inclusivity by addressing the needs of disadvantaged groups and weaker sections, and enhancing the overall quality of education.

Early Educational Reforms

After the Constitution of India was put into effect, the Indian government launched several initiatives and reforms aimed at improving the state of education within the country. Some of these initiatives include:

Institutes of National Importance

An esteemed public higher education institution in India, which holds significant importance in producing highly skilled individuals for a specific region of the country or state, can be designated as an Institute of National Importance (INI) through an act passed by the Indian Parliament. INIs receive special recognition, greater autonomy, and financial support from the Indian government to enhance the quality of education provided and to elevate the competence of graduates from these institutions. The provision for the establishment of Institutes of national importance is outlined in **Entry 63 of the Union List in the Indian Constitution.**It provides *"63. The institutions known at the commencement of this Constitution as the Benares Hindu University, the Aligarh Muslim University and the 1[Delhi University; the University established in pursuance of article 371E;] any other institution declared by Parliament by law to be an institution of national importance."*[63]

At present there are 161 INIs, scattered throughout India having their presence in each state and union territory with legislature having at least one INI, Uttar Pradesh has maximum INIs 14 when compared in states, while Bhopal having maximum 6 INIs in case of cities[64]. List of the institutions can be seen in Annexure-C.

Currently, five institutions are under consideration to be designated as Institutes of National Importance (INIs). These institutions include the Central Institute of Petrochemicals

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[63] Government of India, The Constitution of India.
[64] Department of Higher Education, "Institutions of National Importance."

Engineering and Technology (CIPET), the Indian National Defence University (INDU), the Homi Bhabha National Institute (HBNI), the Indian Institute of Forest Management (IIFM), and the National Council of Educational Research and Training (NCERT). The government is evaluating the suitability of these institutions for INI status. Further, although the list of INIs covers a vast range of educational institutions, the inclusion of national legal educational institutions as well as other AYUSH institutes of national importance may be considered by the government for overall development.

Adult Education

During India's Independence, a significant portion of the population, 86% to be precise, was illiterate. Therefore, the primary focus of Adult Education has been on providing basic literacy skills to this population segment. To accomplish this objective, a series of programs have been put into action since the First Plan era, with the most noteworthy being the "**National Literacy Mission" (NLM),** which commenced in 1988, targeting individuals aged 15 and above for adult literacy. In 2009, the National Literacy Mission underwent a revamp and was aligned with the concept of lifelong learning, resulting in the introduction of "Saakshar Bharat." Significant strides have been made in raising the literacy rate in the country. Nevertheless, disparities in literacy levels persist among different states, districts, social groups, and minority communities. The ultimate aim of Adult Education is to establish a fully literate society by enhancing the quality and standards of adult education and literacy programs.[65]

The "**National Literacy Mission Authority" (NLMA)** serves as the primary organization responsible for implementing and managing Adult Education initiatives at the national level. During the 12th Five Year Plan, the NLMA aimed to increase the literacy rate to 80% and reduce the gender gap to below 10%.The Saakshar Bharat program, which extended until March 31, 2018, was implemented in 404 districts across 26 states and one union territory. This program covered approximately 1.64 lakh Gram Panchayats out of the 410 districts eligible for program coverage. As part of the program, around 10.08 crore learners participated in the biannual assessment tests conducted by the National Institute of Open Schooling (NIOS) until March 2018. Of these, approximately 7.64 crore learners (including 5.38 crore females) successfully passed the assessment tests and received certification as literate individuals. Among the certified literate learners, 1.88 crore belonged to Scheduled

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[65] Ministry of Education, Department of School Education and Literacy, and Department of Higher Education, "Annual Report 2020-21."

23

Castes (24.62%), 1.08 crore to Scheduled Tribes (14.19%), and 75.01 lakh to Minority communities (9.82%). The Directorate of Adult Education, which operates under the Department of School Education & Literacy, provides support to the NLMA in the implementation of adult education programs.[66]

Importance of the measure can be understood through one of a speech in 2013 by then Minister of State in Ministry of Human Resource and Development, *Dr. Shashi Tharoor*, where Hon. Minister shared experience of an elderly lady, *Chitra Mani* who received education through the Adult Education Programme and how being literate helped in developing her self-confidence.[67]

Night Schools

A night school is an educational institution for adults that provide formal education during evening hours, catering to individuals who are occupied with work or other responsibilities during the daytime. The main objective of these schools was to provide free education to children from disadvantaged backgrounds who were already engaged in morning work to support their families. As a result, these schools are frequently found in large, populous cities, primarily serving immigrants who moved there in search of a better life[68]. The social reformer **Jyotiba Phule** founded the country's first night school in 1885[69]. Night schools are fundamental and can significantly improve the life of a person from a low-income background. Their chances of finding better employment and living higher-quality lives are increased by receiving education. Because of this, night schools are extremely important, but the sad reality is that the majority of people are ignorant of their existence. Additionally, some people believe that the government is doing as little as possible to support the operation of these schools because, in their opinion, teachers are responsible for providing stationery as well as teaching materials, while the government only pays teachers their salaries[70].

The first night school in Pune being founded in August of 1920, "Poona Night School and Junior College," recently celebrated a century of operation[71]. However, pandemic lockdowns dealt a serious blow to these schools, increasing dropout rates to 40%. To combat this,

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[66] Ministry of Human Resource Development, Department of School Education and Literacy, and Department of Higher Education, "Annual Report 2019-20."
[67] *TEDxTalks- A Well Educated Mind Vs a Well Formed Mind: Dr. Shashi Tharoor.*
[68] Sriram, "Testing Times for Mumbai's Iconic Night Schools."
[69] D'souza, "Why Night Schools Continue to Help the Young and Old Take a Shot at the Mumbai Dream."
[70] Punjabi, "Mumbai's Night Schools Are Left In Darkness Till Today."
[71] Nair, "Oldest Night School in Town Inches towards Its Centenary."

24

different night schools are moving forward with creative measures like counselling, job creation, using social media for teaching, and many others[72].

Scholarship Schemes

In light of the difficulties posed by diminishing public education budgets on one side and the demand for additional resources on the other, various developed and developing countries, including India, are exploring alternative approaches to subsidize higher education for students from disadvantaged backgrounds. One such approach involves implementing scholarship schemes. Scholarships have been in existence in India for quite some time, with the Government of India initiating scholarship programs since 1961 through the launch of the **National Scholarship Program in 1961-62**. These schemes aim to provide financial assistance and support to deserving students. This program's goal is to equalise educational opportunities by offering scholarships for post-matric studies to deserving but underprivileged students[73].

The proportion of funds allocated by the combined union government (including the Union, State, and Union Territory governments) for scholarship programs witnessed a substantial rise, increasing from 2.97% in 2003-2004 to 80.01% by 2014-15. This indicates a significant increase in the expenditure dedicated to scholarship programs during that period. Additionally, the total amount spent on scholarships by the Union, State, and UT governments increased from Rs. 25.57 cr in 2003-04 to Rs. 2908.43 cr in 2014-15. These figures were nearly Rs. 10300 cr just for scholarships provided to students pursuing higher education (post-matric, graduation and above) through various government initiatives during 2020-21[74]. These trends indicate that scholarship programmes are becoming increasingly important for education in India[75].

The three central categories of scholarships offered by the Union government for higher education are *means-based, merit-based, and means-cum-merit-based*. A means-based scholarship is one that is awarded to students based on their socio-economic status. The merit-based scholarship is one that is awarded to a student in accordance with how well they performed on the scholarship test or on their performance in the 12th board exam. Merit-cum-means-based scholarships are those that are awarded to students from underprivileged

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[72] Ravi, "Night Schools Adopt Counselling, Innovative Learning Measures To Prevent Dropouts Amid Pandemic."
[73] National Informatics Centre, "National Scholarship Portal."
[74] Rajya Sabha Secretariat, "Reply to Unstarred Question No. 362 in Rajya Sabha during 257th Session."
[75] Narayana, "Scholarship Schemes for Student Financing."

25

backgrounds and are also determined by their performance on the scholarship test or their performance in the 12th board exam.

Merit-based scholarships have frequently been criticised because, in critics' opinions, the student would have continued his or her education even without the scholarship. Hence, discontinual of such scholarships are often heard, Kishore Vaigyanik Protsahan Yojana (KVPY), a merit-based scholarship scheme by Department of Science and Technology (DST) has been discontinued from the present year of 2022[76].

List of scholarships by Central Government/UGC/AICTE[77] can be seen in **Annexure-B**.

Distance Learning

The Open and Distance Learning (ODL) system is a flexible educational approach that allows teachers and learners to participate in learning without the need for physical presence in the same location or at the same time. It accommodates various teaching and learning methods and offers flexible admission criteria while maintaining necessary quality standards. The ODL system in the country comprises institutions such as the Indira Gandhi National Open University (IGNOU), State Open Universities (SOUs), educational institutions providing distance education, and Correspondence Course Institutes (CCIs) within traditional dual mode universities. This system is increasingly significant for continuing education, skill enhancement of professionals already employed, and providing quality education to learners in educationally disadvantaged areas.[78]

Following the disbandment of the Distance Education Council of the Indira Gandhi National Open University (IGNOU), the regulatory authority for Open and Distance Learning (ODL) now lies with the University Grants Commission (UGC).

Indira Gandhi National Open University (IGNOU)

Established in 1985 through an Act of Parliament, the "**Indira Gandhi National Open University (IGNOU)**" has been entrusted with two primary objectives. Firstly, it aims to increase accessibility and inclusivity in higher education through distance learning methods. Secondly, it assumes the responsibility of promoting, coordinating, and maintaining quality standards in open learning and distance education systems. Over the years, IGNOU has experienced significant growth and has gained recognition as an esteemed international institution in the realm of Open and Distance Learning.[79]

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[76] HT Education Desk, "No More KVPY Exam, Fellowship Scheme to Be Replaced with INSPIRE."
[77] National Informatics Centre, "National Scholarship Portal."
[78] Ministry of Education and Department of Higher Education, "Distance Learning."
[79] IGNOU, "Profile of IGNOU - Preamble."

26

IGNOU has a global presence and provides its educational programs in numerous countries. The university actively participates in the SAARC consortium for Open and Distance Learning (SACODiL) and the Global Mega Universities Network (GMUNET).[80]

State Open Universities

Currently, there exist 14 State Open Universities that have been established through state grants. These universities operate solely in the distance learning mode, offering education to individuals who are unable to pursue regular courses for various reasons. They play a crucial role in facilitating the career advancement of working professionals by providing flexible learning opportunities.[81] List of the universities can be accessed in Annexure-D.

Commonwealth of Learning (COL)

The Commonwealth of Learning (COL) was established in 1988 through a Memorandum of Understanding among Commonwealth countries' governments. It is an intergovernmental organization formed by Commonwealth Heads of Government with the aim of promoting the advancement and exchange of knowledge, resources, and technologies in the field of open learning and distance education.[82]

Based in Vancouver, Canada, COL serves as the singular intergovernmental organization exclusively committed to advancing and implementing distance education and open learning initiatives. It stands as the sole official Commonwealth agency situated outside of the United Kingdom. Funding for COL is provided on a voluntary basis by Commonwealth countries, with India being the third largest donor after the United Kingdom and Canada. India's representation within COL includes a seat on the Board of Governors and Executive Committee, occupied by the Secretary responsible for Higher Education.[83]

COL has directed its efforts towards various areas such as instructional materials, telecommunications technology, training, and information services. As part of its operations, COL has established the Educational Media Center for Asia (CEMCA) in India. Additionally, the Advisory Council of CEMCA includes a member from India, specifically the Joint Secretary responsible for Distance Learning.[84]

Important Educational Organisations

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[80] Sebastian, "1.9 Lakh Students Awarded at IGNOU Convocation."
[81] Ministry of Education and Department of Higher Education, "State Open Universities (SOUs)."
[82] Commonwealth of Learning, "About Us."
[83] Commonwealth of Learning.
[84] Commonwealth Educational Media Centre for Asia, "CEMCA: History, Vision, Mission"; Commonwealth of Learning, "Commonwealth Educational Media Centre for Asia (CEMCA)."

27

The demand for educational institutions arose in India after the country gained independence in 1947. The government recognized the significance of providing education to all individuals and understood that quality education and high literacy rates are essential for societal development. However, India's diverse nature posed a challenge in ensuring equal and fair access to education for everyone. As a result, the establishment and growth of educational organizations in India became necessary. Both the central and state governments collaborated to create numerous educational organizations across the country. Below are brief descriptions of some key organizations involved in this endeavor –

All India Council for Technical Education (AICTE)

The All India Council for Technical Education (AICTE) is a national-level council responsible for overseeing technical education in India. Initially established in November 1945 as an advisory body, it was granted statutory status by the All India Council for Technical Education Act of 1987, passed by Parliament. As per the Act, AICTE holds the authority to strategically plan, develop and uphold standards, ensure quality assurance through school accreditation, monitor and evaluate educational institutions, maintain consistency in certifications and awards, and promote coordinated growth and management of technical education across the country.[85]

E-Kumbh is an initiative launched by **AICTE, the "All India Council for Technical Education."** The National Education Policy (NEP) was introduced by the Ministry of Education, Government of India in 2020. The NEP-2020 primarily focuses on providing education in the students' mother tongue to enhance their creativity and critical thinking abilities. AICTE, in accordance with the NEP provisions, has initiated a Technical Book Writing Scheme in multiple languages, including Hindi, Tamil, Gujarati, Kannada, Marathi, Bengali, Telugu, Punjabi, Odia, Assamese, Malayalam, and Urdu. The first phase of the scheme involved selecting 20 courses at the diploma and degree levels for book writing. Authors from various institutions were identified to create original books in English, while technical universities were engaged to identify translators and reviewers for each language. The aim was to provide high-quality textbooks to stakeholders. In the second phase, a total of 88 courses across five major disciplines, such as Computer Science & Engineering, Electrical Engineering, Mechanical Engineering, Electronics & Communication Engineering, and Civil

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[85] All India Council For Technical Education, "All India Council For Technical Education: About Us."

Engineering, were identified for original book writing in English, followed by translation into 12 Indian languages.[86]

University Grants Commission (UGC)

The "**University Grants Commission" (UGC)** was established on 28 December 1953, following the recommendation of the University Education Commission in 1948. It was decided by the government that the UGC would be responsible for managing all grants to universities and higher learning institutions. In November 1956, the UGC gained its statutory status through the **"University Grants Commission Act of 1956"** passed by the Indian Parliament. The UGC's headquarters is located in New Delhi. In 1994, the UGC expanded its operations by establishing regional offices in Bangalore, Bhopal, Hyderabad, Guwahati, Kolkata, and Pune, thereby decentralizing its functions.[87] "**University Grants Commission" (UGC)** plays a vital role in promote and coordinate education in India. It is responsible for establishing and upholding principles of education, assessment, and research in universities. Additionally, the **UGC** grant recognition to university and college in the country and provides financial support to these recognized institutions. To ensure the quality of education, the UGC has formulated regulations and guidelines.[88]

The **"National Education Policy" (NEP) of 2020** includes provisions aimed at promoting the internationalization of Indian education. These measures include facilitating collaborations between Indian and foreign higher education institutions (HEIs) for research and teaching, encouraging faculty and student exchange programs, and establishing mutually beneficial Memorandum of Understanding (MoUs) with foreign countries. The **NEP** also encourages top-performing Indian universities to establish campuses abroad and allows selected international universities, particularly those ranked among the top 100 globally, to operate in India. Furthermore, the policy emphasizes the establishment of International Student Offices at HEIs to support and welcome foreign students. It also promotes courses and programs in subjects like Indology, Indian languages, AYUSH systems of medicine, yoga, and the arts.[89]

National Council of Education Research and Training (NCERT)

The **NCERT (National Council of Educational Research and Training)** was established by the Government of India on July 27, 1961, with the objective of providing assistance and

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[86] "AICTE E-Kumbh."
[87] University Grants Commission, "University Grants Commission: Genesis."
[88] University Grants Commission, *Quality Mandate*.
[89] "Several Measures Taken by the Government to Strengthen Internationalisation of Higher Education."

29

guidance to the Central and State governments in improving the quality of school education. It operates as an autonomous organization and officially commenced its activities on September 1, 1961. The formation of the NCERT involved the consolidation of seven existing national governmental institutions, namely the Central Institute of Education, Central Bureau of Educational and Vocational Guidance, Central Bureau of Textbook Research, Directorate of Extension Programmes for Secondary Education, National Institute of Basic Education, National Fundamental Education Centre, and National Institute of Audio-Visual Education.[90]

In alignment with the National Education Policy (NEP) 2020, which emphasizes the importance of students' mental health and overall well-being, the Ministry of Education, in collaboration with the NCERT, conducted a Mental Health Survey. The purpose of the survey was to gain insights into students' perspectives on their mental health. The survey included various questions that allowed students to introspect and express their feelings and emotions concerning factors that positively or negatively impact their well-being. A significant number of students, totaling 3,79,842 from classes 6 to 12 in schools across the country, participated in the survey.[91]

In response to the COVID-19 pandemic and beyond, the Ministry of Education has launched an initiative called **"Manodarpan."** This initiative aims to provide psychosocial support to students, teachers, and families, focusing on mental health and emotional well-being. A Working Group comprising experts from the fields of education, mental health, and psychosocial issues has been established to oversee and promote mental health concerns among students. The group facilitates the provision of support through counseling services, online resources, and a helpline, addressing mental health and psychosocial aspects during and after the COVID-19 lockdown. To disseminate information and guidance, the Ministry of Education has created a dedicated webpage on its website, which includes advisory guidelines, FAQs, practical tips, posters, videos, and do's and don'ts for students, teachers, and families seeking psychosocial support. Additionally, a National Toll-free Helpline **(8448440632)** has been established to offer tele-counseling services to students from schools, colleges, and universities across the country. The helpline has been operational since July 21, 2020. The Ministry has advised all State and Union Territory Governments to widely publicize the Manodarpan initiative to ensure that interested students, teachers, and parents can avail themselves of these services.

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[90] National Council of Educational Research and Training, "NCERT: About Us."
[91] "Psychosocial Health and Well-Being of Children."

30

Education through Broadcasting

As a result of technological advancements, several government organizations from various fields have collaborated to enhance the accessibility of education for all individuals. Here are a few examples of such collaborations,

DD Gyan Darshan: In a joint effort with the Ministry of Information and Broadcasting (MIB), Prasar Bharati, and ISRO, along with IGNOU serving as the nodal organisation, MHRD launched DD Gyan Darshan on January 26, 2000.[92] It operated successfully as a must-carry channel for telecasting educational programmes from Doordarshan Kendra, IGNOU, New Delhi, until 2 June 2014.[93] Due to increasing public demands, on October 6, 2016, Doordarshan and IGNOU signed a Memorandum of Understanding regarding the broadcast of Four Gyan Darshan Educational Channels in October[94]. Gyan Darshan is additionally available as a webcast, expanding the audience for IGNOU programmes around the globe. A number of private DTH/Cable Operators include Gyan Darshan in their bouquets because it is required to carry a channel by the Government of India Gazette notification. Gyan Darshan has become a part of Swayam Prabha and is also available on the MHRD Portal[95]. This initiative brought fruitful results during recent pandemic, when due to lockdown various unprivileged students were unable to access e-learning due to variety of issues[96].

Gyan Vani:

Gyan Vani (GV) FM Radio was established in 2001 as a network of educational FM Radio Channels operating in multiple cities throughout the country at a frequency of 105.6 MHz. Each GV Station has a coverage area of approximately 60 km, encompassing an entire city or town along with its surrounding rural regions. By utilizing languages such as English, Hindi, or a local/regional language, GV Radio focuses on catering to the educational, developmental, and sociocultural requirements of the local population. It serves as an effective medium for addressing the diverse needs of the community at a grassroots level. With Interactive Radio Counseling (IRC), which allows students to communicate with professors or subject-matter experts, the content covers a wide range of educational topics,

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[92] IGNOU, "Gyan Darshan - Introduction."
[93] Asian News International, "Doordarshan,IGNOU Ink MoU for Transmission of Gyan Darshan Channels."
[94] Asian News International, "DoorDarshan Signs MoU with IGNOU for Gyan Darshan Channels."
[95] IGNOU, "Gyan Darshan - Introduction."
[96] Ministry of Education, "Digital Learning Sees a Big Upsurge during COVID-19 Lockdown Period."

31

making live calls one of the network's most well-liked features. Live and pre-recorded content are both included in the programmes that are broadcast through each station.[97]

Gyandhara:

Gyandhara is an online audio counseling service offered by IGNOU, enabling participants to engage in live discussions led by teachers and subject matter experts. It provides opportunities for individuals to interact with the experts through phone, email, and chat, while also allowing online users from anywhere in the world to access the streaming service.[98]

Initiatives and Developments

In addition to earlier education system reforms, the government has implemented numerous recent initiatives to foster the growth, development, and transformation of the education system across the country. These initiatives aim to enhance the global rankings of Indian educational institutions, promote research quantity and quality in universities and institutions. The government has introduced various schemes, awards, fellowships, chairs, and programs in the fields of science and technology, such as Basic Scientific Research (BSR), Universities and Colleges with Potential for Excellence (UPE/CPE), Impacting Research Innovation and Technology (IMPRINT), Uchhatar Avishkar Yojana (UAY), Impactful Policy Research in Social Sciences (IMPRESS), Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE), Scheme for Promotion of Academic and Research Collaboration, Minor and Major Research Projects (MRP), establishment of Centers of Excellence, Research Parks, and Technology Business Incubators (TBIs), Prime Minister's Research Fellows, Study in India, research workshops, seminars, conferences, and Emeritus fellowships, among others.[99]

Initiatives for Primary and Secondary Education

The Indian government places great importance on providing essential education, commonly known as basic education, to children up to the age of 14. Ensuring universal access to basic education is a top priority for the government. The goal of achieving Universal Elementary Education (UEE) to promote equal opportunities for all citizens has been recognized since the inception of our Republic. To accomplish this objective, India has implemented a wide range of programs and initiatives under the National Policy on Education. These include schemes such as Activity Black Board, Lok Jumbish Program, Mahila Samakhya, District Primary

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[97] IGNOU, "Gyanvani - Introduction."
[98] IGNOU, "Gyandhara - Introduction."
[99] "Government Has Taken Various Initiatives to Improve the Global Ranking of Indian Education Institutions – Education Minister."

32

Education Program, Shiksha Karmi Project, and others. Currently, Samagra Shiksha is the primary education initiative being implemented in India.[100]

Samagra Shiksha

Samagra Shiksha is a comprehensive program designed to enhance the effectiveness of the school education sector, covering pre-school to class 12. Its primary objective is to ensure equal opportunities for education and promote equitable learning outcomes. The program integrates three previous schemes: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE). The aim is to streamline and improve the overall educational experience and outcomes for students across all levels of schooling.[101]

The Scheme aims to achieve several key goals, including improving the quality of education and enhancing student learning outcomes. Additionally, the Scheme supports states in implementing the Right of Children to Free and Compulsory Education (RTE) Act of 2009 and strengthens the State Council of Educational Research and Training (SCERT), State **"Institutes of Education, and District Institutes of Education and Training" (DIET)** as central bodies for training of teacher.[102] The total budget which was approved for the scheme in the year 2020-21 was Rs. 3577281.44 (in lakh) and the unspent amount was Rs. 1063698.73 (in lakhs) as reported in PRABANDH portal upto 31st March 2021.[103] The total budget which was approved for the scheme in the year 2021-22 was Rs. 3528646.61(in lakhs).

National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)

As per NEP 2020, "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 Education on priority." In July 2021, the Ministry of Education introduced the **NIPUN Bharat** initiative, which aims to ensure that all children achieve foundational skills in reading with

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[100] Singh, "Different Schemes Launched by the Government for Achieving the Aims of Universalization of Elementary Education."
[101] Ministry of Education and Department of School Education and Literacy, "Samagra Shiksha."
[102] Ministry of Education and Department of School Education and Literacy.
[103] Lok Sabha Secretariat, "Reply to Unstarred Question No. 2125 in Lok Sabha in 6th Session of 17th Lok Sabha."

33

understanding and numeracy by the end of Grade 3. This initiative is considered a national mission and targets the year 2026-2027 for its completion. To strengthen efforts in foundational literacy and numeracy, the National Council of Educational Research and Training (NCERT) initiated a comprehensive Foundational Learning Study (FLS) in March 2022.[104]

Mid-Day Meal (MDM) Scheme

The tradition of providing mid-day meals in schools has a long history in India. In 1925, a Mid Day Meal Programme was introduced in the Madras Municipal Corporation to support disadvantaged children. Over the years, several states and union territories took initiatives to universalize the cooked mid-day meal program for primary school children using their own resources. By the 1990s, the program had expanded to twelve states using state resources, while some states received international assistance for implementation. Recognizing the positive impact of school meal programs on enrollment and attendance, the Government of India launched the **"National Program of Nutrition Support for Primary Education" (NP-NSPE)** on August 15, 1995. Reports indicate that hunger can hinder regular school attendance and learning abilities, and chronic hunger can lead to malnutrition.[105]

The primary objective of the scheme is to enhance the effectiveness of elementary education by addressing the nutritional needs of primary school children. Initially, the scheme was implemented in 2,408 blocks across the country, providing cooked meals to students in government, aided, and local body schools in five sections. From 1997-98, the Mid-Day Meal (MDM) scheme was extended to cover all schools in India. Under this scheme, students enrolled in grades 1 to 5 receive a nutritious mid-day meal containing 300 calories and 12 grams of protein. In October 2007, the scheme was expanded to include 3,499 educationally backward classes in upper primary grades 6 to 8. The implementation of the MDM scheme was expected to improve school enrollment, attendance, and retention rates among children.[106] In 2021 Government of India renamed the scheme as PM-POSHAN, Pradhan Mantri- POshan SHAkti Nirman.[107]

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[104] Ministry of Education and Department of School Education and Literacy, "NIPUN Bharat: Foundational Learning Study."
[105] Ministry of Human Resource Development, "National Programme of Nutritional Support to Primary Education, 2006 [Mid-Day Meal Scheme] Guidelines."
[106] Ministry of Education, "About the PM POSHAN"; Kushwaha and Adhikari, "National Nutritional Support Policy for Primary Education."
[107] Barman, "Mid-Day Meal Scheme Is Now 'PM Poshan', Pre-Primary Children Will Be Covered."

34

Comprehensive Education for Disabled at Secondary stage

From the year 2009 onwards, a comprehensive training plan for students with disabilities has been initiated, specifically targeting the Secondary Stage. This plan, known as the **"Inclusive Education for Disabled at the Secondary Stage" (IEDSS),** replaces the previous scheme that focused on providing education for children with disabilities. The IEDSS aims to support the inclusive education of students with disabilities in classes IX-XII. The primary aim of this plan is to enable students with disabilities, who have completed their primary education, to engage in four years of secondary education within an inclusive and supportive environment.[108]

Eklavya Model Residential Schools (EMRSs)

The government provides financial support to these schools for the betterment of Scheduled Tribes. The Ministry of Tribal Affairs is responsible for overseeing this special area program. The Pre-Matric Scholarship Scheme is designed to provide scholarships to students belonging to minority communities at the pre-matric level. This scholarship aims to encourage minority communities to send their school-going children to school, alleviate the financial burden of education, and support their efforts in ensuring their children complete their schooling.[109]

The government has made a decision to set up Eklavya Model Residential Schools (EMRS) in every block where the Scheduled Tribe (ST) population is 50% or more, and there are at least 20,000 tribal individuals. A total of 740 EMRSs are planned to be established nationwide by the year 2025-26. Out of these, 690 schools have already been approved and 401 EMRSs are currently operational.[110]

The approved capital cost for construction of EMRS is Rs.37.80 crores for plain areas which can go upto Rs. 48.00 crores in case of Northeast, Hilly and LWE affected areas. Recurring cost of Rs.1,09,000.00 per student per year is given to schools towards running and managing the school. Fund is released to NESTS and NESTS further releases funds to States/ UTs/ PSUs/ Construction Agencies/ State Societies as per their requirements for construction of EMRSs and recurring cost for running of the schools. During the current financial year, i.e. 2022-23, Ministry has released an amount of Rs.1,465.27 crore to NESTS for implementation of the scheme of EMRS[111] (as on 31.01.2023).

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[108] Ministry of Education and Department of School Education and Literacy, "Inclusive Education of the Disabled at Secondary Stage."
[109] Ministry of Tribal Affairs, "Eklavya Model Residential Schools."
[110] "Press India Bureau, 401 EMRSs Are Functional."
[111] "PIB, Recurring Cost of Rs.1.09Lakh per Student per Year Is given to Schools towards Running and Managing the School."

35

Initiatives on Higher Education

The National Education Policy (NEP), 2020 emphasizes the internationalization of Indian education through various measures. These include promoting collaborations and exchanges between Indian and foreign higher education institutions (HEIs) in terms of research, teaching, faculty, and student exchange. The policy encourages the signing of mutually beneficial agreements (MoUs) with foreign countries, supports the establishment of Indian university campuses abroad, and facilitates the operation of selected global universities within India, particularly those ranked among the top 100. Additionally, the NEP emphasizes the establishment of International Student Offices in HEIs to support and welcome students from abroad. Furthermore, the policy aims to promote courses and programs related to subjects such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, and more.

To align with the suggestions put forth by the National Education Policy (NEP), 2020, numerous actions have been taken to enhance the internationalization of higher education. These measures include:

i.   On May 2, 2022, the University Grants Commission (UGC) released regulations regarding academic collaboration between Indian and foreign higher education institutions. These regulations enable the implementation of twinning programs, joint degree programs, and dual degree programs.

ii.   On July 29, 2022, the "**University Grants Commission" (UGC)** released guidelines regarding the internationalization of Higher Education. These guidelines emphasize the need for Higher Education Institutions (HEIs) to establish an Office for International Affairs. This office will serve as a central point of contact to facilitate the admission and support of foreign students and to promote internationalization efforts.

iii. Gujarat International Finance Tec-City (GIFT City) will permit renowned foreign universities and institutions to operate within its premises, offering specialized courses in fields such as Financial Management, FinTech, Science, Technology, Engineering, and Mathematics. These institutions will have the freedom to operate without being bound by domestic regulations, except for those imposed by the International Financial Services Centres Authority (IFSCA). This initiative aims to attract top-quality talent in financial services and technology to meet the growing demands of the industry.

36

iv.   These initiatives will provide global exposure to students for multidisciplinary education with an internationally relevant curriculum and quality education. It will attract foreign students and improve the standing of Indian universities as internationalisation is an important parameter in rankings.

To bridge the disparity between modern education and traditional knowledge systems, the Indian Knowledge Systems (IKS) Division of the Ministry of Education has been implementing various initiatives. One such initiative is the provision of IKS internships for undergraduate students, aimed at providing them with practical exposure and experience in traditional knowledge systems.[112]

National Testing Agency

The National Testing Agency (NTA) 2017[113] is an autonomous and self-sustained organization responsible for conducting entrance examinations for admissions and fellowships in higher educational institutions. Its primary goal is to ensure fair, efficient, and transparent assessments that align with international standards. The NTA addresses various challenges related to assessing candidates' competence by employing the best practices in test preparation, delivery, and marking. With a vision to enhance equity and quality in education, the NTA aims to administer research-based, valid, reliable, and internationally recognized assessments. Through the expertise of subject matter specialists, psychometricians, and IT professionals, the agency strives to identify and bridge gaps in existing assessment systems. NTA aims to establish a comprehensive system that encourages teaching, learning, and assessment by involving teachers, students, parents, and institutions. The agency places a strong emphasis on ensuring quality, efficiency, effectiveness, equity, and security in assessments. To uphold these values, NTA maintains regular engagement with key stakeholders, including students, parents, teachers, experts, and partner institutions. By fostering collaboration and feedback from these stakeholders, NTA strives to continuously enhance the assessment process and achieve its goals.

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[112] "Several Measures Taken by the Government to Strengthen Internationalisation of Higher Education."
[113] National Testing Agency, "National Testing Agency: About Us."

Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

RUSA, which stands for "**Rashtriya Uchchatar Shiksha Abhiyan 2013"**[114], is a program launched by the central government to support and enhance the potential of state universities in India. It recognizes the crucial role that these universities play in shaping the country's future by fostering learning, research, and innovation. RUSA, being a centrally sponsored scheme, acknowledges that education goes beyond the confines of classrooms. It aims to empower institutions by upgrading their facilities such as libraries and computer labs. The program also encourages the establishment of autonomous colleges and the formation of cluster universities to consolidate their strengths. RUSA recognizes that every institution has the capacity to enrich lives through high-quality education.

The main goals of RUSA are to enhance accessibility, fairness, and excellence in higher education by strategically developing the higher education sector at the state level. These objectives encompass establishing new academic institutions, expanding and improving existing ones, cultivating self-sufficiency in delivering high-quality education, ensuring professional management, fostering a research-oriented environment, and offering students education that is both pertinent to their needs and beneficial for the nation as a whole.

The prominent aims of RUSA include:

i. Enhance the overall standard of state institutions by ensuring compliance with established norms and standards, and make accreditation a compulsory framework for quality assurance.

ii. Introduce significant changes in the state higher education system by establishing a supportive institutional framework for planning and monitoring at the state level, encouraging autonomy in State Universities, and enhancing governance in institutions.

iii. Implement changes in the affiliation, academic, and examination systems to bring about necessary reforms.

iv. Ensure sufficient availability of competent faculty members in all higher educational institutions and promote the development of skills and expertise at all levels of employment.

v. Foster a conducive environment within higher educational institutions to encourage and support research and innovation endeavors.

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[114] Ministry of Education and Department of Higher Education, "Overview – RUSA."

vi. Expand the institutional capacity of existing educational institutions and establish new ones to accommodate a larger number of students and achieve increased enrollment in higher education.

vii. Address regional disparities in higher education access by establishing educational institutions in areas that are currently underserved or have limited access to higher education opportunities.

viii. Enhance equity in higher education by ensuring equal opportunities for higher education to marginalized communities such as SC/STs, socially and educationally backward classes, women, minorities, and differently abled individuals. Foster inclusivity by promoting their participation and representation in higher education institutions.

The government has approved the continuation of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme until 31.03.2026 or until further review, whichever is earlier. The proposed plan involves an expenditure of Rs. 12,929.16 crore, with the Central Share being Rs. 8,120.97 crores and the State Share being Rs. 4,808.19 crores. The new phase of RUSA aims to support approximately 1,600 projects, focusing on reaching underserved areas, remote/rural regions, challenging geographical locations, areas affected by left-wing extremism (LWE), the northeastern region (NER), aspirational districts, tier-2 cities, areas with low gross enrollment ratio.

The latest phase of this scheme is aligned with the recommendations and objectives of the New Education Policy, which aims to bring significant improvements to the higher education system by focusing on quality, equity, and inclusivity. State governments will receive assistance in promoting gender inclusion, equity initiatives, information and communication technology (ICT), enhancing employability through vocationalization and skill development. Furthermore, support will be provided for the establishment of new Model Degree Colleges, and state universities will be supported in offering multidisciplinary education and research opportunities. Grants will be allocated to strengthen both accredited and non-accredited universities and colleges, enabling them to engage in various activities, including teaching and learning in Indian languages.[115]

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[115] "Government Approves Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Scheme to Continue till 31st March, 2026."

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Higher Education Commission of India (HECI) Draft Act

The Indian government recently revealed that it is revising the draft legislation (Draft Higher Education Commission of India "Repeal of University Grants Commission Act" Bill, 2018) that will establish the HECI[116] for interdisciplinary college and university education.

Institutions of Eminence (IoE)

The Indian government is dedicated to empowering higher educational institutions to become world-class centers of teaching and research. In line with this commitment, the Institutions of Eminence (IoE) scheme was launched in 2017[117] by the University Grants Commission (UGC). Under this scheme, 10 public and 10 private institutions have been designated as IoEs. The primary objective of the scheme is to support these institutions in attaining rankings among the top 500 in globally recognized ranking frameworks. Government institutions selected as IoEs will receive financial assistance of 1000 crores over a period of five years, in addition to their existing grants. This financial support aims to bolster their infrastructure, research capabilities, and overall academic excellence. Private institutions chosen as IoEs will be granted autonomy to foster innovation and creativity in their educational approaches.

National Institutional Ranking Framework

The **"Ministry of Human Resource Development" (MHRD)** approved the and launched "National Institutional Ranking Framework"" NIRF" on September 29, NIRF 2015[118]. This framework provides a methodology for ranking universities and institutions in India. The methodology is based on recommendations from a Core Committee appointed by the MHRD, which identified key parameters for evaluating and ranking institutions. These parameters encompass areas such as "Teaching, Learning and Resources," "Research and Professional Practices," "Graduation Outcomes," "Outreach and Inclusivity," and "Perception." On April 4, 2016, the first India Rankings were released, using the NIRF framework. This initiative aims to provide a comprehensive assessment and ranking system that assists students, parents, and stakeholders in making informed decisions about higher education institutions in the country.

The NIRF has been consistently used for the past six editions of India Rankings, encompassing the years 2016 to 2022. The framework incorporates five main categories of

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[116] Ministry of Human Resource Development, "Higher Education Commission of India (Repeal of University Grants Commission Act) Act 2018 (Draft)."
[117] University Grants Commission, "About Institutions of Eminence."
[118] Ministry of Education, "About NIRF."

parameters; each assigned a weightage on a scale of 10.

These parameters are as follows:

Sl. No.	Parameter	Marks	Weightage
1	Teaching, Learning & Resources	100	0.30
2	Research and Professional Practice	100	0.30
3	Graduation Outcomes	100	0.20
4	Outreach and Inclusivity	100	0.10
5	Perception	100	0.10

HEIs are ranked based on five main parameters, each consisting of 2 to 5 sub-parameters, resulting in a total of 18 to 21 sub-parameters. These sub-parameters assess HEIs across various categories and subjects. The ranking process involves calculating the cumulative score for each parameter group. For research institutions, two additional sub-parameters were introduced: the number of research papers published in top-tier journals and the H Index. External sources such as Scopus, Web of Science, and Derwent Innovation were used to collect data on publications, citations, and patents. The institutions were given an opportunity to provide their inputs to ensure transparency.

Key Highlights of India Rankings 2022:

i. For the fourth consecutive year, the "Indian Institute of Technology Madras" has maintained first place in the in general category of rankings

ii. Within the top 100 institutions in the overall category, there is a representation of various types of institutions. This includes 40 central funded technical institutions (CFTIs) and Central Universities.

iii. The Indian Institute of Science, Bengaluru has secured the first position in the Universities category for the seventh consecutive year

iv. IIM Ahmedabad has maintained its first position in the Management subject, retaining the top spot for the third consecutive year.

v. For the fifth consecutive year, the "All India Institute of Medical Sciences" (AIIMS), New Delhi has secured first position in the Medical category. Additionally, AIIMS has achieved a notable milestone by ranking 9th in the Overall category for the first time.

vi. Jamia Hamdard has once again secured first position in the Pharmacy category for the fourth consecutive year.

vii. Miranda House maintains its remarkable achievement by securing the first position among colleges.

viii. "IIT Roorkee" maintains its leading position in the Architecture subject for the second consecutive year.

ix. "National Law School of India University", Bengaluru continues to hold first position in Law.

x. "Saveetha Institute of Medical and Technical Sciences" have secured the first position in the Dental, surpassing "Manipal College of Dental Sciences", Manipal, for the first time.[119]

Higher Education Financing Agency (HEFA)

HEFA[120] 'Higher Education Financing Agency' was established on May 31, 2017, as a joint venture between the Ministry of Education (MoE), Government of India, and Canara Bank. It aims to provide financial assistance for the development of educational infrastructure and research and development (R&D) in India's premier educational institutions, including IITs, IIITs, NITs, IISCs, and AIIMS. By supporting these institutions, HEFA aims to enhance their global rankings and promote excellence in higher education. The equity participation in HEFA is divided between the MoE (90.91%) and Canara Bank (9.09%).

Sanctions and disbursements as on 30.11.2022

Category	Sanctioned Amount	Disbursed Amount	No. of Institutions
IIT's	13640.82	5965.12	22
AIIMS & MoHFW	8588.33	4548.08	12
NIT's	3005.83	1165.72	17
IIM's	2804.09	1642.67	7

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[119] "Union Education Minister Releases India Rankings 2022 of Higher Educational Institutes."
[120] Higher Education Financing Agency, "HEFA: About Us."

Category	Sanctioned Amount	Disbursed Amount	No. of Institutions
Central Univ.	4142.60	1610.28	26
Others	2849.29	738.57	16
TOTAL	35030.96	15670.44	100

Setting up of Foreign Universities

Foreign universities are preparing to establish their presence in India through the establishment of branch campuses. The University Grants Commission (UGC) has released draft regulations titled *"University Grants Commission (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023"*[121] to facilitate this process. These regulations grant autonomy to foreign universities and educational institutions in setting their fees and propose a streamlined approval process with duration of 90 days.

The National Education Policy (NEP) of 2020 aims to establish a legislative framework that permits renowned global universities to operate in India. However, under this framework, these foreign universities would not be allowed to conduct online classes and would be required to offer education solely through physical and offline mode.[122] The rationale behind this decision by the UGC and the government appears to be twofold: firstly, to discourage Indian students from seeking quality education abroad and instead encourage them to pursue it within India through the support of foreign higher education institutions (FHEIs); and secondly, to enable FHEIs to generate profits that can be repatriated to their home campuses. To provide a historical perspective, the Foreign Educational Institutions (Regulations of Entry and Operations) Bill[123], was formulated in 2010 and introduced in the parliament with the aim of regulating the entry and operations of foreign educational institutions intending to offer instructional programs in India. However, this bill eventually lapsed in 2016, and as a result, the current regulations in India do not explicitly allow foreign universities to establish physical campuses in the country.

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[121] University Grants Commission, "University Grants Commission (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023."
[122] Danita Yadav, "Foreign Universities in India Not Allowed to Conduct Online Classes, Only Physical Classes."
[123] Ministry of Human Resource Development, Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010.

Initiatives for Girls

Beti Bachao Beti Padhao Abhiyan

The Department of School Education and Literacy has extended its assistance to the Ministry of Women and Child Development in implementing the nationwide "Beti Bachao Beti Padhao" Abhiyan. This initiative seeks to address the issue of imbalanced sex ratios and empower girls by enhancing their status. As a component of this program, an award will be instituted to acknowledge School Management Committees that effectively accomplish 100% transition of girls at different educational stages.[124]

Swachh Vidyalaya

The Department of School Education and Literacy is dedicated to ensuring the availability of functional girls' toilets in every school. The Swachh Vidyalaya Initiative (SVI) is actively engaged in the endeavor to ensure that all government schools have separate toilet facilities for girls and boys..[125]

Kasturba Gandhi Balika Vidyalaya (KGBV)

An important goal of the 'Samagra Shiksha' initiative is to address the gender and social disparities prevalent in all levels of school education. To achieve this objective, the initiative focuses on expanding and integrating "Kasturba Gandhi Balika Vidyalayas" at the upper primary level. This extension/convergence allows for the provision of residential and schooling facilities up to Class XII, with the aim of encouraging the participation of girls in education. The initiative focuses on providing girls with a conducive and supportive environment for their holistic development and academic success.[126]

National Scheme of Incentive to Girls for Secondary Education (NSIGSE)

The National Scheme of Incentive to Girls for Secondary Education (NSIGSE) is a centrally sponsored scheme that was launched in May 2008. The scheme aims to provide incentives to students enrolled in class IX. It covers two categories of girls:

(i)   all girls students from SC/ST communities who successfully complete class VIII, and

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[124] Ministry of Women & Child Development, "Beti Bachao Beti Padhao Scheme."
[125] Department of School Education and Literacy, "Swachh Vidyalaya Initiative by Department of School Education & Literacy."
[126] Ministry of Education and Department of School Education and Literacy, "Kasturba Gandhi Balika Vidyalaya (KGBV)."

44

     (ii)   all girls who pass the class VIII examination from Kasturba Gandhi Balika Vidyalayas (regardless of their SC/ST status), and subsequently enroll in class IX at Local Body schools, State/UT Government, and Government-aided.

The intends to encourage and support girls from marginalized backgrounds to continue their education at the secondary level by providing them with financial incentives.[127] Under the National Scheme of Incentive to Girls for Secondary Education (NSIGSE), an incentive amount of Rs. 3000/- is deposited as a fixed deposit in the name of eligible unmarried girls upon their enrolment in class IX. This amount can be withdrawn along with the accrued interest when the girls reach 18 years of age and pass the Class X examination.

Rani Laxmibai Atma Raksha Prashikshan

As part of the "National Scheme of Incentive to Girls for Secondary Education" (NSIGSE), self-defence training is provided to girls studying in classes VI to XII in government schools. The training lasts for three months and aims to equip girls with self-defence skills using everyday articles such as key chains, dupattas, stoles, mufflers, bags, pens/pencils, notebooks, etc. These items can be used as weapons of opportunity or improvised self-defence tools, empowering girls to protect themselves in challenging situations.[128]

CBSE Single Girl Child Merit Scholarship

The CBSE Merit Scholarship Scheme aims to support and encourage meritorious those girl students who are only child of their parents. This scholarship is awarded to students who have achieved a minimum of 60% marks in the CBSE Class X Examination and are pursuing their education in Class XI and XII. Under this scheme, eligible students receive a monthly scholarship amount of Rs. 500 to assist them in their studies and educational expenses.[129]

PRAGATI - Providing Assistance for Girls' Advancement in Technical Education Initiative

The AICTE (All India Council for Technical Education) scheme focuses on providing opportunities for girls from economically disadvantaged backgrounds to pursue technical education. Under this scheme, one girl per family is selected based on merit in the qualifying examination to pursue degree and diploma courses in technical education. The eligibility criteria include a family income of less than 8 lakhs per annum. It is estimated that around 5000 girls will benefit from the available scholarships annually. The scholarship amount

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[127] Ministry of Education and Department of School Education and Literacy, "NSIGSE."
[128] Ministry of Education, "Self Defence Training for Girls."
[129] Central Board of Secondary Education, "CBSE Merit Scholarship Scheme for Single Girl Child."

45

provided is Rs. 50,000 per annum, aimed at supporting their educational expenses and encouraging their participation in technical fields.[130]

Post Graduate Indira Gandhi Scholarship for Single Girl Child

To support and encourage girls' education, the UGC (University Grants Commission) has implemented the Post Graduate Indira Gandhi Scholarship for Single Girl Child. This scholarship aims to cover the direct expenses of education for girls, particularly those who are the only girl child in their family. The fellowship amount is Rs. 36,200 per year and is applicable for a duration of two years, which is the full duration of a postgraduate course. Every year, 3000 girls are awarded this scholarship, enabling them to pursue their higher education without financial constraints.[131]

Initiatives for Person with Special Needs

SAKSHAM

AICTE (All India Council for Technical Education) has implemented a scholarship program to support differently-abled students in pursuing technical education. Under this scheme, all eligible differently-abled students are awarded scholarships on an annual basis. The scholarship amount provided is Rs. 50,000 per year.[132]

Identification Camps for Children with Special Needs (CwSN)

The government has introduced measures to support children with special needs (CwSN) by organizing annual identification camps at the block level. These identification camps aim to identify children with special needs and provide necessary support and services. Each camp receives a provision of Rs. 10,000 for its implementation.[133]

Initiatives for the North East

ISHAN UDAY- Special Scholarship Scheme for North Eastern Region

The UGC has introduced a special scholarship scheme for students from the North East Region, starting from the academic session 2014-15. The objective of this scheme is to provide financial support to students from economically disadvantaged backgrounds in the region. Under this scheme, 10,000 scholarships are granted to students whose parental income is below Rs. 4.5 lakh per annum. The scholarship amount is Rs. 5400/- per month for general degree courses and Rs. 7800/- per month for technical / medical / professional /

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[130] All India Council For Technical Education, "General Instructions (Pragati)."
[131] University Grants Commission, "Revised Guidelines for Post Graduate Indira Gandhi Scholarship Scheme for Single Girl Child."
[132] All India Council For Technical Education, "General Instructions (Saksham)."
[133] Ministry of Education, "Cabinet Approves Continuation of Samagra Shiksha Scheme for School Education from 1st April, 2021 to 31st March, 2026"; Ministry of Education, "Education of Divyang Children."

46

paramedical courses. The scheme aims to enable students from the North East Region to pursue higher education and fulfill their aspirations.[134]

Ishān Vikās

Ishān Vikās is a comprehensive plan aimed at facilitating interaction between selected students from the North-Eastern states and prestigious institutions such as IITs, NITs, IISERs, and other Centrally Funded Technological Institutes. This initiative provides an opportunity for students from schools and colleges in the North-Eastern region to visit these institutions during their vacation periods, typically for duration of ten days. The visit can take the form of an exposure program or an internship, allowing students to gain valuable insights and experiences. For school students, each participating school sends a group consisting of around 32 students from classes IX and X, accompanied by one teacher. As for college students, they are organized into two groups, with 32 students in each group, visiting during summer and winter. In total, approximately 2016 college students and 504 teachers from the North-Eastern region are expected to visit these premier institutions in an academic year.[135]

Initiatives by Local Communities for Education

Community participation is a concept that aims to unite diverse individuals for problem-solving and decision-making within a shared community. These communities can be defined by common characteristics such as culture, language, tradition, law, geography, class, and race. By involving the community, individuals take on responsibility and accountability in identifying problems and designing and implementing programs for societal development.

Educators worldwide have been striving to achieve quality education goals by fostering parental and community participation in schools. The Kothari Commission (1964-66) highlighted the need for decentralization of school education and the involvement of parents and local bodies in school improvement processes. The National Policy on Education (NPE) in 1986 emphasized decentralized planning and management of primary education. Village committees were further strengthened with the support of the Programme of Action (POA) in 1992. The 73rd and 74th constitutional amendments in 1992 provided a framework for decentralization of powers and authorities to the Panchayati Raj at various levels. Shri Veerappa Moily submitted a report in 1992 to the Indian government on decentralizing educational planning and ensuring greater community participation. The National Curriculum

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[134] University Grants Commission, "UGC: Ishan Uday (NER)"; Ministry of Education, "Ishan Vikas and Ishan Uday Schemes for Benefit of North Eastern Students."
[135] Ministry of Education, "Ishan Vikas"; Ministry of Education, "Ishan Vikas and Ishan Uday Schemes for Benefit of North Eastern Students."

47

Framework (2005) also stressed the importance of community participation in enhancing quality education. The Right to Education Act of 2009 includes provisions for the establishment of school management committees. The **"save the children"**[136] report in 2013 also emphasized the significance of community participation in school education. Parental and community roles and their involvement in school education have been recognized as important in national and international policy initiatives.

Initiatives by State Governments

1. Various states in India have implemented community participation in school education through policy and planning, which has had a positive impact on the education system. Here are some of the major initiatives and projects introduced by several states:

2. Shiksha Karmi Project[137] & Lok Jumbish Project[138], Rajasthan

3. Bihar Vidyalaya Shiksha Samiti[139], Bihar elementary school committee[140]

4. Kerala decentralisation of education[141]

5. Nagaland Education Institution And Services Rule, 2002[142]

6. Namma Shale[143], Karnataka and formation of Village Education Committees (VECs) under RTE[144]

7. Jan Shiksha Adhiniyam[145], Madhya Pradesh

8. Village Education Committees (VECs) and Ward Education Committee, enacted in 1996 and legislature in 2003 by Gujarat. [146]

9. Creation of Academic Monitoring Committees (AMCs), Andhra Pradesh[147]

10. Regulations by government of Tamil Nadu for VECs and maintenance of School buildings[148]

India's communities have taken an active role in recognising the value of education, and as a result, there are schools operating today that are around **more than hundred years**. Each of

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[136] Child Rights Resource Centre, "Annual Report 2013, Save the Children India."
[137] Ramachandran and Sethi, "Rajasthan Shiksha Karmi Project: An Overall Appraisal."
[138] Lok Jumbish Parishad, "Lok Jumbish: The First Report."
[139] Government of Bihar, The Bihar Elementary School Education Committee Act, 2007.
[140] Government of Bihar, The Bihar Elementary School Education Committee Act, 2011.
[141] Mukundan and Bray, "The Decentralisation of Education in Kerala State, India."
[142] Government of Nagaland, The Nagaland Communitisation of Public Institutions and Service Act, 2002.
[143] Government of Karnataka, "Namma Shaale Nanna Koduge: About Us."
[144] IGNOU, "The Village Education Committee (VEC) and Its Role."
[145] Government of Madhya Pradesh, The Madhya Pradesh Jan Shiksha Adhiniyam, 2002.
[146] IGNOU, "The Village Education Committee (VEC) and Its Role."
[147] Darapu, "Role of Academic Monitoring Committee in Moulding the Career of Students."
[148] Government of Tamil Nadu, "Constitution of School Management Committee."

48

these schools has a unique history. While some of these schools are still under community control, others have been handed over to the government for administration.

- The anti-colonial tradition of being open on Sundays and taking a weekly holiday on Monday at East Burdwan's Gopalpur Muktakeshi Higher Secondary Vidyalaya[149] (1922) is a step towards making its own identity.

- Raosaheb Rupchand Vidyalaya (1916) in Jalgaon was revitalised a century ago through active community participation, after the town administration decided to close the school due to low enrollment[150].

- The community of assorted officers who relocated from Kolkata to Delhi as the administrative capital founded the Raisina Bengali School in Delhi (1925) with the intention of *providing children with a high-quality education*[151].

- In Varanasi, Sri Agrasen Kanya Inter College Senior Secondary School (1918) was established to address the *needs of female education*, which were frequently overlooked during the colonial era[152].

- The C.M. Anglo Bengali Inter College (1898) was founded in Varanasi with the goal of providing a better educational environment to the *underprivileged community*[153].

- The Dangiwacha Higher Secondary School (1922) in Baramulla was established to meet the needs of the locals for elementary education, initially operating from rooftops[154].

- Additionally, some schools were established to serve the *educational needs of particular communities*, but over time, these institutions developed to serve the educational needs of all communities. Some examples include the Delhi Tamil Education Association Sr. Secondary School (1923) in Delhi, which was established to meet the educational needs of the **Tamil community** working in Delhi[155], the Dinabandhu Middle School (1985) in Deoghar, which was established to meet the needs of the **Bengali community** in the region[156], the Shri Gujarathi Vidyalaya High School (1908) in Mattancherry[157] and the Sheth Dhanji Devshi Rashtriya Shala (1923)

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[149] Burman, "This 100-Year-Old Bengal School Remains Open on Sundays to Continue Its Anti-British Rule Legacy."

[150] East Khandesh Education Society, "R. R. Vidyalaya."

[151] Raisina Bengali School Society, "Raisina Bengali School Society: About Us."

[152] SANIC, "Sri Agrasen Kanya Inter College, Varanasi."

[153] CMABIC, "CM Anglo Bengali Inter College: About."

[154] GK News Network, "Dangiwacha HSS Enters into 100th Year of Inception."

[155] M. R. Narayan Swamy, "Delhi's 'Madrasi' School Set to Complete 100 Years."

[156] Telegraph Online, "Bengali School Celebrates 100 Yrs."

[157] DC Staff, "Centenary Bells for Gujarati School in Kerala."

49

in Mumbai[158], which were established to meet the needs of the **Gujarati community** in the region.

- Some schools were founded as an *outcome of the independence struggle*, which were National High School in Basavanagudi founded by Dr. Annie Besant[159] in 1917, Parle Tilak Vidyalaya (1921) in Mumbai founded a century ago as a tribute to Lokmanya Tilak[160], and Bihar Vidyapith (1921) founded in Patna with a vision of developing an educational institution with patriotic ideology during the Non-Cooperation Movement[161].

- There are some institutions that *began as schools and are now colleges*, one example is Chhaju Ram Memorial Jat College in Hisar, which began as a school prior to independence and was upgraded to a college in 1967[162]. Another example is Lyallpur Khalsa College in Jalandhar, which began as a Khalsa School at Lyallpur in 1908 and was upgraded into a college in 1926. However, during partition, the institution came under Pakistan's administration, resulting in the establishment of a new college in Jalandhar[163].

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[158] Parekh, "Visited by Former PMs Nehru, Morarji, This Gujarati School Completes a Century."
[159] Shekhar and ET Bureau, "This 100-Year-Old National High School in Bengaluru Was a Child of Freedom Struggle."
[160] Mishra, "School That Has Been Heirloom for Parlekars Completes 100 Years."
[161] Bihar Vidyapith, "Bihar Vidyapith – About."
[162] Chhaju Ram Memorial Jat College, "Preface- Chhaju Ram Memorial Jat College."
[163] Lyallpur Khalsa College, "Overview – Lyallpur Khalsa College Jalandhar."

50

7. E-learning

While E-learning has been present for many years, its popularity has surged in recent times. The COVID-19 pandemic, which led to a rise in remote learning, accelerated the adoption of E-learning and replaced traditional classrooms. Even as students return to physical schools and colleges, E-learning has established itself as a permanent fixture in the education landscape. According to research reports, the global E-learning market is expected to grow significantly, with a projected size of USD 374.3 billion by 2026, compared to USD 144 billion in 2019, at a compound annual growth rate (CAGR) of 14.6%.E-learning has created vast opportunities for various learners, including students, housewives, dropouts, and working professionals. It offers convenience and flexibility in accessing educational content. Moreover, the future of E-learning holds even more promise with the integration of Augmented Reality (AR) and Virtual Reality (VR) technologies which have the potential to revolutionize the learning experience. As E-learning continues to evolve, it is expected to transform how knowledge is shared and accessed, opening up new horizons in education.

Digital Initiatives

The Indian Government is committed to revolutionizing and expanding the scope of education for students in remote areas of the country through digital and technical support, enabling them to access education with a simple click using digital tools. Through ICT education initiatives, the government has revitalized and transformed the education sector in India. By bridging the digital gap, it has also played a crucial role in showcasing the quality and extent of digital initiatives for the better future of our students. Government has undertaken a series of digital initiatives to cater education for all, some of them are,

SWAYAM

SWAYAM, known as the 'Study Webs of Active Learning for Young Aspiring Minds,' is an indigenous MOOCs (Massive Open Online Courses) platform in India that provides free online courses across various disciplines. This government initiative strives to uphold the three fundamental principles of the Education Policy, namely access, quality, and equity. SWAYAM aim is to ensure that all individuals, including the most disadvantaged, have access to the finest teaching and learning resources. The platform was officially launched on July 9, 2017, by the former President of India. As of February 27, 2023, SWAYAM has 203 partnering institutes, offers 9,213 completed courses, has witnessed 309,04,983 student enrollments, received 26,29,526 exam registrations, and awarded 16,58,020 successful

51

certificates.[164]

SWAYAM PRABHA

SWAYAM Prabha is an initiative aimed at delivering 32 educational channels through DTH (Direct to Home) services throughout India, operating 24/7. This initiative facilitates the cost-effective and inclusive dissemination of e-education. On July 9, 2017, the esteemed President of India inaugurated SWAYAM Prabha.[165] Educational content is transmitted through a total of 19 multilingual SWAYAM PRABHA TV channels, covering 15 different languages.[166]

National Academic Depository (NAD)

'NAD' is an online repository that aims to store and provide easy access to academic awards such as certificates, diplomas, degrees, and mark sheets. It operates 24/7 and stores digitized copies of these awards, which are submitted through boards, eligibility assessment bodies and academic institutions. 'NAD' ensures the authenticity and safe storage of these academic awards, offering validation and retrieval services. As of February 27, 2023[167], a total of 1852 Higher Education Institutions (HEIs) have been included in the system, and approximately 13.71 crore academic awards have been uploaded.

National Programme on Technology Enhanced Learning (NPTEL)

NPTEL, a collaborative effort of the IITs and IISc, receives funding from the Ministry of Education (MoE) of the Government of India. It was established in 2003 with the aim of making quality education accessible across the country. Over the years, NPTEL has grown significantly and now offers a wide range of over 600 courses for certification every semester, covering 22 different disciplines. It has become the world's largest online repository of courses in engineering, basic sciences, and selected humanities and management subjects. The platform boasts an extensive collection of over 56,000 hours of video content, which is transcribed and subtitled. Additionally, NPTEL offers translations of more than 12,000 hours of English transcripts into various regional Indian languages.[168]

e-PG Pathshala

E-PG Pathshala is an initiative of the Ministry of Human Resource Development (MHRD) implemented by the University Grants Commission (UGC) as part of the National Mission on Education through ICT (NME-ICT). It aims to provide high-quality, interactive e-content in

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[164] "Swayam Central Statistics."
[165] Ministry of Education, "Swayam Prabha."
[166] Behanan, "Lok Sabha Unstarred Querstion No. 1372 to Be Answered on 25.07.2022."
[167] "Statistics | NAD."
[168] Ministry of Education and Indian Institute of Technology Madras, "About Us: NPTEL."

52

70 subjects across various discipline, including art fine arts social sciences, humanities, linguistics and languages. The content has been formulated by subject experts from Indian universities and research institutes, ensuring a curriculum-oriented approach and upholding high standards. Each subject has a dedicated team consisting of principal investigators, paper coordinators, content writers, content reviewers, language editors, and multimedia experts.[169]

PM e-Vidya

As part of the Atma Nirbhar Bharat Abhiyaan, a comprehensive initiative called **PM eVidya**[170] was launched on May 17, 2020. The plan includes various components:

- DIKSHA: This is a digital infrastructure platform that offers quality e-content for school education across states and union territories. It provides QR coded Energized Textbooks for all grades, aiming for a unified digital platform. As of July 21, 2022, DIKSHA has recorded over 501 crore learning sessions, more than 5,879 crore learning minutes, and more than 3,825 crore page hits.

- Use of Radio and Podcasts: The initiative leverages radio, community radio, and CBSE Podcast- Shiksha Vani to disseminate curriculum-based radio programs (Classes 1-12). These programs are broadcasted on 397 radio stations, including 11 GyanVani FM Radio Stations, 254 Community Radio Stations, and 132 All India Radio stations. Podcasts are also available on iRadio and JioSaavn Mobile apps, with 1,425 live programs already broadcasted on iRadio.

- IVRS Enquiries: The initiative has received 31,816 calls to inquire about the telecast of educational programs through PM eVIDYA IVRS, and all these inquiries have been addressed.

- Accessible Content: Special e-content has been developed for visually and hearing impaired students using the Digitally Accessible Information System (DAISY) and sign language on the NIOS website and YouTube. This includes 3,520 textbook-based Indian Sign Language (ISL) videos and 859 videos uploaded for primary classes, which are regularly telecasted on PM eVIDYA DTH TV channels. Additionally, 3,474 audio book chapters have been uploaded on DIKSHA. The content is also available on the DIKSHA portal and mobile apps.

- ISL Dictionary: An ISL Dictionary with over 12,500 words, including subject-specific glossaries for Economics, History, and Geography, has been developed through an

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[169] Ministry of Education and Information and Library Network Centre Gandhinagar, "E-PGPathshala: About."
[170] Ministry of Education, "PM E-Vidya."

53

MoU between NCERT and the Indian Sign Language Research and Training Center. This dictionary is being disseminated to students.[171]

DIKSHA

DIKSHA[172], the Digital Infrastructure for Knowledge Sharing, is a national platform for school education in India. It is an initiative of NCERT under Education Ministry. As part of the Atma Nirbhar Bharat scheme, DIKSHA has been designated as the "One Nation, One Digital Platform." Since its launch in 2017, DIKSHA has been adopted by almost all states, union territories, and central autonomous bodies, including CBSE. DIKSHA was developed based on the Strategy and Approach Paper for the National Teacher Platform released by the former Minister for HRD in September 2017. It provides access to learners and teachers across the country and currently supports 36 Indian languages. Each state and union territory has the freedom to utilize the capabilities and solutions of DIKSHA in their own way, tailoring programs for teachers, learners, and administrators. As of February 27, 2023, DIKSHA has facilitated over 5.22 billion learning sessions across 9,569 courses. Its policies and tools enable various stakeholders in the education ecosystem, including educationists, experts, organizations, and institutions (government, autonomous, non-government, and private), to participate, contribute, and leverage the platform to achieve scalable learning goals for the country.

NCERT textbooks are licensed under CC BY NC-ND, and all the resources on DIKSHA are licensed under CC BY NC-SA. As of February 27, 2023, a total of 241,305 content contributions have been made by 11,597 contributors.

National Digital Library of India (NDL India)

NDL India is a comprehensive digital library that houses metadata of diverse digital content such as books, articles, videos, audios, theses, and educational materials. It caters to users with different educational levels and capabilities. NDL India offers a convenient one-stop search feature, enabling users to access digital content from various sources across India and beyond, all within a unified platform.[173] As of February 2023, the repository of NDL India contains more than 91,795,884 resources.[174]

E- Shodh Sindhu (ESS)

The Ministry of Education (formerly MHRD) has established e-Shodh Sindhu by merging

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[171] Behanan, "Lok Sabha Unstarred Querstion No. 1372 to Be Answered on 25.07.2022."
[172] Ministry of Education and National Council of Educational Research and Training, "About Diksha."
[173] Ministry of Education and Indian Institute of Technology Kharagpur, "National Digital Library of India."
[174] Ministry of Education, "National Digital Library of India."

54

three consortia initiatives: UGC-INFONET Digital Library Consortium, National Library and Information Services Infrastructure for Scholarly Content (N-LIST), and Indian National Digital Library in Engineering Sciences and Technology (INDEST) Consortium. This merger aims to provide the research and academic community in India with access to peer-reviewed journals, bibliographic databases, citation databases, and factual databases across various disciplines. According to the summary from 2022, e-Shodh Sindhu serves 98 Centrally funded Technical Institutes (CFTIs), 217 Universities, 75 Technical Institutes, 3800+ Colleges, offering access to over 10,000 e-Journals, 1,99,500+ e-Books, 600,000 e-Books through NDL, along with 21 resources and 4 databases.[175]

Virtual Labs

The Virtual Labs project is a venture led by the Ministry of Education (formerly MHRD), Government of India, under the National Mission on Education through Information and Communication Technology (NMEICT). This collaborative effort involves twelve participating institutes, with IIT Delhi playing a coordinating role. It signifies a notable progress in ICT-enabled education, particularly in the area of remote experimentation. The Virtual Labs project has developed more than 100 web-enabled experiments, totaling approximately 700+, to facilitate remote operation and observation. It marks a groundbreaking approach to incorporating virtual laboratories into the educational landscape.[176]

E-Yantra

Project e-Yantra supported by Education Ministry (formerly MHRD) through the National Mission on Education through Information and Communication Technology (NMEICT). It is focused on promoting education in the fields of Embedded Systems and Robotics, and it is spearheaded by IIT Bombay.[177] More than 207,300 students have gained benefits from the initiative, along with the involvement of over 3,250 colleges and the provision of 500+ internships.[178]

Talk to a Teacher program

Amrita Virtual Interactive e-Learning World "A-VIEW" is a component of the "Talk to a Teacher program". It is one among several projects focused on Haptics, Natural Language

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[175] "E-ShodhSindhu: Consortium for Higher Education Electronic Resources."
[176] Ministry of Education and Indian Institute of Technology Delhi, "About VLAB."
[177] Ministry of Education and Indian Institute of Technology Bombay, "About Us."
[178] "E-Yantra: Engineering a Better Tomorrow."

55

Processing, and Virtual labs. "A-VIEW" is currently implemented in multiple renowned educational institutions, including IITs, NITs, and others, throughout the country.[179]

E-Acharya

This portal serves as a central platform for hosting all e-content projects developed or funded under the National Mission of Education through ICT (NME-ICT). With over 70 projects covering a variety of subject discipline such as Arts, Engineering, Science and Social Science and more, these projects are being developed by different Institution. It allows learners to easily search and browse through the hosted content, including audio/video materials, textual resources, and multimedia-enriched materials, all accessible through a single interface. Additionally, the portal incorporates features like syllabus based search, faceted search, usage statistics with options of "my account", "my space," ensuring a comprehensive and user-friendly learning environment.[180]

FOSSEE (Free/Libre and Open Source Software in Education)

The FOSSEE project is dedicated to enhancing the quality of education in India by advocating the use of Free/Libre and Open Source Software (FLOSS) tools. Its primary goal is to decrease reliance on proprietary software within educational institutions. Through a range of activities, the projects promote the adoption of FLOSS tools and encourage the substitution of commercial software with their equivalent FLOSS alternatives. Additionally, the FOSSEE project undertakes the development of new FLOSS tools and the enhancement of existing ones to cater to the specific requirements of academia and research. As part of the National Mission on Education through ICT (NME-ICT) under the Ministry of Human Resource Development (MHRD), the FOSSEE project operates under the auspices of the Government of India.[181]

VIDWAN

VIDWAN is a comprehensive database that contains profiles of scientists, researchers, and faculty members employed in prominent academic institutions and research organizations across India. It serves as a valuable resource for accessing essential information about experts, including their educational background, contact details, professional knowledge, learned publication, skill, achievement, and researcher individuality. The database is created and managed by the "Information and Library Network Centre"

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[179] Ministry of Human Resource Development and Indian Institute of Technology Bombay, "Talk to a Teacher."
[180] Ministry of Education, "E-Acharya."
[181] FOSSEE, "About - FOSSEE."

56

(INFLIBNET) and receives financial assistance from the "National Mission on Education through ICT" (NME-ICT). The availability of this database proves to be advantageous in the selection of expert panels for different committees and task forces established by government ministries and organizations for the purpose of monitoring and evaluation.[182]

BAADAL

Baadal is a software that enables cloud orchestration and virtualization management developed as part of the National Mission on Education through ICT (NME-ICT) initiative by the Ministry of Human Resource Development (MHRD). It is designed and maintained by IIT Delhi and serves as a cloud platform specifically tailored for academic purposes. Baadal optimizes the use of infrastructure and expedites the growth and use of e-Government application to meet the educational necessities. It is hosted in the NIC data center and offers various features, including dynamic resource scheduling, power management, an integrated workflow system for requesting and commissioning virtual machines, and monitoring of resource utilization. This project enables government and semi-government institutions to address their infrastructure needs efficiently, without the burden of management issues. Being an open-source project, Baadal also facilitates the setup of private clouds by educational institutes.[183]

Global Initiative of Academic Networks (GIAN)

The Indian Government has approved the "Global Initiative of Academic Networks" "GIAN" program in Higher Education, aiming to harness the knowledge and skills of scientists and entrepreneurs from across the globe to collaborate with higher education institutions in India. The program's objective is to strengthen the country's academic resources, expedite quality reforms, and elevate India's scientific and technological capabilities to an international level. To integrate valuable international experiences into our education systems, promote interaction between students and faculty with renowned academic and industry experts worldwide, and facilitate the exchange of knowledge and expertise, the "Scheme of International Summer and Winter Term" has been established. [184]

E-Kalpa

The Human Resources Ministry of Government of India is funding a project known as

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[182] Information and Library Network Centre Gandhinagar, "About Vidwan."
[183] Ministry of Education and Indian Institute of Technology Delhi, "Welcome to Baadal."
[184] Ministry of Education and Indian Institute of Technology Kharagpur, "Global Initiative of Academic Networks (GIAN)."

"Creating Digital-learning Environment for Design" or "e-kalpa". This initiative is part of the "National Mission in Education through Information and Communication Technology".[185]

IMPacting Research INnovation and Technology (IMPRINT)

IMPRINT is a unique initiative supported by the Ministry of Human Resource Development (MHRD) in collaboration with Pan-IIT and IISc. It aims to tackle the significant science and engineering challenges that India needs to overcome for inclusive growth and self-reliance. This pioneering initiative has a dual objective:

       a. working towards the development of a new engineering education policy, and

       b. creating a roadmap to tackle engineering challenges.

IMPRINT serves as a guiding vision for research in socially relevant areas.[186]

SAKSHAT: A One Stop Education Portal

"SAKSHAT", a comprehensive, portal of education was launched in 2006 as a pilot project. It aimed to provide lifelong learning opportunities to students, teachers, and individuals seeking knowledge, free of charge. The development of content for SAKSHAT was entrusted to the Content Advisory Committee (CAC), comprising representatives from renowned educational institutions such as KVS (kendriya Vidyalaya Sangathan), NVS (navoday Vidyalaya Sangathan), IGNOU, Delhi University, NIOS (National Institute of Open Schooling) and NCERT (National Council for Educational Research and Training), along with notable academicians. Additionally, certain non-governmental organizations (NGOs) generously contributed their content for the portal without any cost.[187]

The goal is to expand the initial pilot project of "SAKSHAT" to meet the learning requirements of more than 500 million individuals through a proposed initiative called the "National Mission in Education through Information and Communication Technology (ICT)". This initiative aims to offer internet connectivity to every higher learning institutions, enabling access to a vast repository of information in the digital realm. By leveraging the potential of ICT, the mission seeks to deliver high-class educational module with relevant e-content, tailored to the individualized needs and aspirations of learners. These modules will be accessible through the "SAKSHAT" platform. The initiative may also include provisions

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[185] Indian Institute of Technology Bombay, Indian Institute of Technology Guwahati, and National Institute of Design Bengaluru, "About D'Source."
[186] Ministry of Education, "IMPRINT Overview."
[187] Ministry of Education, Department of Higher Education, and University of Delhi, "Sakshat."

58

for certifying the competencies acquired by individuals through formal or informal means, as well as developing and maintaining a comprehensive database of human resources profiles.[188]

Atal Ranking of Institutions on Innovation Achievements (ARIIA)

The "Atal Ranking of Institutions on Innovation Achievements" (ARIIA) is a initiative aimed at ranking higher educational institutions and universities in India based on their achievements in innovation and entrepreneurship development among students and faculty. The evaluation of the institutions' innovation and startup ecosystem will be conducted using seven parameters, each assigned a specific weightage.[189]

DigiLocker

"DigiLocker" is a digital display place that so that document and certificates could be stored at a place, when it needed could be use in virtual form. Individuals in India can create a "DigiLocker" account linked to their Aadhaar (UIDAI) number, which provides them with dedicated cloud storage. Registered organizations can directly upload such copies of documents and certificates in electronic form. Users can also upload such copies of their existing documents and electronically sign them using the eSign feature. The DigiLocker system consists of three main technology components: the Repository, Access Gateway, and DigiLocker Portal.[190]

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[188] Ministry of Education, Department of Higher Education, and University of Delhi.
[189] Ministry of Education, "Welcome to ARIIA."
[190] Government of India, "DigiLocker."

59

8. Challenges Faced by Indian Education System

The Indian government and educational institutions have been making efforts to enhance the existing educational system for a considerable time and have achieved positive outcomes in various aspects. Nevertheless, the Indian education system continues to confront several hurdles. Presented below are the key challenges encountered by the Indian education system:

Inadequate Funding

As per the Economic Survey (2021-22), India's total expenditure on education by the government (both central and state) has more than doubled from Rs. 3.5 lakh crore in 2014-15 to Rs. 6.9 lakh crore in 2021-2022. However, the proportion of public expenditure on education remains relatively stable, accounting for 10% of the total government spending (combined central and state) or around 3% of the GDP. In comparison to countries like Germany, the United States, the United Kingdom, and South Africa, which invest approximately 5-6% of their GDP in public education, India's investment in this area is considerably lower. In fact, India is ranked 144 out of 198 countries in terms of public education expenditure.[191] According to the National Education Policy (NEP) 2020, it has been recommended to allocate 6% of the Gross Domestic Product (GDP) towards education expenditure.

Infrastructure Facilities

Most schools in India still do not have the complete infrastructure as required by the Right to Education (RTE) Act. They face challenges such as inadequate access to drinking water, functioning public restrooms, and separate restrooms for women. According to the Unified District Information System of Education (UDISE) survey conducted in 20, it was found that less than 13% of schools in India are in adherence to the legal requirements.[192] As per

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[191] Jha, "Education Budget in India: How It Compares Globally?"; IANS, "Why Indian Universities Score Dismally Low in Global Rankings."
[192] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2019-20."

60

UDISE+ (2021-22) Report[193]:

☐ Only 27% of schools provide dedicated toilets for Children with Special Needs (CwSN), and more than 49% of these schools have ramps equipped with handrails.

☐ Merely 44.85% of schools are equipped with computer facilities, and approximately 34% have access to internet connectivity.

☐ As of 2021-22, around 77% of schools have playground facilities, showing a 3.4% increase compared to 2018-19.

☐ The presence of kitchen gardens in schools has increased by 32%, with nearly 27.7% of schools having them in 2021-22 compared to 2018-19.

☐ Fit India Schools certification has been awarded to 98 lakh schools (33% of the total).
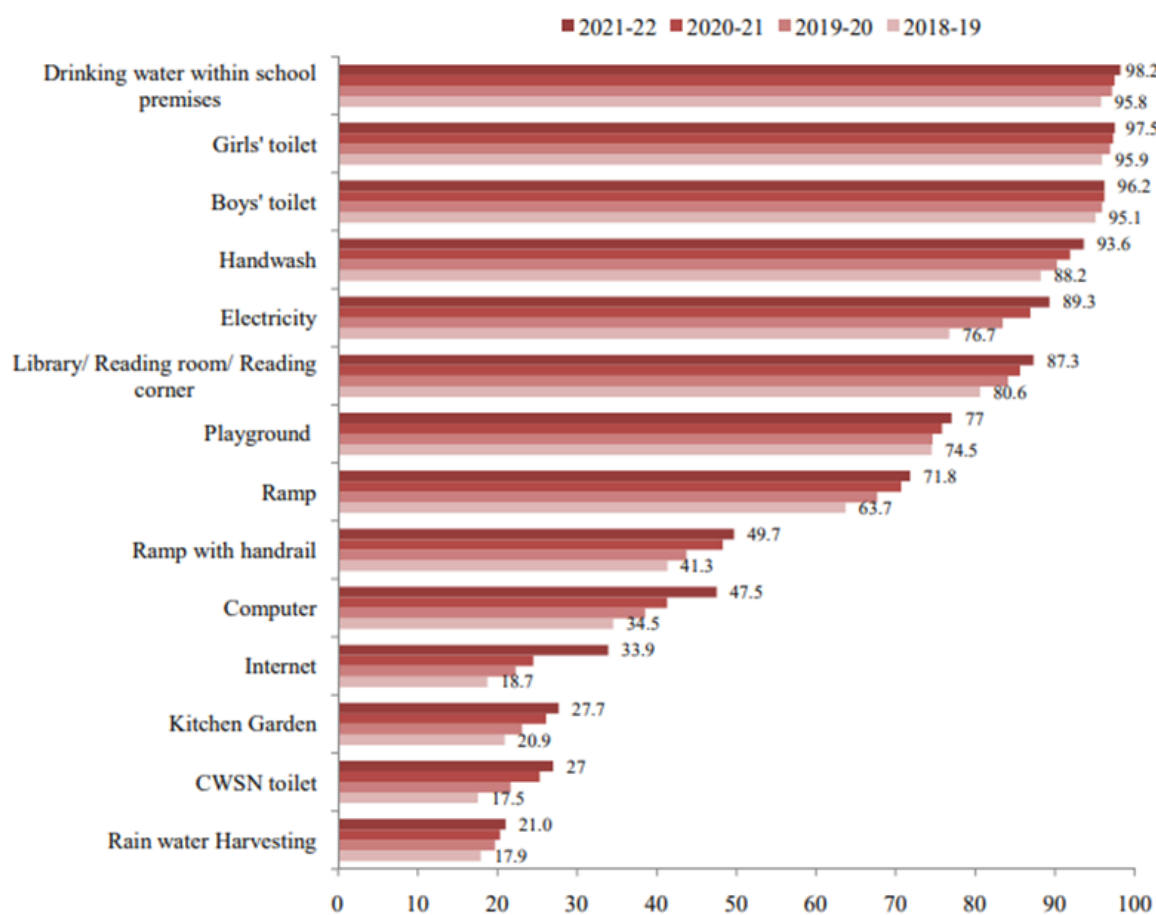
Figure 7.1: Percentage of schools having specific infrastructure facility, India 2018-19 to 2021-22[194]

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[193] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."
[194] Department of School Education and Literacy.

Gender Parity

Gender discrimination remains a prominent issue in the Indian education system, with girls often being compelled to leave school to engage in household chores or due to early marriage. While the government's Beti Bachao, Beti Padhao campaign has made significant improvements, there is still considerable room for progress in addressing this issue. The Gender Parity Index serves as an indicator of the disparity faced by girls in accessing educational opportunities. While there have been improvements in primary and secondary level enrollment in recent years, gender disparities persist in higher education, as highlighted by recent reports.[195]

Low Gross Enrolment Ratio in Higher Education

The Gross Enrollment Ratio (GER) in India has shown significant improvement in recent years, although there is still a substantial room for enhancing GER in higher education. The lack of access[196] is a major factor contributing to low enrollment in higher education. As per the response in Lok Sabha, the National Education Policy (NEP) aims to increase the GER to 50% in Higher Education[197] by 2035. The following key issues need to be addressed in this regard:

- ☐ Higher education institutions face limited autonomy due to conflicting mandates from various authorities, leading to dependency and centralized decision-making.
- ☐ There is a requirement to establish new higher educational institutions under the National Higher Education Regulatory Authority.
- ☐ It is necessary to establish a National Research Foundation (NRF) to foster research and innovation in the higher education sector.

Poor Global Ranking

Only a limited number of Indian universities are ranked among the top global institutions, and the main reasons behind this are the lack of research initiatives and a poor student-faculty ratio. To enhance the educational landscape in the country, the government and institutions should focus on addressing these issues. Researchers often attribute the situation to

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[195] Department of School Education and Literacy; Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[196] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[197] Lok Sabha Secretariat, "Reply to Unstarred Question No. 2435 in Lok Sabha in 9th Session of 17th Lok Sabha."

inadequate funding and a shortage of competent teacher's.[198]. Recent reports have highlighted concerns within Indian Institutes (INIs) where a significant number of Chairpersons lying vacant[199], with approximately 30% of INIs affected. However, some professors leading Indian institutions have expressed skepticism about the rankings, citing concerns about transparency. They emphasize the need for a comprehensive global strategy for education that can match the success of India's "Incredible India" campaign in the Indian Tourism.[200]

Need of PPP Model

Effective Public-Private Partnerships (PPPs) have the potential to introduce innovative models to the Indian education system, bridging the gap between industry demands and the quality of education. The inclusion of the PPP model is crucial and should be considered in this context. The Ministry of Education's Education Quality Upgradation and Inclusion Programme (EQUIP) aims to enhance research and innovation ecosystems in order to position India among the top three countries globally in terms of knowledge creation. To achieve this objective, the PPP model, particularly in higher education, can play a significant role. Governments can facilitate PPPs by implementing appropriate policies. As an initial step, the University Grants Commission and the Ministry of HRD should actively facilitate collaboration between universities, businesses, and National Research Laboratories (NRLs) to establish a clear interface among this entities.Government funding for NRLs should ensure that higher education institutions are active in research initiatives to support the accessibility of the most advanced technology. There have been some initiatives by government to bring up PPP model in education with setting up IIITs across the country with help of legislation[201], however these institutions are facing a range of issues[202].

Quality of Education

Goal 4 of the Sustainable Development Goals (SDGs) aims to achieve universal and quality education for all, promoting inclusivity and lifelong learning opportunities by 2030. Although there is a specific emphasis on the quality of education, there is currently no specific measure in place to ensure its quality. We explore this issue by examining the availability of qualified

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[198] IANS, "Why Indian Universities Score Dismally Low in Global Rankings"; Jha, "Education Budget in India: How It Compares Globally?"
[199] Vishnoi, "Nearly 50 Top Institutes without Chairpersons; 10 Waiting for over 8 Years."
[200] Gohain, "World University Ranking 2019: Indian Universities out of Top 300 in Global Rankings"; Gohain and Chhapia, "In QS Rankings, a Poor Show by Indian Institutes."
[201] Government of India, The Indian Institutes of Information Technology (Public Private Partnership) Act, 2017.
[202] Press Trust of India, "20 IIITs Set up under PPP yet to Start Dual Degree Courses"; Vishnoi, "Nearly 50 Top Institutes without Chairpersons; 10 Waiting for over 8 Years."

63

teachers and the extent to which our education system meets the needs of industries. To address this, the government has introduced the School Education Quality Index (SEQI). This index has been developed to assess the performance of states and union territories in the school education sector. Its objective is to shift the focus of education policy towards outcomes by providing a platform for states and UTs to identify their strengths and weaknesses. This enables them to make necessary course corrections and policy interventions. The SEQI aligns with NITI Aayog's mission to foster competitive and cooperative federalism by facilitating the exchange of knowledge and best practices among states and UTs. According to the report on this subject, there is still significant work to be done to improve education in India. Odisha showed the greatest overall improvement, while Karnataka and Uttarakhand experienced a decline in their index scores. However, all other participating states demonstrated improvement in their index scores.[203]

Poor Pupil Teacher Ratio (PTR)

The demand for quality education far exceeds the availability of teachers and faculty members in our education system. It is crucial to address this issue by appointing qualified teachers who can effectively impart knowledge to the future generations of our country. PTR in India for all levels of education is below World average. There is a need to work on this area.
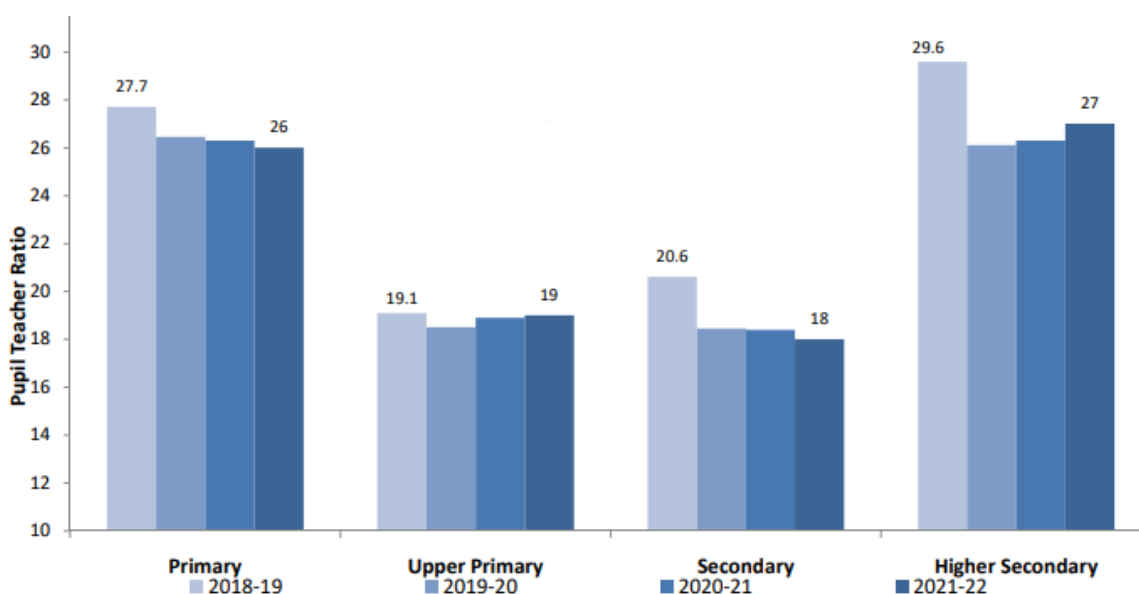
Figure 7.2: Pupil Teacher Ratio (PTR), India 2018-19, 2019-20 and 2020-21[204]

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[203] NITI Aayog, "Education Performance : SEQI."
[204] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

64

Inadequate Teacher's Training

The role of teachers is of utmost importance in a student's academic success. However, it is disheartening to note that there is still a shortage of adequately trained teachers, resulting in a significant impact on the learning levels in public and affordable private schools. It is a sad fact that our nation lacks qualified teachers with adequate training. We are aware that just enrolling our kids in school won't guarantee they will study well. The caliber of the teacher and principals has a big impact on how well an educational system functions.

The shortage of qualified and trained teachers is a pressing issue that requires immediate attention. This shortage has led to low learning levels in schools, highlighting the significance of investing in teacher development. Educational institutions in India often overlook the importance of investing in teachers who serve as the foundation of the system. It is crucial to provide better incentives for teachers, enhance teacher training programs, and address challenges in the teaching-learning process to rectify this situation. There are some of the following recommendations given according to various researchers on children education,

- Insufficient attention is given to the motivation[205] and skill updation[206] of teachers.

- According to a study by NCERT, teacher feedback is not systematically incorporated into the design of training programs.[207]

- There is a lack of mechanisms to assess whether the training provided translates into improved classroom performance.[208]

- There is a lack of a comprehensive curriculum that addresses the specific needs of teachers and bridges the existing knowledge gap.

- Many teachers who utilize online platforms struggle to adapt to technology-based teaching, which requires prior preparations such as creating lesson plans, PowerPoint presentations, interactive student exercises, and assessment materials to facilitate engaging classes.

This problem for proper training of teachers is necessary to be addressed as a primary concern *as teachers are the sculptors of nation's tomorrow.*

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[205] Souders, "Motivation in Education: What It Takes to Motivate Our Kids."

[206] Chakrabarty, "Skill Development in School Education: Importance of Evolving Skill Training from a Young Age"; Organisation for Economic Co-operation and Development and Future of Education and Skills 2030, "The Future of Education and Skills."

[207] National Council of Educational Research and Training, "A Study of Quality Monitoring Mechanism in States and UTs."

[208] National Council of Educational Research and Training, *Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators.*

65

Mismatch between Education and Industrial Demand

Industries in India struggle to recruit qualified workers since the education offered is inadequate for employment in the sector, requiring high staff training costs. Public Private Partnership might solve this problem and the course curriculum should be designed considering this gap.[209]

Emphasis on Institutional Audits

Academic and administrative audits should be conducted in colleges by experts and professionals on frequent bases in order to assure excellence and superiority in all aspects of academic activities. Universities and colleges should be aware of the demand for high-quality instruction, which, if carried out effectively, would advance the educational system.[210]

ASER Report 2022 and COVID Pandemic

The Annual Status of Education Report[211], (ASER) is a yearly survey conducted by citizens in rural India to assess school enrollment and learning outcomes of children. [212] The report provides both positive (increased enrollment) and negative (decline in learning levels) findings. From 2014 to 2018, there was a gradual improvement in foundational skills such as reading and arithmetic. The percentage of Class 3 students who could read a Class 2 textbook increased from 23.6% in 2014 to 27.2% in 2018, and those capable of subtraction rose from 25.3% to 28.2%. However, in 2022, there was a decline of 6.8% in the basic reading ability of Class 3 children compared to 2018, and the proportion of Class 3 children capable of subtraction decreased to 25.9%. This decline can be attributed to the impact of the pandemic, which resulted in learning loss. However, the decline in reading ability was more significant than in arithmetic. As the effects of the pandemic subsided, school enrollment increased to 4% in 2022, up from 97.2% in 2018, when the last pre-pandemic survey was conducted.

Indian Students opting to study Abroad

According to data presented by the Union education department in the Rajya Sabha, more than 600,000 Indian students have pursued higher education abroad this year. The data reveals that in 2021, 444,553 students went overseas for higher education, and by the end of November this year, the number had increased to 646,206 students. The ministry's data shows a significant increase in the number of students studying abroad, rising from 454,009 in 2017

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[209] Sabharwal, "Education, Employability, Employment, and Entrepreneurship."
[210] Kadhi and Bunagan, "An Analysis of Institutional Audits: Basis for Teaching, Learning and Assessment Framework and Principles."
[211] ASER Centre, "Annual Status of Education Report (Rural) 2022."
[212] ASER Centre, "About ASER 2022."

66

to 586,337 in 2019. However, due to the impact of the COVID-19 pandemic, the number dropped by half to 259,655 in 2020. The ministry stated that information about the purpose of Indians going abroad for higher education is manually collected through their verbal disclosure or by examining the type of visa they hold when going through immigration clearance.[213]

The UGC has introduced draft regulations that permit foreign universities to establish autonomous campuses in India, granting them the authority to determine admission procedures and fee structures. Additionally, the University Grants Commission has announced collaborative academic initiatives between Indian and foreign universities, including twinning programs, joint degrees, and dual degree programs. While many subject experts and aspiring students believe that studying at a foreign university offers more than just an international degree, such as job opportunities and the potential to settle in those countries, they feel that the presence of Indian campuses of these universities would not be helpful in retaining students. Students have various motivations for studying abroad, including experiencing life in developed countries, immersing themselves in different cultures, gaining work experience, and seeking migration opportunities.[214]

Commercialisation and Privatisation of Education

The education sector is experiencing a growing trend of commercialization and privatization, which is widening the gap between the privileged and the underprivileged. As a result, the democratizing influence of education is diminishing, leading to increased insensitivity towards marginalized and differently-abled individuals. In an effort to attract students, many private institutions engage in unethical practices such as leaking question papers and offering fake degrees. This has led to the emergence of paid courses in public institutions, causing students to opt for applied courses instead of foundational ones. This downgrading of basic courses within educational institutions may pose challenges for future research endeavors.

Need for Socially relevant Knowledge

The generation of socially relevant knowledge plays a vital role in driving societal dynamism. Education should empower students to stay at the forefront of knowledge and equip them with knowledge that is relevant to their social context. This process is dynamic in nature, as the frontiers of knowledge constantly expand and new challenges emerge. This is how education can contribute to the dynamism of society.

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[213] Niraj Pandit, "Over 600,000 Chose to Study Abroad in 2022."
[214] Sharma, "Studying Abroad Not Just about Degrees but Stepping Stone for Migration for Many."

67

Unfortunately, many intellectuals in India have become derivative in their thinking, relying heavily on knowledge from external sources, particularly the West. However, local context is crucial in most fields of knowledge, and it varies from nation to nation and region to region. Adopting ideas from a different context may only complicate existing problems, making them more difficult to solve. In such cases, the so-called "solution" becomes a problem in itself.

In India, the teaching-learning process has been predominantly rote-based since colonial times. The separation of teaching and research has contributed to this approach. Many teachers prioritize teaching over research, and lack of resources in most institutions hampers research activities. As a result, there is limited absorption of knowledge, hindering its advancement and the generation of new ideas and socially relevant knowledge. In such circumstances, the default option becomes copying from elsewhere. The elite ruling class, influenced by Western success, tends to favor imitation as the easier path to success.

In summary, the qualitative goals of education face challenges at systemic and societal levels. These challenges cannot be overcome by individual academics or institutions alone, but require collective efforts from all stakeholders.

9. Way Forward

Decolonization of Education

It is often said that in order to truly learn, one must first unlearn certain preconceived notions. Upon reflection, we come to realize that our minds are constantly influenced by external forces, suppressing our true nature and potential. Our minds become like colonies controlled by outside powers, and our sense of self-worth and capabilities are replaced by the standards and demands imposed upon us by these external influences. If freedom is the ultimate aspiration for every individual, then we must experience a sense of liberation by freeing our minds from the constraints of an education system that is disconnected from our true identity. As discussed in Chapter 2, the education system underwent transformation to cater to the needs of colonizers, thereby perpetuating a colonial consciousness. The most effective way to exert control over individuals is through the educational system, where the language used to produce and disseminate knowledge becomes a tool for maintaining this colonial mindset. The concept of decolonizing the mind involves granting ourselves the opportunity not only to think independently, but also to question our existence in the language that best resonates with our thoughts and experiences.[215]

According to Mahatma Gandhi, when we receive a Western education, we develop a sense of admiration and imitation towards the West. As a result, our ability for original research and deep thinking diminishes, and we lack essential qualities such as courage, perseverance, bravery, and fearlessness. Gandhi believed that a nation cannot be built by producing a generation of imitators. He emphasized that the school should be considered an extension of the home, and in order to achieve the best outcomes, there should be harmony between the values and impressions a child receives at home and at school. Education delivered in a foreign language disrupts this harmony and coherence between the two environments.[216]
Since gaining Independence, India has faced challenges in reshaping and liberating its identity from colonial influences through various educational initiatives, as evident in the continuous efforts of successive governments. The National Education Policy (NEP) of 2020

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[215] Gopal, "On Decolonisation and the University."
[216] Gandhi, *The Voice of Truth.*

69

offers a framework that guides us in reclaiming, redefining, and reorganizing the Indian identity, with the aim of becoming a global leader (Vishwaguru). This vision emphasizes the celebration of equity, equality, and fraternity.[217]

The policy not only aims to decolonize education by fostering a sense of national commitment but also emphasizes the incorporation of Indian values in the educational system. It strives to ensure that education expands globally from our own cultural roots, rather than the other way around. The intention is to cultivate a shared understanding of humanistic values and global responsibilities that stems from our dedication to our nation.[218]

True decolonization of the mind will occur by affirming the value of traditional knowledge systems, shifting away from Western-centric perspectives, advocating for gender-sensitive and equitable social structures, and fostering deep respect for all civilizations, including our own. As we embrace the positive aspects of our ancient heritage, we must also be cognizant of the challenges within our society and work towards a future that harmoniously blends insights from the past with contemporary concerns.

Indian Knowledge System

The Indian Knowledge System (IKS) holds the key to addressing numerous global challenges. By embracing IKS, we can bridge the gap between traditional and modern educational approaches, allowing us to reconnect with our heritage, foster a comprehensive scientific mindset, and leverage this knowledge for multidisciplinary research and innovation.[219] The UGC has issued draft guidelines on IKS training for faculty under the Malviya Mission for teacher training, which is linked to the Career Advancement Scheme for university and college teachers in December 2022.[220] According to the model syllabi prescribed by the UGC, the induction programme for those teaching chemistry and metallurgy will include "contributions of ancient and medieval Indians as gleaned from archaeological artifacts, temple icons, and other such tangible objects like the Delhi Iron Pillar", chemistry in ayurvedic texts as well as in ayurveda practice, and the use of metals since Vedic times. Mathematics teachers will have to learn about mathematical references in the Vedas, Pāṇini's *Aṣṭādhyāyī*, Piṅgala's *Chandaḥśāstra*, Aryabhatta's astronomical treatise called *Aryabhatiya* and Jain geometry.

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[217] Prime Minister's Office, "PM's Speech at Inauguration of Akhil Bhartiya Shiksha Samagam."
[218] Sharma, "Decolonising Science in Indian Education."
[219] Ministry of Education, "Indian Knowledge System Holds Solutions to Many of the World's Challenges- Shri Dharmendra Pradhan," May 16, 2022.
[220] Fareeha Iftikhar, "Vedic Mathematics to Astronomy."

Economics teachers will have to learn about the history of Indian economy and thoughts from the *Dharmashastras, Mahabharata*, and *Arthashastra*. The induction programmes will also include visits to temples, gurukuls, ayurvedic healing centres, and historical sites, among others. Immersive sessions will also be conducted on yoga, meditation, ayurveda and classical music to provide teachers "grounding in experiential aspects" of IKS.

These programmes will be disseminated to allow a "seamless integration of Indian traditional knowledge with modern subjects".

Changing trends/mode of Learning

As societal and global needs continue to evolve, the methods of delivering and acquiring education have also undergone significant changes. The traditional approaches to education have been transformed with the advent of digitization. In every sphere, including education, digitization has played a crucial role, and e-learning has emerged as the preferred method to meet the evolving requirements.[221]

The adoption of e-learning has been extensive due to its numerous advantages and user-friendly nature. Within the realm of e-learning, there is a concept called "Blended Learning," which is somewhat ambiguous. It refers to teaching and learning methods that combine technology and digital tools with traditional classroom instruction guided by a teacher or instructor.[222]

The digital revolution has undoubtedly made a significant impact, providing more people with access to technology than ever before. The COVID-19 pandemic accelerated the adoption of digital methods, which have now become the norm, preferred by those involved in education. However, this widespread adoption raises concerns about the lack of adequate resources for teachers. There is a need for proper training and infrastructure development to support teachers in implementing blended learning effectively. The education system must upgrade its resources to successfully adapt to this change and meet the needs of both students and teachers.

Technology based Interventions/ AI

AI is gradually revolutionizing the utilization of textbooks, as emerging technologies enable the creation of personalized study materials tailored to individual student requirements. This

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[221] University Grants Commission, "Blended Mode of Teaching and Learning."

[222] Iyer, "Blended Learning Is the Future of Education."

71

advancement eliminates the need for teachers to spend valuable time extracting essential information from manuals and reformatting it for easier comprehension and assimilation by students. Keeping in line with the National Education Policy (NEP) of 2020, the Central Board of Secondary Education (CBSE) has introduced Artificial Intelligence as a subject in class IX and class XI across affiliated schools since the 2019-2020 academic years.[223] Despite some progress, there is still much work to be done in the education sector, requiring collaborative efforts from the government, educators, and the innovation industry. India is actively embracing Artificial Intelligence (AI) and AI-driven solutions to address the existing shortcomings.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has urged the Indian government to take various actions to enhance public trust and understanding regarding the use of AI in education. In its annual report on education in India, UNESCO emphasized the potential of AI in schools, acknowledging that AI has faced misconceptions but also highlighting its positive applications in the Indian education system. These applications include the use of intelligent tutoring systems for assessments, progress tracking, and personalized feedback, as well as the development of smart schools and universities that employ AI techniques like facial and speech recognition, augmented reality, and virtual reality to deliver quality educational content to remote areas.[224]

Education-Employment   Corridor

According to certain studies, a significant percentage (58%) of India's youth face skill deficiencies, and the issue of employability is considered more critical than unemployment[225] itself. This calls for improvements in India's educational system, including the **integration of vocational learning into mainstream education.** It is crucial to provide proper mentorship, particularly in government schools, to guide students in the right direction and raise **awareness about various career opportunities**. Students in rural areas exhibit immense potential and motivation to study, but they lack adequate guidance. This mentoring process is essential not only for the students but also for their parents and it can contribute to narrowing the gender gap in education as well.

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[223] Central Board of Secondary Education and Intel, "Artificial Intelligence Integration for School Curriculum."
[224] Richard Johnstone, "Indian Government Must Address AI Ethics in Education 'as Utmost Priority.'"
[225] Sabharwal, "Education, Employability, Employment, and Entrepreneurship."

72

Implementation of NEP 2020

NEP 2020 sets itself apart from traditional policies by emphasizing the need to liberate education from excessive regulation and empower educators to shape the curriculum and learning experiences. It aims to harness India's demographic dividend by fostering a sense of nationalism among the youth. Recognizing one's heritage and drawing inspiration from the culture can drive individuals to excel in innovative and creative endeavors. While India has made significant strides in ensuring access to education through infrastructure development and teacher recruitment, the focus now shifts to delivering quality education to all children. NEP 2020 rightly identifies effective and transparent approaches as key drivers of improvement at the school, system, and student levels. As NEP 2020 is being implemented, it is crucial to prioritize these systemic drivers to achieve the intended outcomes.

10. Concluding Remark

The document studied the historical evolution of the Indian Educational System, discussed the constitutional and legislative development of the Indian Educational System. It presents a detailed discussion on purpose and principles of National Education Policy 2020. We have also focused on the current the current developments and initiatives taken in the Indian Educational System. The document explored the need and execution of E-learning in the Indian Educational System and identifies the various challenges the system is facing at present and an attempt to provide a way forward.

India is one of the historically rich countries when it comes to the dissemination of knowledge and education with the world's oldest universities like Nalanda. Indian ancient educational system, which has its roots in the ancient Vedic and Puranic texts, has advanced significantly from the Gurukuls of yore to modern and was centred on the holistic development of the person by caring for both the inner and outer selves. The framework concentrated on life's moral, practical, intellectual, and spiritual facets. It placed a strong emphasis on principles like respect for all living things, humility, honesty, discipline, and self-discipline.[226] Students were taught to value the harmony between nature and humans. Following the principles of the Vedas and Upanishads, teaching and learning encompassed all facets of life by fulfilling obligations to oneself, one's family, and one's society. The emphasis in the educational system was on both learning and physical growth. In other words, a healthy body and mind were prioritised. It is evident that Indian education has a history of being realistic, attainable and applicable to everyday life.

In Medieval India much attention was not paid on the education. Madrasas and Maktabs, which followed the model of educational institutions common in Persia and Central Asia, were soon established as centres of Islamic education in India at that time, the prime purpose of these institutions were to educate and propagate Islam's supremacy.

Modern education system was introduced in India during British rule. Company focused on the education of Indians so that they could provide assistance in administration. British government released various charters and formed commissions time to time to draft and

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[226] e-Pathshala, "Ancient Education System of India."

74

announces education policy. However, British India had a 94% illiteracy rate in 1911. It was 92% in 1921[227].

India's journey towards educational reform began after gaining independence, with the establishment of education commissions tasked with addressing educational challenges and improving the system. The Indian constitution assembly, along with various education commissions and policies, played a crucial role in shaping the current structure of the Indian education system. The right to education was enshrined as a fundamental right under Article 21A of the Indian Constitution, and in 2009, the Indian Parliament passed the Right to Education Act, highlighting the significance of free and compulsory education for children aged 6 to 14 years. The recent National Education Policy, launched on July 29, 2020, has prompted state governments to form committees and panels to devise strategies for its implementation. The objective is to create a more inclusive and quality-conscious education system that aligns with global standards.

The NEP 2020 replaced the age old 10+2 system to 5+3+3+4 system; these divisions have been made in accordance with a child's stage of cognitive development. The policy ensures free and compulsory education to each and every child in the age group of 3 to18. Given the significant shortage of qualified professionals in the field, the government has placed a strong emphasis on introducing STEM (Science, Technology, Engineering, and Mathematics) education early in the educational process. A few features of the policy include the singular regulation of school education, a new and revised curriculum, the promotion of regional languages, and increased transparency in the recruitment of teachers. By 2035, the NEP seeks to raise the GER in higher education to 50%. The policy has largely focused on flexible, holistic and multidisciplinary courses with exit options. Additionally, the policy supports online and digital learning. Digital platforms will emphasize acquiring skills rather than just memorizing textbooks. The main benefits of online learning include flexibility, affordability, a wide range of options, a learning management system, and time management[228].

India is committed to Sustainable Development Goal 4 agenda to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. As a part of United Nation E9 group India is on the right to achieve the goal and also encourage

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[227] Natarajan, "Census of India 1971, Census Centenary Monograph No. 9, Extracts from the All Innja Census Reports on Literacy."
[228] College Vidhya, "Education System India Explained – New Edu Policy 2023."

other countries of the group to take various initiatives in the area. During the pandemic, initiatives such as the One Nation-One Digital Platform - DIKSHA, the One Nation-One Channel program - SWAYAM PRABHA, SWAYAM MOOCS, and radio broadcasting played a crucial role in extending education to even the most remote areas of the country. These platforms facilitated online education for children with disabilities as well. With the aim of fostering a self-reliant India, the government introduced PM e-VIDYA, a program that provided multi-modal access to education. This initiative benefitted approximately 250 million school-going children across India.[229]

In the 2023-24 Budget, the Ministry of Education has received an allocation of Rs 112899.47 crore, which is the highest ever allocation to the Education Ministry. This represents a significant increase of 13% compared to the previous budgetary allocation.

India has one of the most extensive educational systems in the world. The country is home to more than 265 million students enrolled in approx 1.49 million schools[230], including 1043 universities and 42343 colleges[231]. The system makes a concerted effort to maintain standards and uniformity across the country while providing adequate room for the development and flourishing of the nation's rich diversity of culture and heritage. The Indian educational system, however, still has a lot of room for improvement. The Indian government and institutions have been attempting to improve the current educational paradigm for many years and have seen success in many areas. There is still a lot of scope for improvement in the infrastructure facilities, pupil-teacher ratio in schools and colleges and there is a need to increase the enrolment in higher education. The NEP-2020 could well assist with bringing about these systemic changes and provides a roadmap for reclaiming, re-articulating, and restructuring the Bhartiya self in order to become a world leader (Vishwaguru) where equity, equality, and fraternity will be celebrated[232].

This world has been affected by industrialization and the imperialism and colonialism that followed it for three centuries. For two centuries, India has been a colony of the British Empire. The colonial model of education gradually replaced India's native educational system. The colony's population adopted the colonizer's language, pedagogy, evaluation, and

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[229] Ministry of Education, "Minister of State for Education Addresses at Consultation Meeting of Education Ministers of E9 Countries."

[230] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[231] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[232] Prime Minister's Office, "PM's Speech at Inauguration of Akhil Bhartiya Shiksha Samagam."

76

knowledge as naturalis obligato[233]. Colonial ways of thinking and acting are in opposition to decolonization. It calls for an indigenous starting point and an explanation of what decolonization means to indigenous peoples in various nations. One of the largest political processes of the 20th century was the dissolution of Western empires and the inclusion of non-Western states in the system of international states[234]. One of the many tasks a colony subsequently takes on is the "decolonization" of its educational culture. A need of decolonization of education system and promoting Indian heritage knowledge has been recognized in recent years as Indian ancient heritage is full of treasures which need to be preserved, documented and propagated.

The government has recently launched a new initiative called the Indian Knowledge System (IKS), which will be housed under the Ministry of Education (MoE) at AICTE in New Delhi. The primary objectives of this initiative include promoting interdisciplinary research on various aspects of IKS, preserving and sharing IKS for future academic and societal purposes, and actively promoting India's diverse cultural heritage and traditional knowledge in areas such as arts, literature, agriculture, sciences, engineering, architecture, management, economics, and more.[235]

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[233] Sharma and Mir, "Decolonizing Education."
[234] Sium, Desai, and Ritskes, "Towards the'tangible Unknown'."
[235] Ministry of Education, "Indian Knowledge System Holds Solutions to Many of the World's Challenges- Shri Dharmendra Pradhan," May 16, 2022.

77

Annexure-A: Graphical Representation of Additional Data
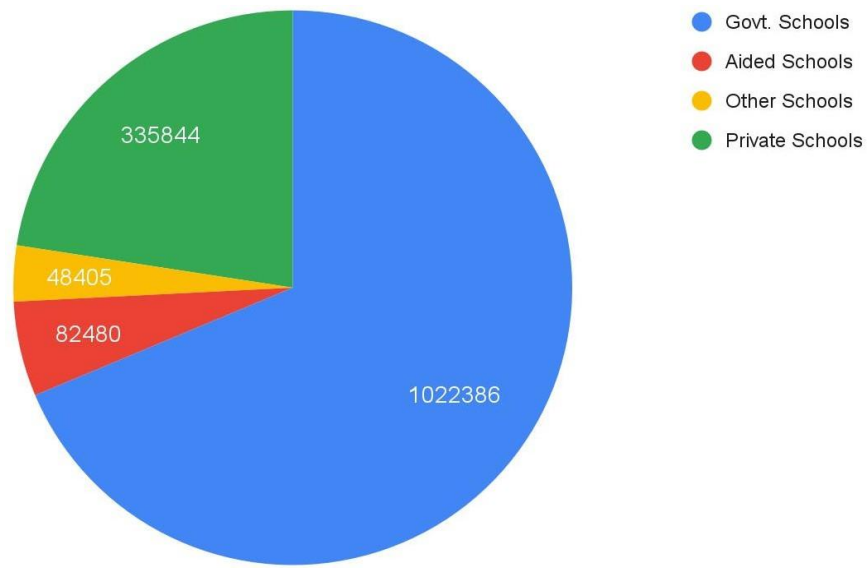
Figure 5.2: Number of Schools Management-wise[236]
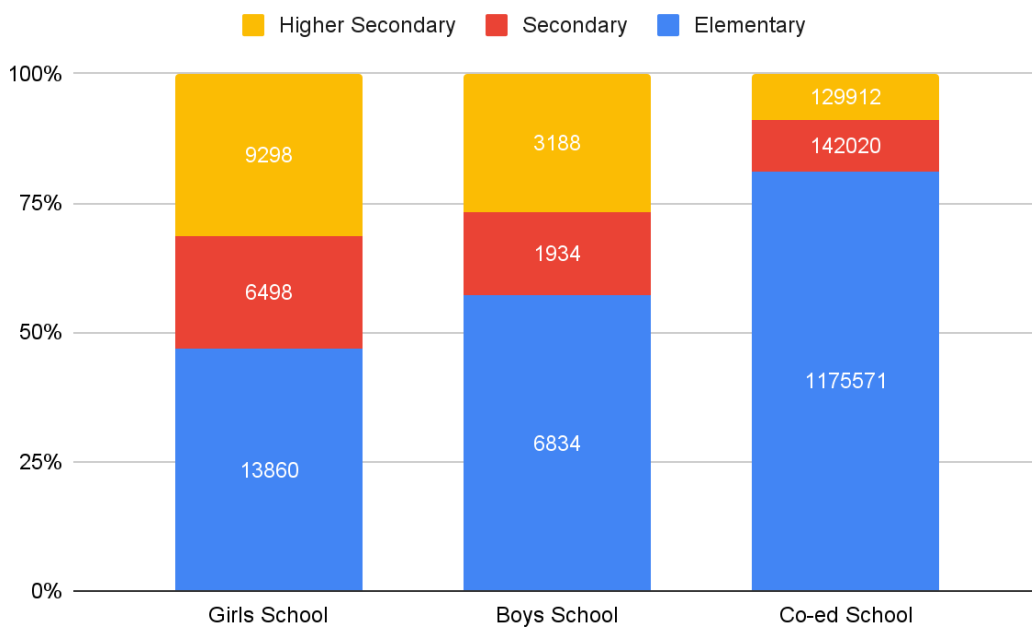
Figure 5.3: Number of Schools by Type and School Category[237]

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[236] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[237] Department of School Education and Literacy.

78
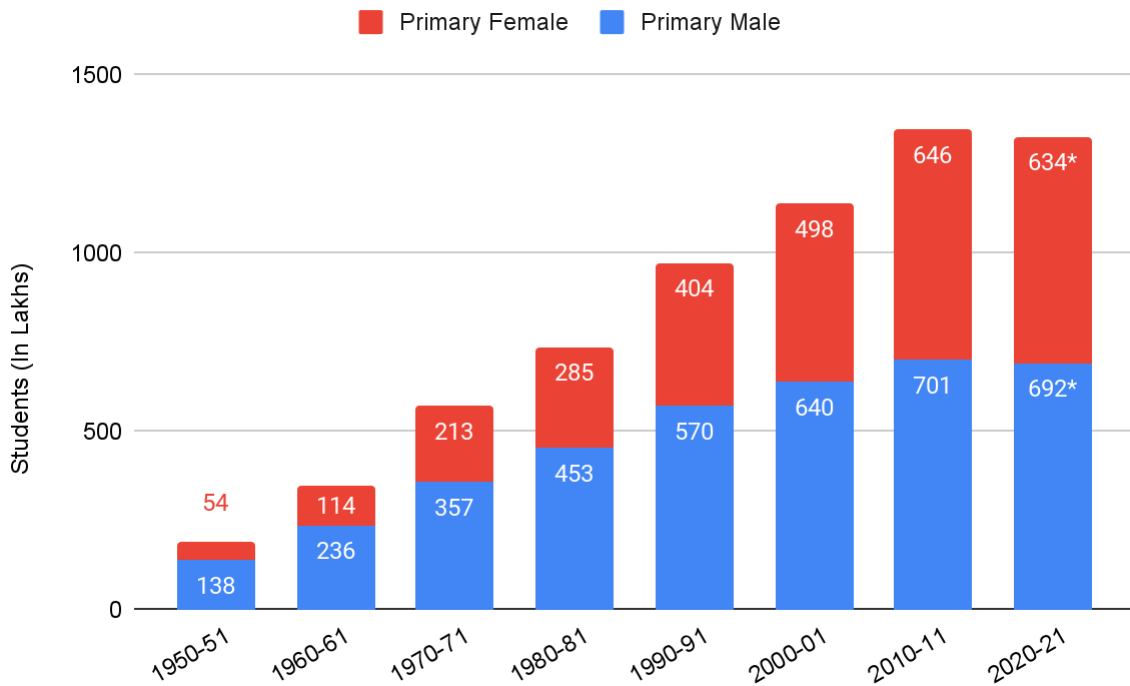
Figure 5.5: Number of Primary Male-Female Students Decade-wise[238]
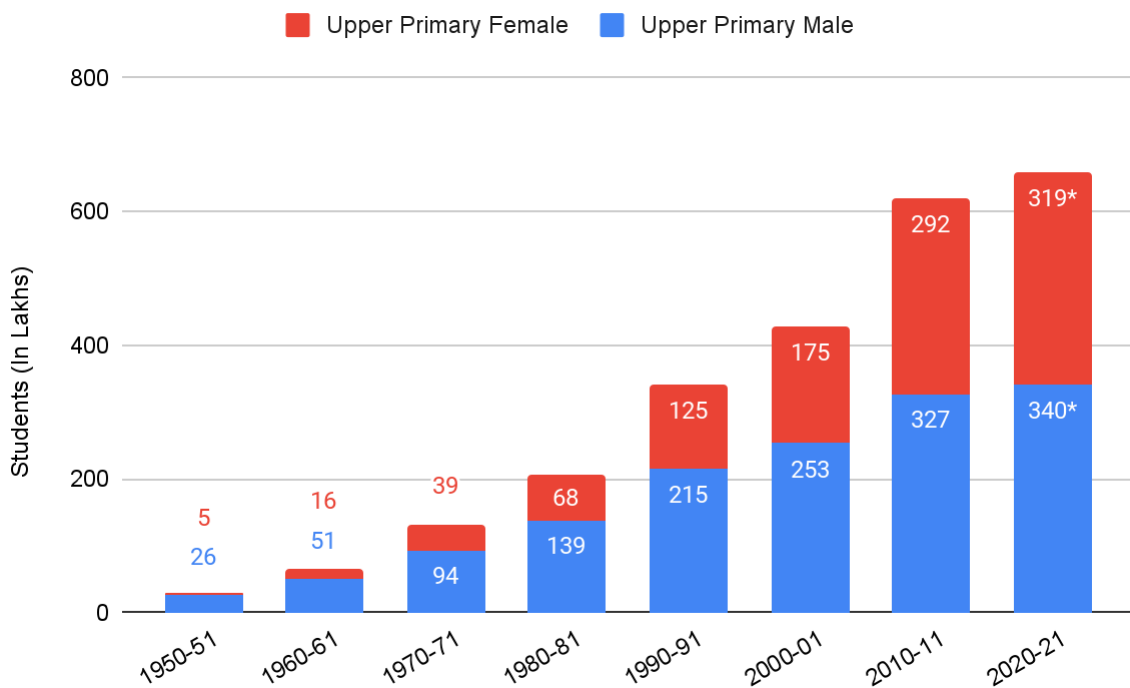
Figure 5.6: Number of Upper-Primary Male-Female Students Decade-wise[239]

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[240] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."
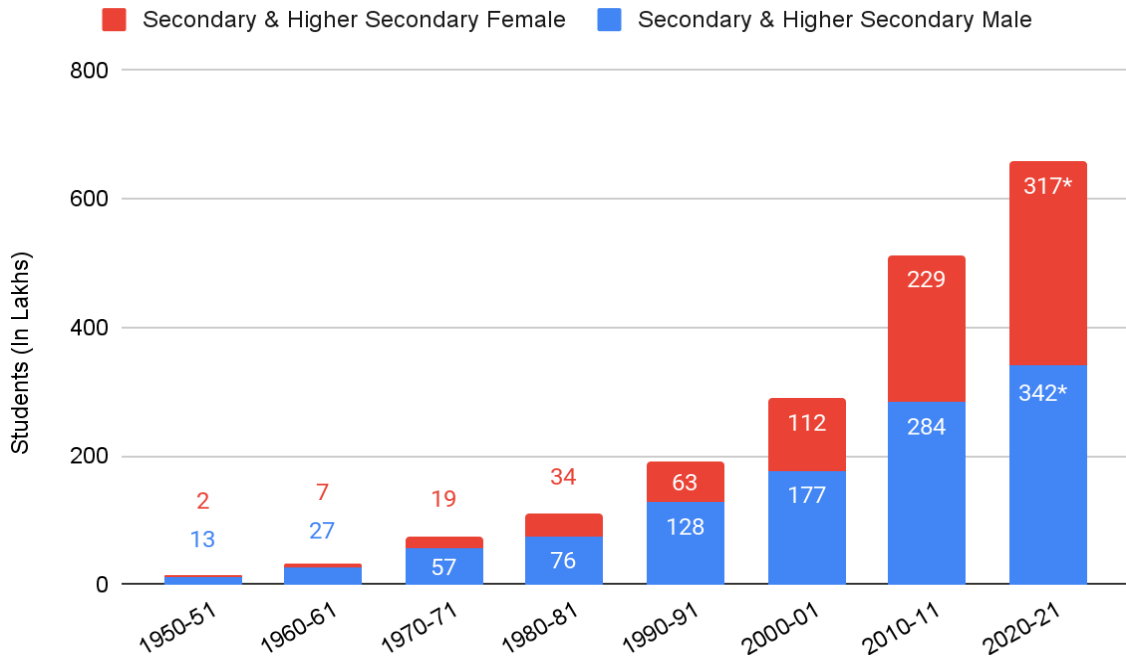
Figure 5.7: Number of Secondary and Higher-Secondary Male-Female Students Decade-wise[240]
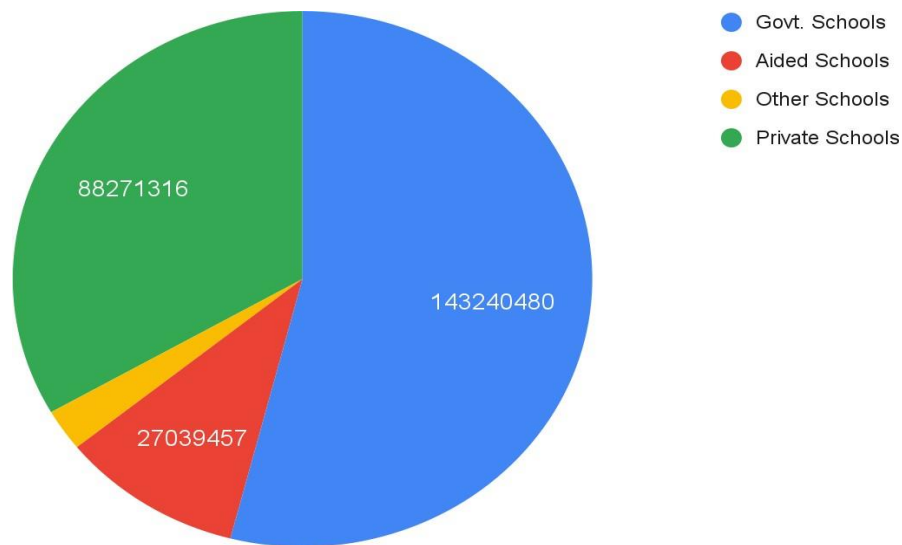
Figure 5.8: Number of Students Management-Wise[241]

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[239] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[240] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."
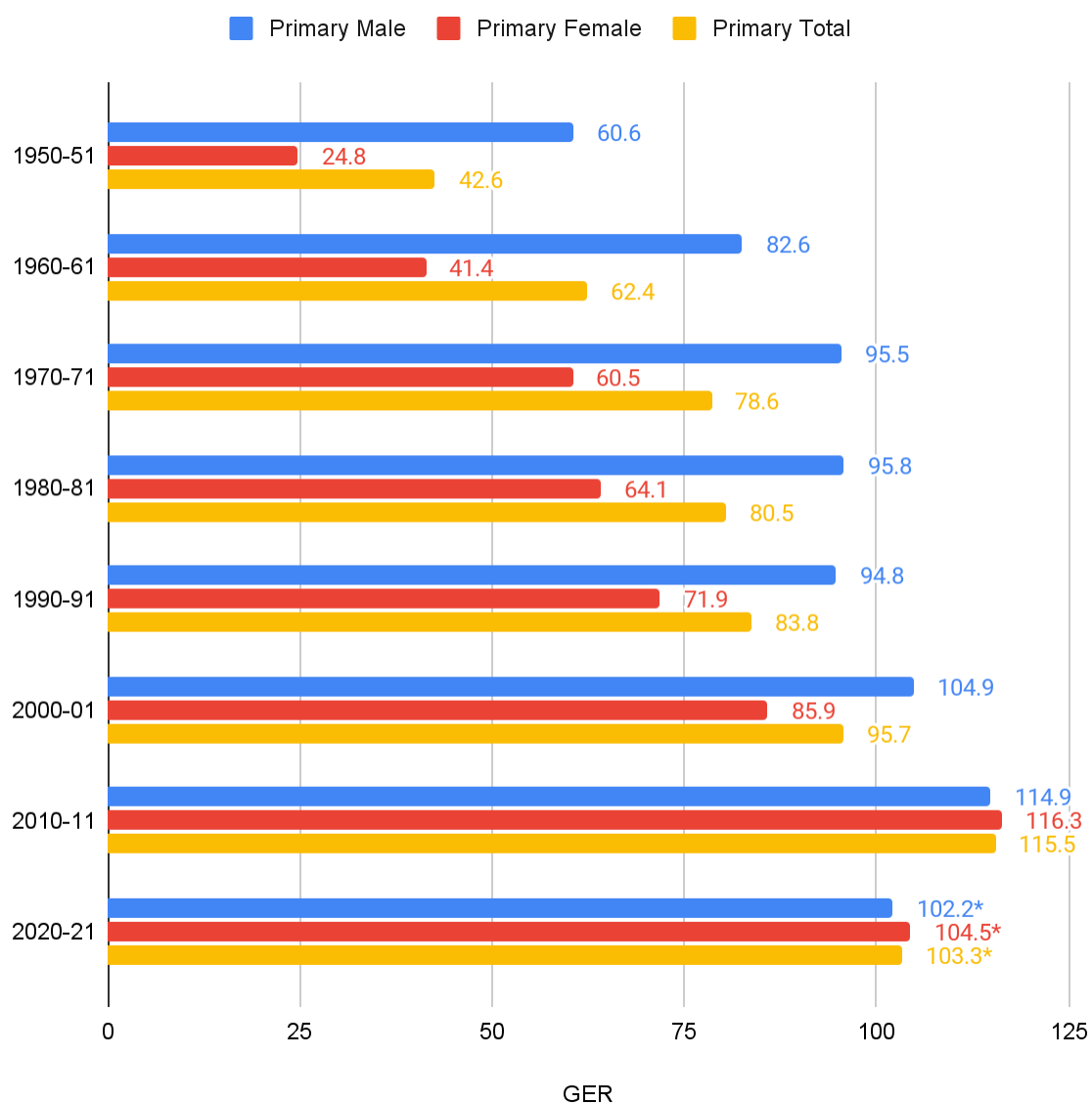
Figure 5.9: GER of Primary Male-Female students Decade-wise[242]

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[241] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[242] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."
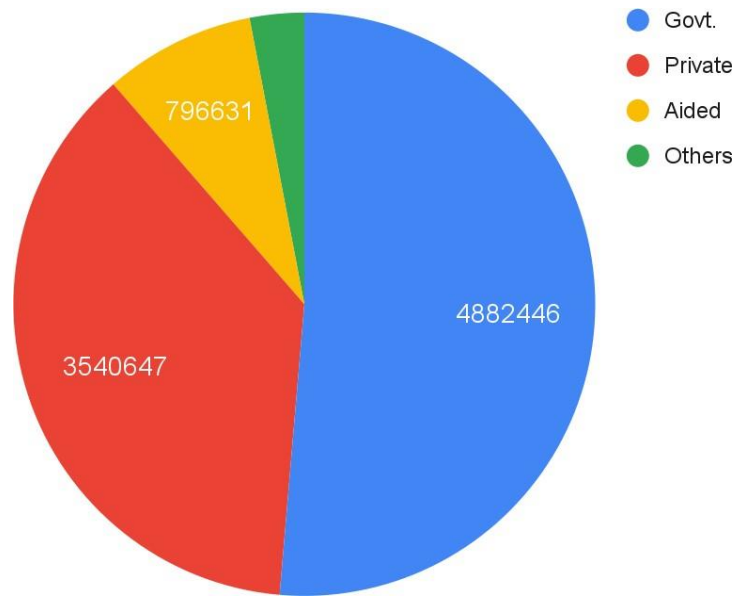
Figure 5.12: Number of Teachers Management-wise[243]
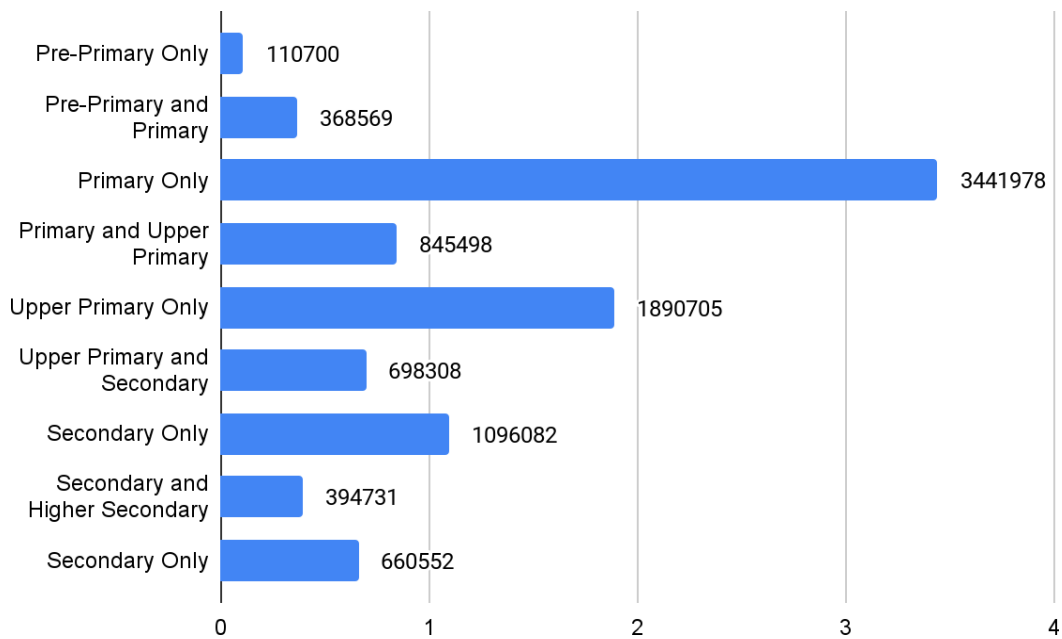
Figure 5.13: Number of Teachers by Level of Education[244]

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[243] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[244] Department of School Education and Literacy.
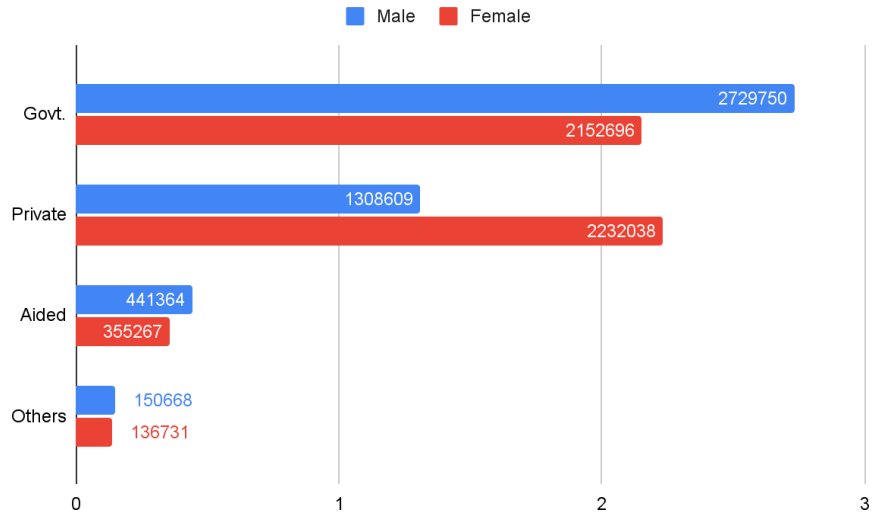
Figure 5.14: Number of Male-Female Teachers[245]

Teachers,
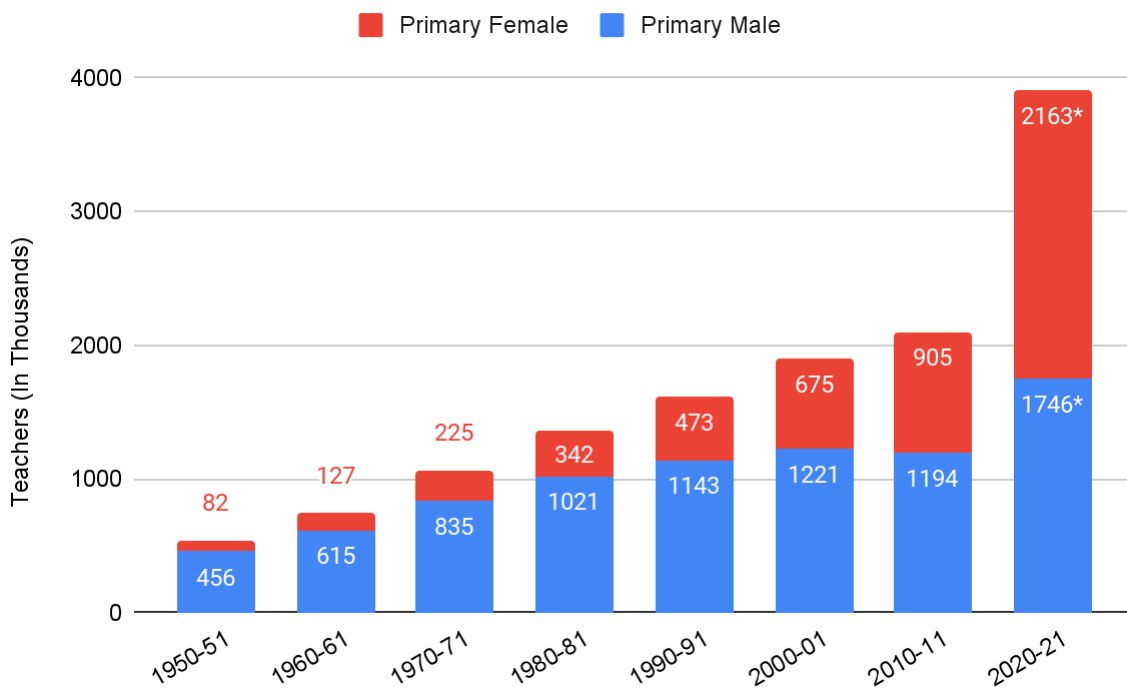
Figure 5.15: Number of Primary Male-Female Teachers Decade-wise[246]

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[245] Department of School Education and Literacy.

[246] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."
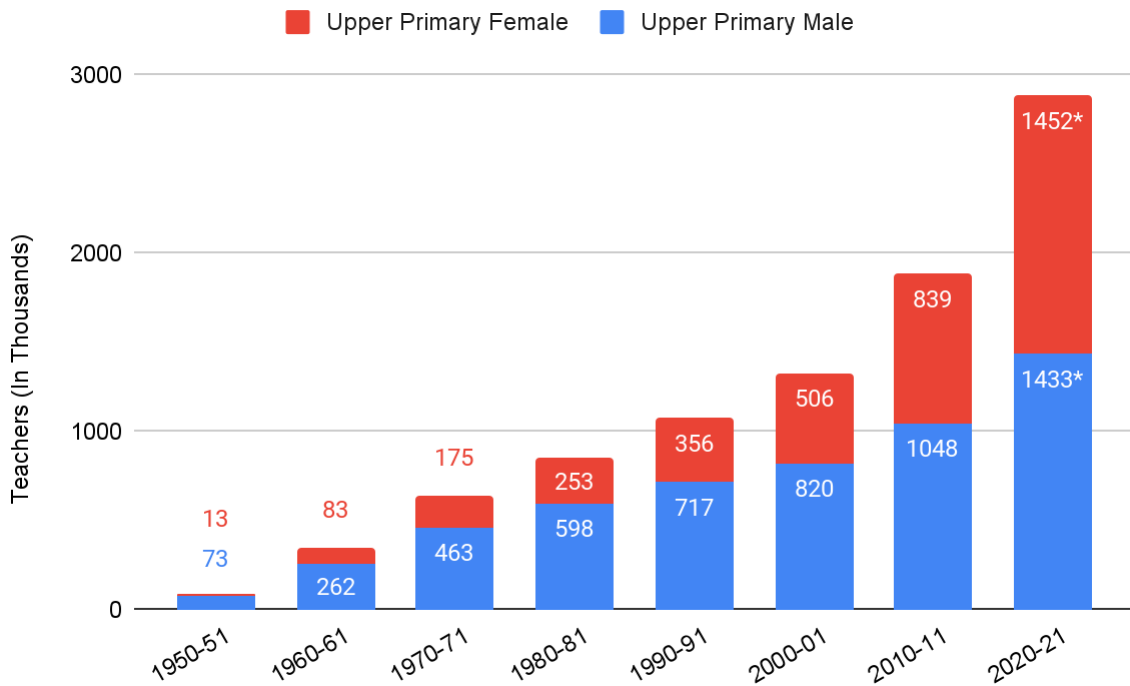
Figure 5.16: Number of Upper Primary Male-Female Teachers Decade-wise[247]
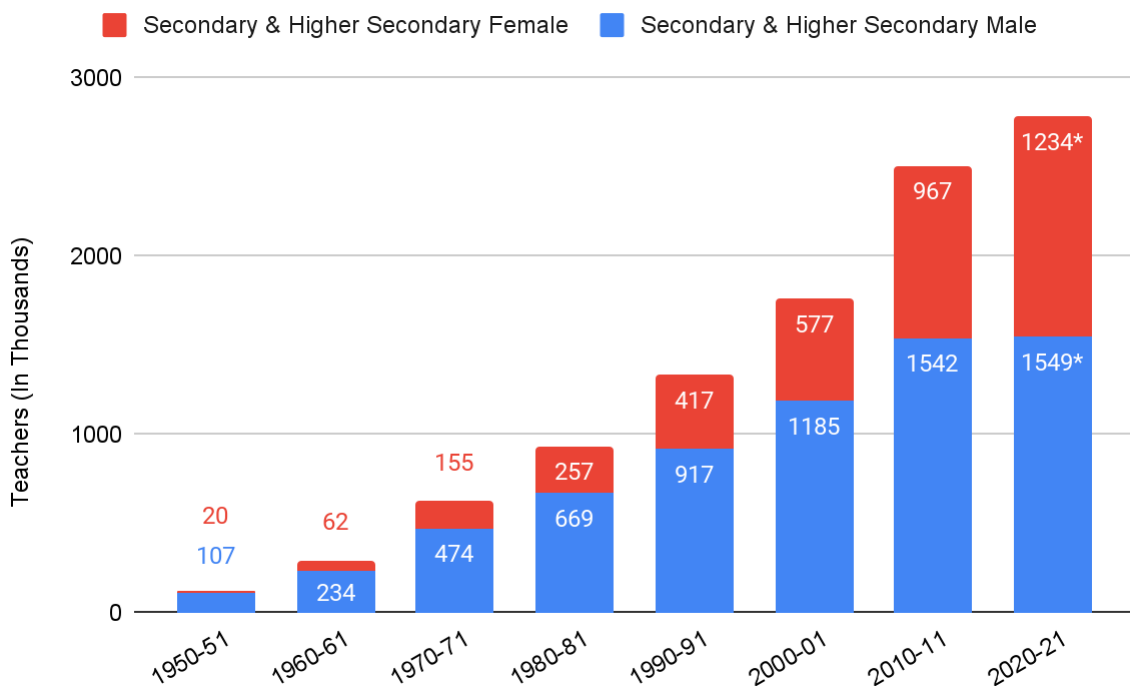
Figure 5.17: Number of Secondary and Higher Secondary Male-Female Teachers Decade-wise[248]

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[247] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

84
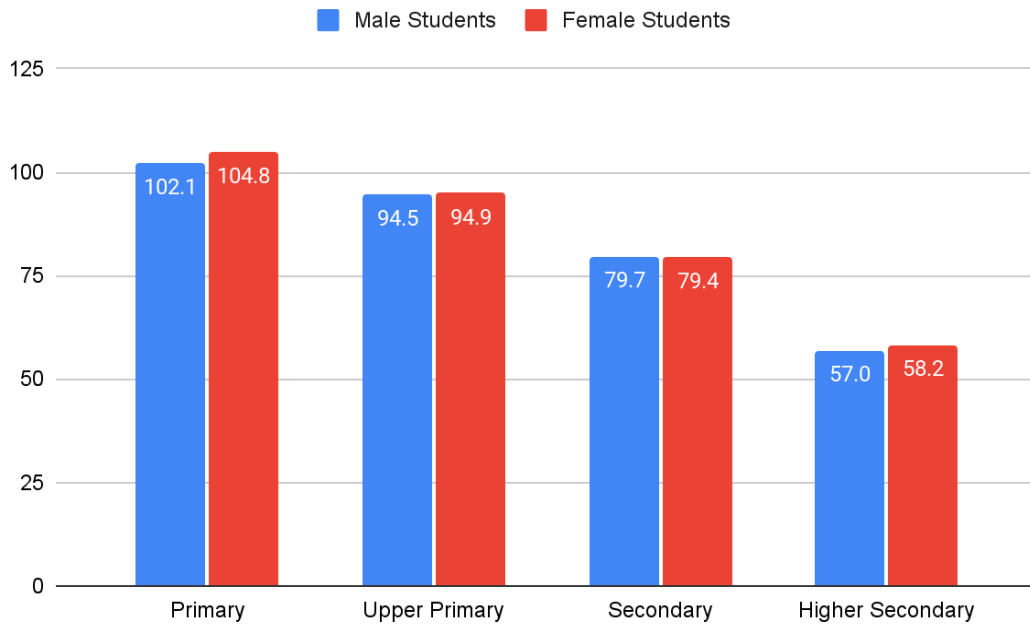
Figure 5.19: GPI by Gross Enrolment Ratio[249]
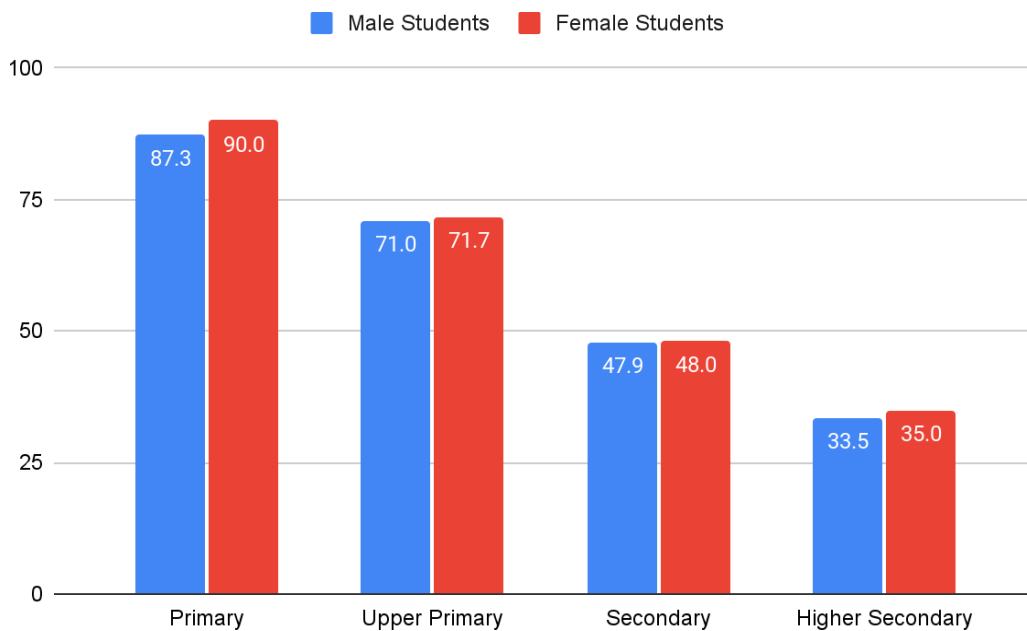
Figure 5.20: GPI by Net Enrolment Ratio[250]

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[248] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[249] Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[250] Department of School Education and Literacy.
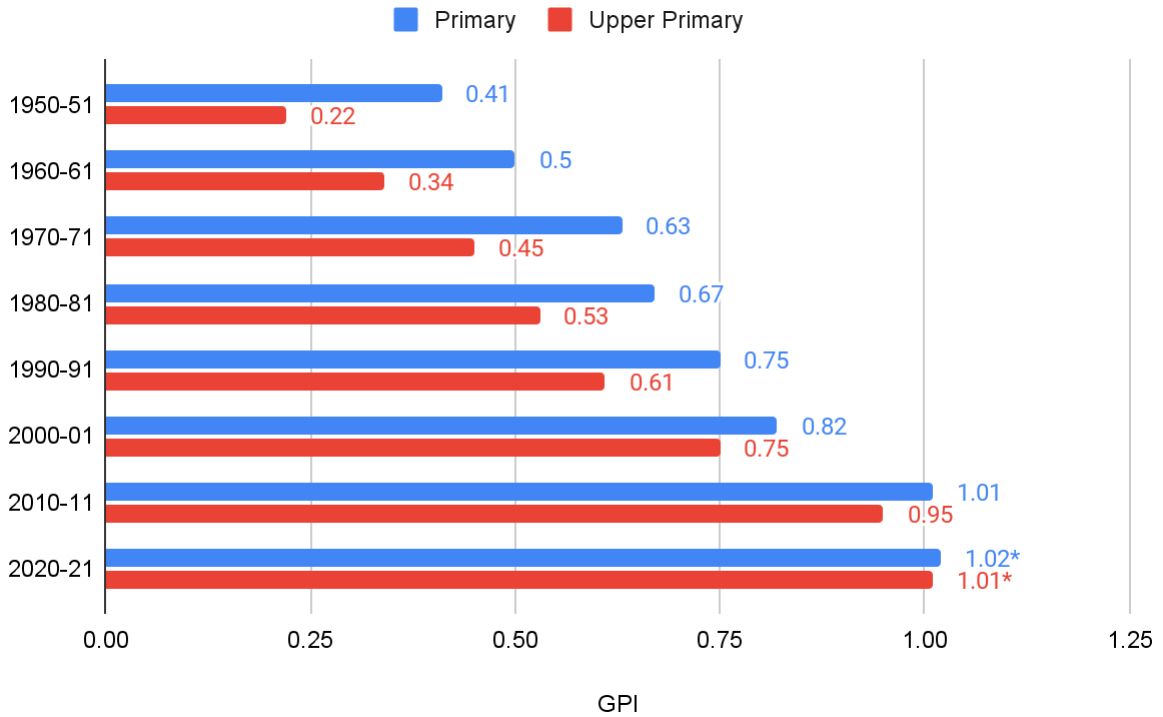
Figure 5.21: GPI Decade wise[251]
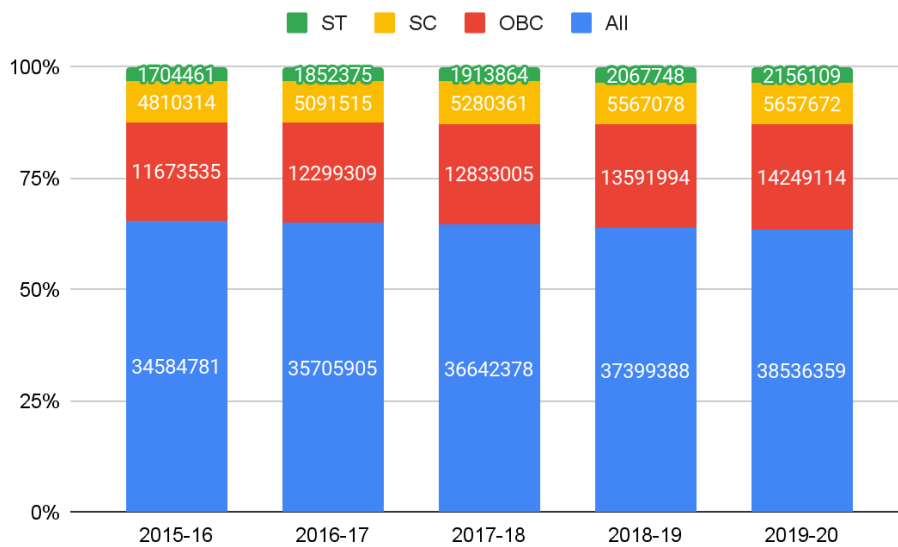
Figure 5.24: Distribution of Enrolment among various Social Groups[252]

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[251] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of School Education and Literacy, "Unified District Information System for Education Plus (UDISE+) 2021-22."

[252] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."
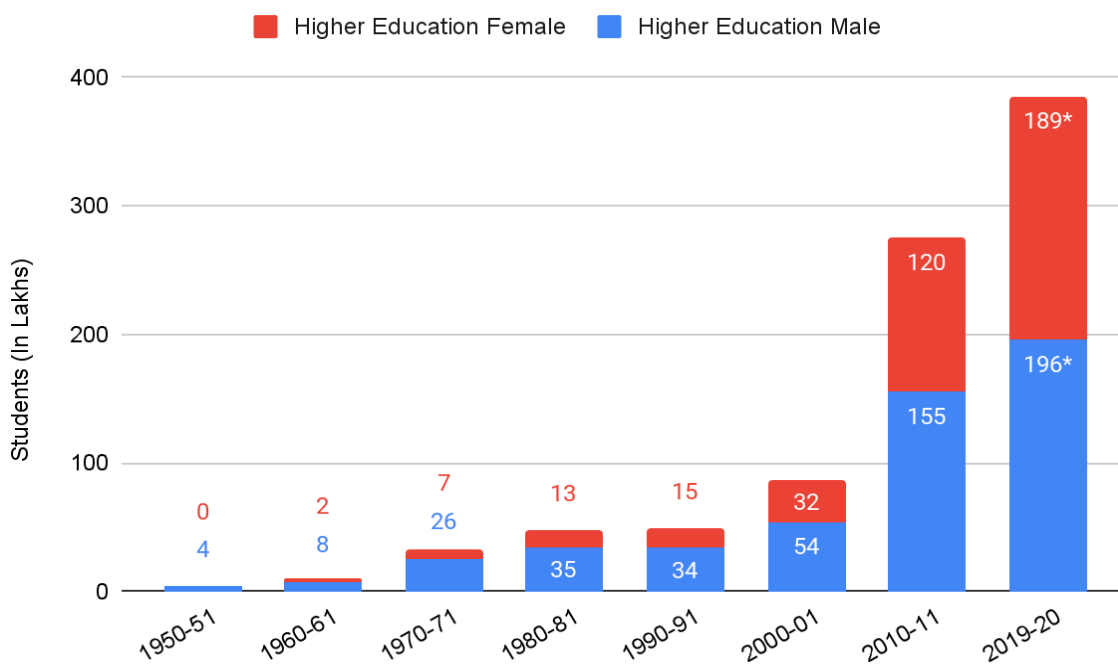
Figure 5.25: Number of Male-Female Student Enrolments Decade-wise[253]
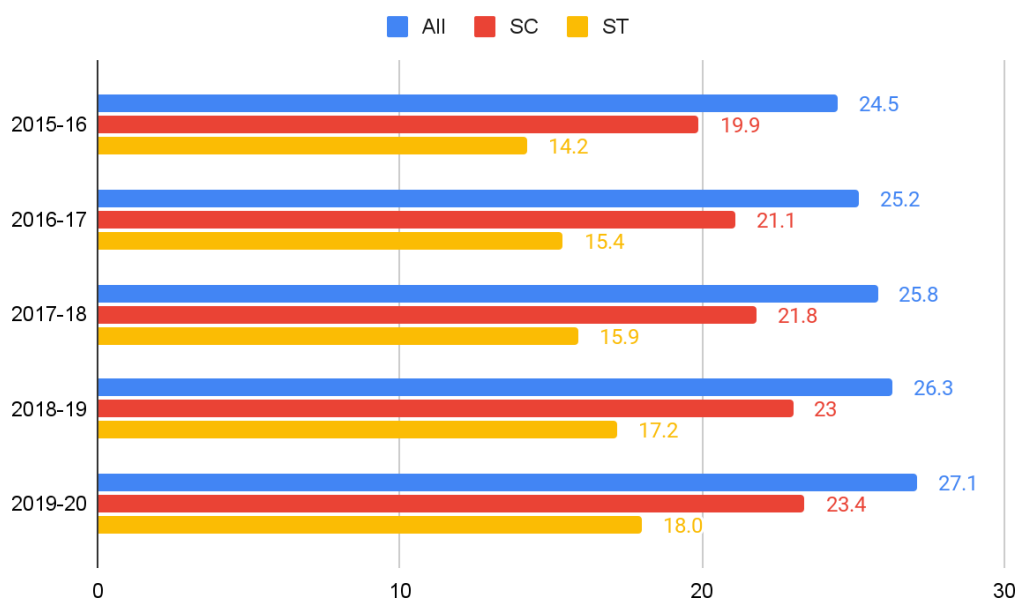
Figure 5.26: Social Group-wise Gross Enrolment Ratio[254]

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[253] Department of Education and Bureau of Planning, Monitoring and Statistics Division, "Selected Educational Statistics. 1993-94 (As on 30 September 1993)"; Ministry of Human Resource Development and Bureau of Planning, Monitoring and Statistics Division, "Educational Statistics at a Glance"; Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."

[254] Department of Higher Education, "All India Survey on Higher Education (AISHE) 2019-20."
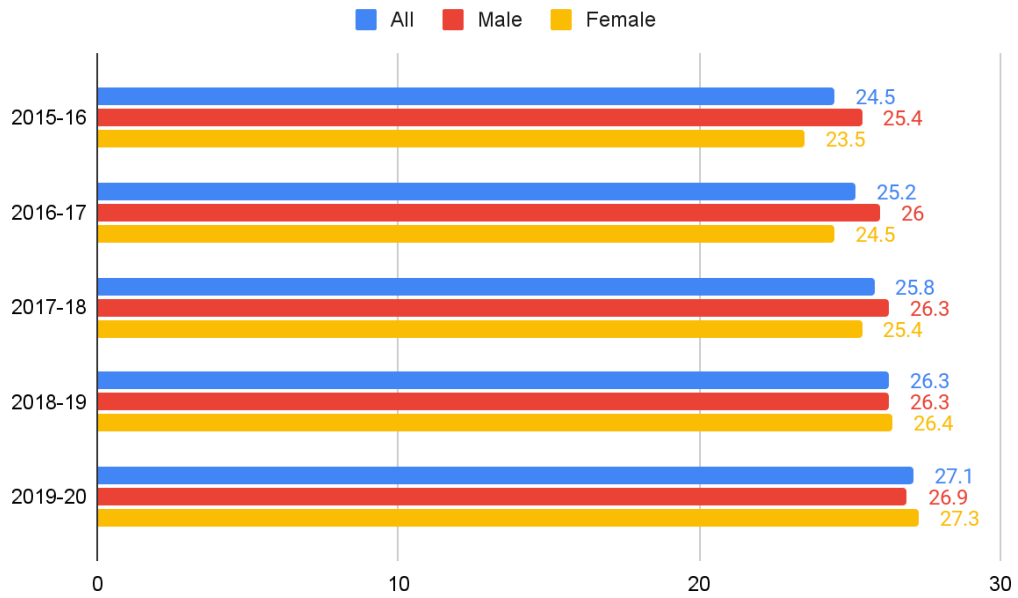
Figure 5.27: Gender-wise Gross Enrolment Ratio[255]
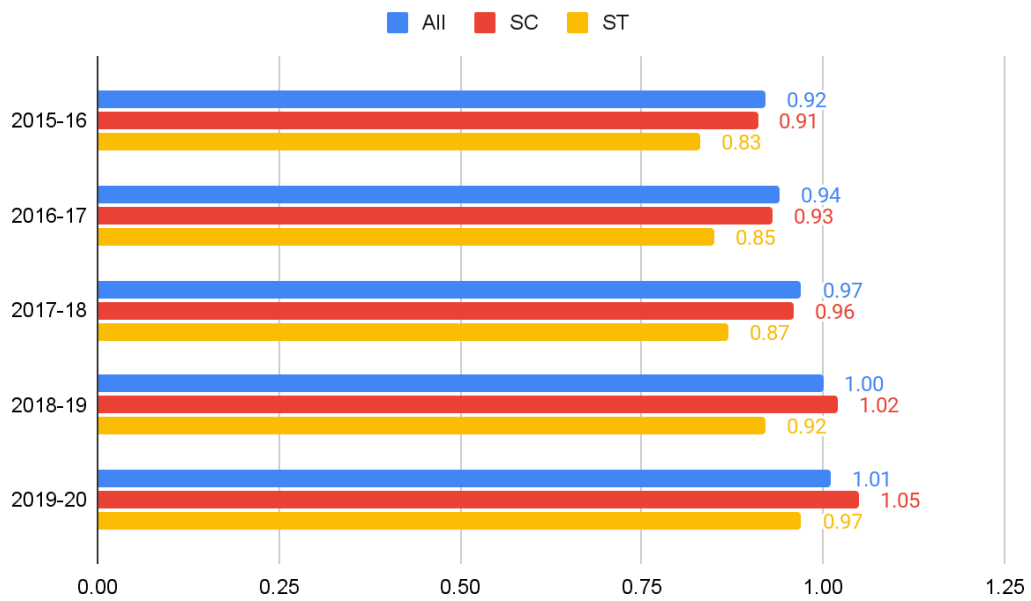
Figure 5.29: Social Group-wise GPI[256]

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[255] Department of Higher Education.
[256] Department of Higher Education.

Education Demand Estimates (1985-86 to 2012-13)

Year	Figures in Crores
1985-86 (RE)	587.74
1988-89 (RE)	1604.15
1991-92 (RE)	1734
1994-95 (RE)	2494.54
1997-98 (RE)	4715.85
2000-01 (RE)	8350.73
2003-04 (RE)	10287
2006-07 (RE)	32995
2009-10 (RE)	54028.65
2012-13 (RE)	87486.34

(Figures in Crores)
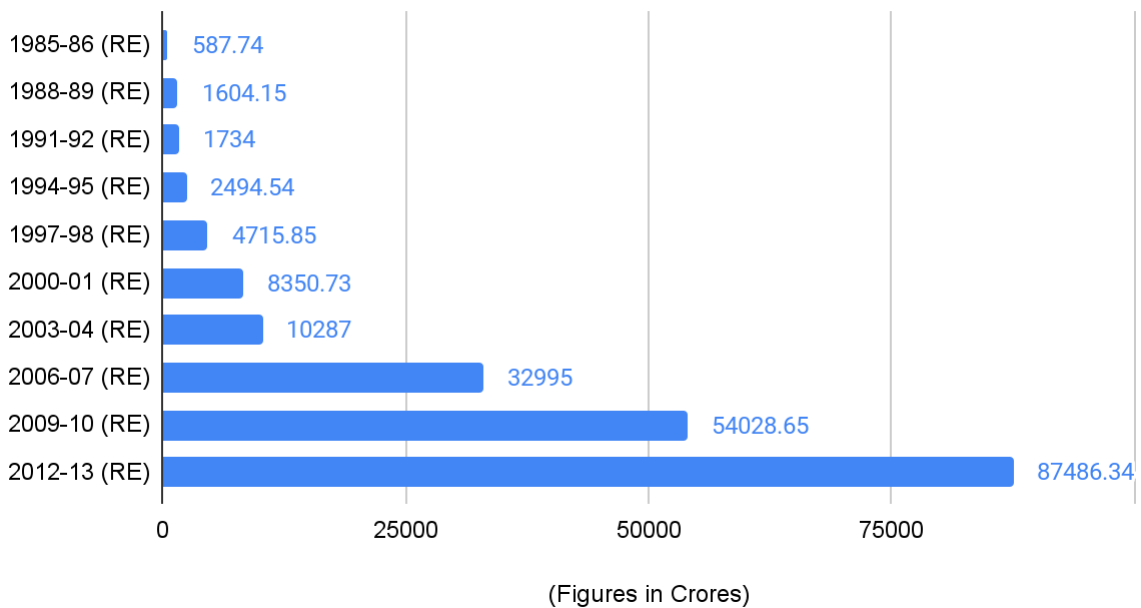
Figure 5.31: Estimates for Demand for Grants (1985-86 to 2012-13)[257]

Education Demand Estimates (2012-13 to 2023-24)

Year	Figures in Crores
2012-13 (RE)	87,486.34
2013-14 (RE)	97,601.30
2014-15 (RE)	92,758.26
2015-16 (RE)	86,883.66
2016-17 (RE)	93,331.71
2017-18 (RE)	114,240.59
2018-19 (RE)	136,209.01
2019-20 (RE)	146,313.80
2020-21 (RE)	145,156.19
2021-22 (RE)	154,577.52
2022-23 (RE)	162,231.13
2023-24 (BE)	154,899.47

(Figures in Crores)
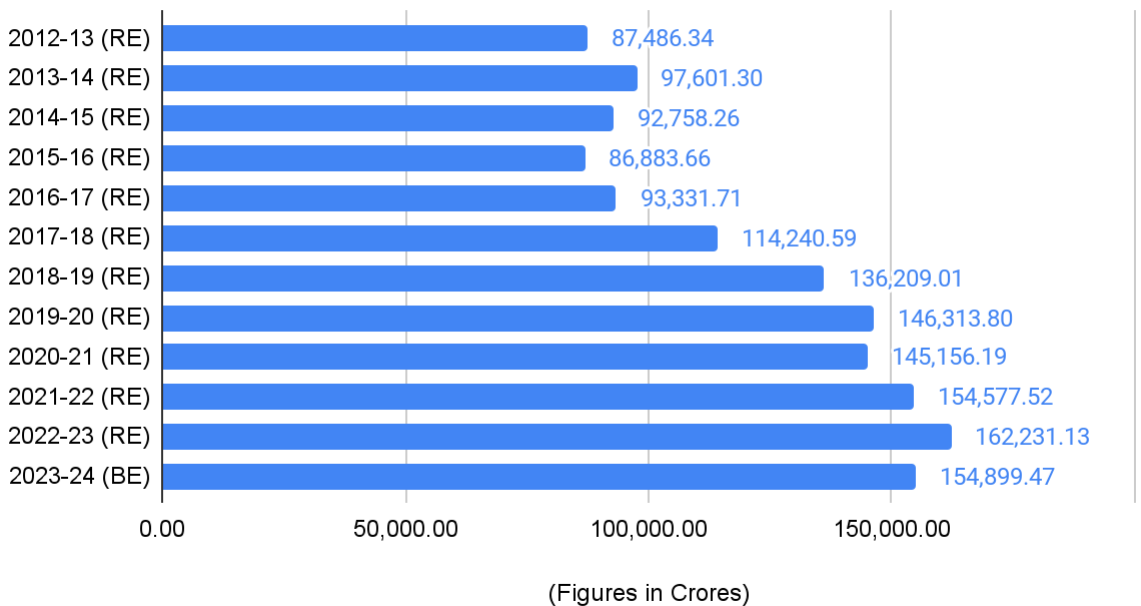
Figure 5.32: Estimates for Demand for Grants (2012-13 to 2023-24)[258]

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[257] Ministry of Finance, "Summary of Demand for Grants," 1986; Ministry of Finance, "Summary of Demand for Grants," 1989; Ministry of Finance, "Summary of Demand for Grants," 1992; Ministry of Finance, "Summary of Demand for Grants," 1995; Ministry of Finance, "Summary of Demand for Grants," 1998; Ministry of Finance, "Summary of Demand for Grants," 2001; Ministry of Finance, "Summary of Demand for Grants," 2004; Ministry of Finance, "Summary of Demand for Grants," 2007; Ministry of Finance, "Summary of Demand for Grants," 2010; Ministry of Finance, "Summary of Demand for Grants," 2013.

89

By AICTE,

1. **PG Scholarship (GATE/GPAT)**

   It is a merit based scholarship for students pursuing post-graduation courses in full-time mode. Students need to qualify GATE/GPAT for obtaining a scholarship.

2. **Saksham Scholarship Scheme**

   It is means-cum-merit scholarship, details can be seen under Chapter 6

3. **Pragati Scholarship Scheme**

   It is means-cum-merit scholarship, details can be seen under Chapter 6

4. **Prime Minister's Special Scholarship Scheme (PMSSS) for J&K**

   It is a means-cum-merit scholarship scheme for students residing in UTs of J&K and Ladakh to pursue undergraduate studies outside these two UTs. In this scholarship scheme, students are supported with academic fees as well as maintenance charges. Applicable for students who pursued their HSC from J&K BoSE school or CBSE school situated in these two UTs.

5. **Swanath Scholarship Scheme for Students**

   It is a means-cum-merit based scholarship scheme to provide encouragement and support to orphans, wards whose parents died due to Covid-19, wards of Armed Forces and Central Paramilitary Forces martyred in action (Shaheed) to pursue education in degree as well as diploma courses.

By UGC,

1. **PG Indira Gandhi Scholarship for Single Girl Child**

   It is a means based scholarship for girl students pursuing post-graduation courses in full-time mode. The student must be a single girl child of her parents; however, girl students who are twin daughters or fraternal daughters can also apply for scholarships under this

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[258] Ministry of Finance, "Summary of Demand for Grants," 2013; Ministry of Finance, "Summary of Demand for Grants," 2014; Ministry of Finance, "Summary of Demand for Grants," 2015; Ministry of Finance, "Summary of Demand for Grants," 2016; Ministry of Finance, "Summary of Demand for Grants," 2017; Ministry of Finance, "Summary of Demand for Grants," 2018; Ministry of Finance, "Summary of Demand for Grants," 2019; Ministry of Finance, "Summary of Demand for Grants," 2020; Ministry of Finance, "Summary of Demand for Grants," 2021; Ministry of Finance, "Summary of Demand for Grants," 2022; Ministry of Finance, "Summary of Demand for Grants," 2023.

90

scheme.

2. **PG Scholarship for Professional Studies for SC/ST**

It is a means based scholarship that provides opportunities to pursue professional courses for students from deprived social backgrounds.

3. **Ishan Uday Special Scheme for North Eastern Region**

It is means based scholarship, details can be seen under Chapter 6

4. **PG Scholarship for University Rank Holder**

It is a merit based scholarship provided to the students pursuing PG courses, with 1st and 2nd rank in the university during graduation.

By Central Government,

1. **Financial Assistance for Education of the Wards Beedi/ Cine/ IOMC/ LSDM Workers (Pre-Matric & Post Matric)**

It is a means based scholarship scheme where the government provides scholarships to children of workers employed in Beedi, Cinema, Iron Ore Manganese & Chrome Ore Mines, Limestone and Dolomite Mines. It is subdivided into two, with one scholarship scheme for pre-matric students and another for post-matric students.

2. **Scholarship for SC students (Pre-Matric & Post Matric)**

It is a means based scholarship scheme where the government provides scholarships to children belonging to the SC community with low annual family income. It is subdivided into two, with one scholarship scheme for pre-matric students and another for post-matric students.

3. **Scholarship for ST students (Pre-Matric & Post Matric)**

It is a means based scholarship scheme where the government provides scholarships to children belonging to the ST community with low annual family income. It is subdivided into two, with one scholarship scheme for pre-matric students and another for post-matric students.

4. **Scholarship for Minority students (Pre-Matric & Post Matric)**

It is a means based scholarship scheme where the government provides scholarships to children belonging to the minority communities with low annual family income. It is subdivided into two, with one scholarship scheme for pre-matric students and another for post-matric students.

91

5. **Scholarship for Students with Disability (Pre-Matric & Post Matric)**

   It is a means based scholarship scheme where the government provides scholarships to disabled children with low annual family income. It is subdivided into two, with one scholarship scheme for pre-matric students and another for post-matric students.

6. **Scholarship for top-class students with Disability**

   It is a means based scholarship scheme where the government provides scholarships to disabled children with low annual family income to pursue their graduation in INIs or institutions at par to them. In scheme students get support for tuition fees, purchase of appliances, Residency allowance as well as other needs.

7. **Top Class Education Scheme for SC Student**

   It is a means based scholarship scheme where the government provides scholarships to children belonging to the SC community with low annual family income to pursue their graduation in INIs or institutions at par to them. In scheme students get support for tuition fees, purchase of appliances, Residency allowance as well as other needs.

8. **Merit-Based Scholarship for Air Force Personnel**

   It is a merit based scholarship scheme for children of Air Force Personnel (Retired/ Deceased/ Serving) who are pursuing their PG education.

9. **National Talent Search Scheme (NTSS)**

   It is a merit-cum-means scholarship provided by NCERT to students from lower economic background after they qualify the eligibility test of National Talent Search Examination (NTSE).

10. **National Means Cum Merit Scholarship (NMMS)**

    It is a merit-cum-means scholarship provided by the central government for students studying in Government/ Local Body/ Government-aided schools (except students of KV/ JNV/ Sainik Schools/ Government Boarding Schools) after they qualify the eligibility test of NMMS.

11. **Prime Minister Scholarship Scheme**

    It is a merit-cum-means scholarship provided by the central government to encourage technical and post-graduate education for the widows and wards of the deceased/ ex-service personnel of the Armed Forces, with HSC marks being considered as eligibility for merit.

12. **Prime Minister's scholarship scheme for wards of States/UTs police personnel**

92

martyred during Terror/Naxal attacks

It is a merit-cum-means scholarship provided by the central government to wards of police personnel martyred during Terror/Naxal attacks, with HSC marks being considered as eligibility for merit.

13. **Prime Minister's Scholarship Scheme for Central Armed Police Forces and Assam Rifles**

It is a merit-cum-means scholarship provided by the central government to wards of retired/ serving Central Armed Police Forces and Assam Rifles personnel, with HSC marks and nature of dependent being considered as eligibility for merit.

14. **Prime Minister's Scholarship Scheme For RPF/RPSF**

It is a merit-cum-means scholarship provided by the central government to wards of RPF/RPSF personnel/ widow, with HSC marks and nature of dependent being considered as eligibility for merit.

15. **National Fellowship and Scholarship for Higher Education of ST Students**

It is a merit-cum-means scholarship provided by the central government to students of ST community to pursue graduation/ post-graduation, with HSC/ Graduation marks being considered as eligibility for merit.

16. **Merit Cum Means Scholarship for Professional and Technical Course (Minority)**

It is a merit-cum-means scholarship provided by the central government to students of minority communities to pursue graduation/ post-graduation in professional/ technical courses, with marks in previous examinations being considered as eligibility for merit.

17. **Scholarship to students in non-Hindi-Speaking states for post-Matric studies in Hindi**

It is a merit-cum-means scholarship provided by the central government to students pursuing their graduation in 'Hindi', for students with domicile in non-Hindi states and not having their mother tongue as 'Hindi', with HSC marks being considered as eligibility for merit.

18. **Central Sector Scheme of Scholarship for College and University Students**

It is a merit-cum-means scholarship provided by the central government to students pursuing their graduation courses. Student must have greater than 80 percentile in respective board and annual family income less than 6 lakhs. The government has

93

disbursed Rupees 192.23 crs under this scholarship scheme during 2021-22[259].

19. **Begum Hazrat Mahal National Scholarship**

   It is a merit-cum-means scholarship provided by the central government to female students from minority communities studying in classes 9th to 12th, with lower family income with marks in previous examinations being considered as eligibility for merit.

20. **Financial Support to the Students of North Eastern Region for Higher Professional**
   Courses It is a merit-cum-means scholarship provided by the central government to students of North-East Region to pursue education at different levels of higher education, with marks in previous examinations being considered as eligibility for merit.

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[259] Lok Sabha Secretariat, "Reply to Unstarred Question No. 70 in Lok Sabha in 9th Session of 17th Lok Sabha."

94

Annexure-C: List of Institutes of National Importance

Following is the list of Institutes of National Importance[260],

Type of Institute	Present Nos. and Location
All India Institute of Medical Sciences (AIIMS)[261]	**15** (Bathinda, Punjab; Bhopal, Madhya Pradesh; Bhubaneshwar, Odisha; Bibinagar, Telangana; Deoghar, Jharkhand; Gorakhpur, Uttar Pradesh; Jodhpur, Rajasthan; Kalyani, West Bengal; Mangalagiri, Andhra Pradesh; Nagpur, Maharashtra; New Delhi; Patna, Bihar; Raebareli, Uttar Pradesh; Raipur, Chhattisgarh; Rishikesh, Uttarakhand.
Indian Statistical Institute (ISI)[262]	**1** (Kolkata, West Bengal)
Indian Institutes of Technology (IIT)[263]	**23** (Bhilai, Chhattisgarh; Bhubaneshwar, Orissa; Chennai, Tamil Nadu; Dhanbad, Jharkhand; Dharwad, Karnataka; Farmagudi, Goa; Gandhinagar, Gujarat; Guwahati, Assam; Hyderabad, Telangana; Indore, Madhya Pradesh; Jammu, Jammu & Kashmir; Jodhpur, Rajasthan; Kanpur, Uttar Pradesh; Kharagpur, West Bengal; Mandi, Himachal Pradesh; Mumbai, Maharashtra; New Delhi; Palakkad, Kerala; Patna, Bihar; Roorkee, Uttarakhand; Ropar, Punjab; Tirupati, Andhra Pradesh; Varanasi, Uttar Pradesh)
National Institutes of Pharmaceutical Education and Research (NIPER)[264]	**7** (Ahmedabad, Gujarat; Guwahati, Assam; Hajipur, Bihar; Hyderabad, Telangana; Kolkata, West Bengal; Mohali, Punjab; Raebareli, Uttar Pradesh)

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[260] Department of Higher Education, "Institutions of National Importance."
[261] Government of India, The All India Institute of Medical Sciences Act, 1956.
[262] Government of India, The Indian Statistical Institute Act, 1959.
[263] Government of India, The Institutes of Technology Act, 1961.

95

National Institutes of Technology (NIT)[265]	**31** (Agartala, Tripura; Aizawl, Mizoram; Bhopal, Madhya Pradesh; Chümoukedima, Nagaland; Durgapur, West Bengal; Farmagudi, Goa; Hamirpur, Himachal Pradesh; Imphal, Manipur; Jaipur, Rajasthan; Jalandhar, Punjab; Jamshedpur, Jharkhand; Karaikal, Puducherry; Kozhikode, Kerala; Kurukshetra, Haryana; Mangalore, Karnataka; Nagpur, Maharashtra; New Delhi, Delhi; Patna, Bihar; Prayagraj, Uttar Pradesh; Raipur, Chhattisgarh; Ravangla, Sikkim; Rourkela, Odisha; Shillong, Meghalaya; Silchar, Assam; Srinagar, Jammu and Kashmir; Srinagar, Uttarakhand; Surat, Gujarat; Tadepalligudem, Andhra Pradesh; Tiruchirappalli, Tamil Nadu; Warangal, Telangana; Yupia, Arunachal Pradesh)
Indian Institutes of Science Education and Research (IISER)[266]	**7** (Berhampur, Odisha; Bhopal, Madhya Pradesh; Kolkata, West Bengal; Mohali, Punjab; Pune, Maharashtra; Thiruvananthapuram, Kerala; Tirupati, Andhra Pradesh)
Indian Institute of Engineering Science and Technology (IIEST)[267]	**1** (Shibpur, West Bengal)
Schools of Planning and Architecture (SPA)[268]	**3** (Bhopal, Madhya Pradesh; New Delhi, Delhi; Vijayawada, Andhra Pradesh)
National Institutes of Design (NID)[269]	**5** (Ahmedabad, Gujarat; Bhopal, Madhya Pradesh; Jorhat, Assam; Kurukshetra, Haryana; Vijayawada, Andhra Pradesh)

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[264] Government of India, The National Institute of Pharmaceutical Education and Research Act,1998.

[265] Government of India, The National Institutes of Technology, Science Education and Research Act, 2007.

[266] Government of India, The National Institutes of Technology (Amendment) Act, 2012.

[267] Government of India; Anasuya Basu, "Pranab Nod to Besu Upgrade."

[268] Government of India, The School of Planning and Architecture Act, 2014.

[269] Government of India, The National Institute of Design Act, 2014.

96

Indian Institutes of Information Technology (IIIT)[270]	**25** (5 MoE: Gwalior, Madhya Pradesh; Jabalpur, Madhya Pradesh; Kancheepuram, Tamil Nadu; Kurnool, Andhra Pradesh; Prayagraj, Uttar Pradesh) (20 PPP: Agartala, Tripura; Bhagalpur, Bihar; Bhopal, Madhya Pradesh; Dharwad, Karnataka; Guwahati, Assam; Imphal, Manipur; Kalyani, West Bengal; Kota, Rajasthan; Kottayam, Kerala; Lucknow, Uttar Pradesh; Nagpur, Maharashtra; Pune, Maharashtra; Raichur, Karnataka; Ranchi, Jharkhand; Sonipat, Haryana; Sri City, Andhra Pradesh; Surat, Gujarat; Tiruchirappalli, Tamil Nadu; Una, Himachal Pradesh; Vadodara, Gujarat)
Indian Institutes of Management (IIM)[271]	**20** (Ahmedabad, Gujarat; Amritsar, Punjab; Bangalore, Karnataka; Bodh Gaya, Bihar; Kolkata, West Bengal; Indore, Madhya Pradesh; Jammu, Jammu and Kashmir; Kashipur, Uttarakhand; Kozhikode, Kerala; Lucknow, Uttar Pradesh; Nagpur, Maharashtra; Raipur, Chhattisgarh; Ranchi, Jharkhand; Rohtak, Haryana; Sambalpur, Odisha; Shillong, Meghalaya; Paonta Sahib, Himachal Pradesh; Tiruchirappalli, Tamil Nadu; Udaipur, Rajasthan; Visakhapatnam, Andhra Pradesh)
National Institute of Food Technology Entrepreneurship and Management (NIFTEM)[272]	**2** (Sonepat, Haryana; Thanjavur, Tamil Nadu)
Ayurveda	**1** (Institute of Teaching and Research in Ayurveda[273])

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[270] Government of India, The Indian Institutes of Information Technology Act, 2014; Government of India, The Indian Institutes of Information Technology (Public Private Partnership) Act, 2017.

[271] Government of India, The Indian Institutes of Management Act, 2017.

[272] Government of India, The National Institutes of Food Technology, Entrepreneurship and Management Act, 2021.

[273] Government of India, The Institute of Teaching and Research in Ayurveda Act, 2020.

97

Medical Research Institutes	**4** (Postgraduate Institute of Medical Education and Research[274], Sree Chitra Tirunal Institute for Medical Sciences and Technology[275], Jawaharlal Institute of Postgraduate Medical Education and Research[276], National Institute of Mental Health and Neurosciences[277])
Petroleum Research Institutes	**2** (Rajiv Gandhi Institute of Petroleum Technology[278], Indian Institute of Petroleum and Energy[279])
Other Research Institutes	**3** (Academy of Scientific and Innovative Research[280], Regional Centre for Biotechnology[281], Footwear Design and Development Institute[282])
Youth Development	**1** (Rajiv Gandhi National Institute of Youth Development[283])
Defence and Security	**2** (National Forensic Sciences University[284], Rashtriya Raksha University[285])
Central Universities	**5** (Visva Bharti University[286], University of Allahabad[287], Nalanda University[288], Rani Lakshmi Bai Central Agricultural University[289], Rajendra Prasad Central Agricultural University[290])

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[274] Government of India, The Post-Graduate Institute of Medical Education and Research, Chandigarh Act, 1966.

[275] Government of India, The Sree Chitra Tirunal Institute for Medical Sciences and Technology, Trivandrum, Act, 1980.

[276] Government of India, The Jawaharlal Institute of Post-Graduate Medical Education and Research, Puducherry Act, 2008.

[277] Government of India, The National Institute of Mental Health and Neuro-Sciences, Bangalore Act, 2012.

[278] Government of India, The Rajiv Gandhi Institute of Petroleum Technology Act, 2007.

[279] Government of India, The Indian Institute of Petroleum and Energy Act, 2017.

[280] Government of India, The Academy of Scientific and Innovative Research, 2011.

[281] Government of India, The Regional Centre for Biotechnology Act, 2016.

[282] Government of India, The Footwear Design and Development Institute Act, 2017.

[283] Government of India, The Rajiv Gandhi National Institute of Youth Development Act, 2012.

[284] Government of India, The National Forensic Sciences University Act, 2020.

[285] Government of India, The Rashtriya Raksha University Act, 2020.

[286] Government of India, The Visva-Bharati Act, 1951.

[287] Government of India, The University of Allahabad Act, 2005.

[288] Government of India, The Nalanda University Act, 2010.

98

Other Specialisation Institutes	**3** (Dakshina Bharat Hindi Prachar Sabha[291], Kalakshetra Foundation[292], New Delhi International Arbitration Centre[293])

[289] Government of India, The Rani Lakshmi Bai Central Agricultural University Act, 2014.

[290] Government of India, The Dr. Rajendra Prasad Central Agricultural University Act, 2016.

[291] Government of India, The Dakshina Bharat Hindi Prachar Sabha Act, 1964.

[292] Government of India, The Kalakshetra Foundation Act, 1993.

[293] Government of India, The New Delhi International Arbitration Centre Act, 2019.

99

Annexure-D: List of State Open Universities

Following is the list of State Open Universities[294],

Name of University	Location	Established in Year
Dr. B. R. Ambedkar Open University (BRAOU).	Hyderabad, Telangana	1982
Vardhman Mahaveer OpenUniversity (VMOU),	Kota, Rajasthan	1987
Nalanda Open University (NOU)	Patna, Bihar	1987
Yashwantrao Chavan Maharashtra Open University(YCMOU)	Nashik, Maharashtra	1989
Madhya Pradesh Bhoj Open University (MPBOU)	Bhopal, Madhya Pradesh	1991
Dr. Babasaheb Ambedkar Open University (BAOU)	Ahmedabad, Gujarat	1994
Karnataka State Open University (SOU)	Mysore, Karnataka	1996
Netaji Subhas OpenUniversity (NSOU)	Kolkata, West Bengal	1997
U.P. Rajarshi Tandon Open University (UPRTOU)	Allahabad, Uttar Pradesh	1998
Tamil Nadu Open University (TNOU)	Chennai, Tamil Nadu	2002
Pt. Sunderlal Sharma Open University (PSSOU)	Bilaspur, Chhattisgarh	2005
Uttarakhand Open University	Haldwani, Distt. Nainital, Uttarakhand	2005
Krishna Kanta Handique State Open University	Guwahati, Assam	2006
Odisha State Open University	Sambalpur, Odisha	2015

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[294] Ministry of Education and Department of Higher Education, "State Open Universities (SOUs)."

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113

MENTAL HEALTH IN INDIA: A PERSPECTIVE OF NEED, CHALLENGES AND BARRIERS

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TABLE OF CONTENTS

Growing social and economic inequalities, protracted conflicts, violence and public health emergencies affect whole populations, threatening progress towards improved well-being... Stigma and discrimination continue to be a barrier to social inclusion and access to the right care. We must deepen the value and commitment we give to mental health as individuals, communities and governments and match that value with more commitment, engagement and investment by all stakeholders, across all sectors.

World Health Organization (Oct, 2022)

EXECUTIVE SUMMARY

- *Physical health and mental health both are essential components of overall health.*

- *Mental health includes our emotional, psychological, and social well-being. According to World Mental Health Survey Initiative[1] more than 50% will be diagnosed with a mental illness or disorder at some point in their lifetime. Thus, the eradication of stigma prevailing around mental health becomes important.*

- *The Right to Mental Health is also seen from human rights perspective and the present research analyses several human rights instruments.*

- *The present research endeavors to analyse the need, protection and initiatives to promote mental health in India. This research would primarily be focusing upon the legislations and initiative taken by the Government of India to promote and create awareness of mental health.*

- *The research also includes the comparative analysis of right to mental health between India and U.S.A.*

- *Furthermore, integral part of this research revolves around the idea of recognizing mental health as being the part of overall health and the importance of creating mental health awareness.*

INTRODUCTION

The idea of a healthy mind has been highly valued in India since ancient times. Yoga and meditation techniques that place emphasis on "chittavrittinirodha," or calming the mind's oscillation, are fundamental to Indian culture. However, the prevalence of mental diseases has alarmingly increasing constantly worldwide and in India, with about 150 million people needing intervention as per 2015-16 national survey (latest national survey done).

In 2017, the hon'ble President of India asserted that the country was "facing a possible mental health epidemic".[1] Same year a Lancet study reported that 14% of India's population suffered from mental health conditions, including approximately 45.7 million suffering from depressive disorders and 49 million from anxiety disorders. Mental disorder is one among the leading causes of death and disability, along with other chronic diseases and injuries, in India which is statistically predicted to continue to increase during next 25 years as a consequence of the rapidly ageing population in India.[2] The Covid-19 pandemic has further accentuated this mental health crisis, with reports from across the world suggesting that the Virus and associated lockdowns were having a significant impact on almost all age groups and each section of the society.

The lack of awareness about mental health and beliefs like spirit possession has been contributing to the stigma around it which in turn leads people to adopt alternative (spiritual) means to resolve it. "Lunatic" has been the common term to denote an individual with any mental disorder. It is interesting to see that an individual's condition often reflects upon family, and it has to share the burden of stigma. People refrain from joining marriage ties with families having mental illness history.[3]

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[1] Speech on 22nd NIMHANS Convocation. https://www.youtube.com/watch?v=uc-SQ0AJpDA
[2] Prof Vikram Patel, *Chronic diseases and injuries in India*,< https://www.thelancet.com/action/showPdf?pii=S0140-6736%2810%2961188-9> (accessed 12 Nov 2022)
[3] Raghu Raghavan & Brian Brown, *Stigma and mental health problems in an Indian context. Perceptions of people with mental disorders in urban, rural and tribal areas of Kerala*,
<https://journals.sagepub.com/doi/pdf/10.1177/00207640221091187 > (accessed 12 Nov 2022)

Recognizing the importance of mental disorders in reducing the total disease burden, India launched its first National Mental Health Policy in 2014 and a revised Mental Healthcare Act in 2017, with the objectives of providing equitable, affordable, and universal access to mental health care. Certain provisions that support National Mental Health Policy under a broad National Health Policy, 2017 were made covering all aspects of health. At the inaugural session of G20 India made it clear that it is essential to improve digital health data systems in order to facilitate seamless data interchange and the development of longitudinal electronic health records both inside a nation and globally. This step would be a long term advantage and convenient as longitudinal health records are equally crucial to make case history in mental as well as physical illness. India has a federal set-up in which health is primarily a responsibility of the states. The socio-cultural and demographic diversity across the states of India requires that the policies and interventions to contain the burden of mental disorders be well suited to local contexts. Therefore, a better understanding of the distribution and trends of mental disorders for each state of India is crucial.

What is mental health?

Mental health refers to emotional, psychological, and social well-being. It is a state of mental well-being that enables people to manage life's stressors, develop their full potential, study and work effectively, and give back to their communities. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.

Mental health is more than the absence of a mental illness/disorder—it's essential to one's overall health and quality of life. Mental health conditions is a broader term that includes mental disorders, psychosocial disabilities along with other mental states associated with significant distress, impairment in functioning, or risk of self-harm. People with mental health conditions are more likely to experience lower levels of mental well-being, but this is not always or necessarily the case.

Poor Mental health does not limit to mental disorders, it hampers the effective functioning of the individual[4]. Moreover, Physical well-being affects mental health and vice-versa[5]. Research shows that anxiety and childhood traumas affect the mental well being of people.[6] It also affects quality of life and labour outcome.[7] Mental health has mediating effects from the very thinking process to daily interaction, learning, to any other activity that we do so efficiently each day. Effective daily functioning requires mental health to be in good shape. Simply put, one does not need to have, for example, Major depressive disorder to be counted in 'People with Poor mental health', if the individual is not able to perform his/her daily activities well then there is a need for intervention.

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[4]American Psychiatric Association, <https://www.psychiatry.org/patients-families/what-is-mental-illness> (accessed 16 Nov 2022)

[5]Julius Ohrnberger, *The relationship between physical and mental health: A mediation analysis*, <https://doi.org/10.1016/j.socscimed.2017.11.008> (accessed 23 Nov 2022)

[6]Halina J. Dour M.A., Joshua F. Wiley M.A, *Perceived social support mediates anxiety and depressive symptom changes following primary care intervention* <https://doi.org/10.1002/da.22216> (accessed 12 Nov 2022)

[7]Meliyanni Johar, *Direct and indirect effect of depression in adolescence on adult wages*, <https://doi.org/10.1080/00036846.2014.962227 > (accessed 12 Nov 2022)

What are Mental Disorders?

It is important to understand what constitutes a mental disorder because it is possible to misclassify different types of social deviance or behavioural variation as disorders when they are actually better understood under different headings, such as "non-pathological individual differences," "lifestyle choice," or "crime." Homosexuality is a prime example of a Diagnostic and Statistical Manual (hereinafter referred as DSM) notion that was conceptualized as a disorder in DSM-I, but was dropped by DSM-5. Numerous authors have stressed how the definition of an illness or disorder varies through time and geographically.

Also called mental illness; psychiatric disorder; psychiatric illness; psychological disorder, a mental disorder is a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or development processes underlying mental functioning. Mental disorders are usually associated with significant distress or disability in social, occupational, or other important activities. An expectable or culturally approved response to a common stressor or loss, such as the death of a loved one, is not a mental disorder. Socially deviant behavior (e.g. political, religious, or sexual) and conflicts that are primarily between the individual and society are not mental disorders unless the deviance or conflict results from a dysfunction in the individual, as described above. Such disorders cannot be accounted for solely by environmental circumstances and may involve physiological, genetic, chemical, social, and other factors.

Classification and Diagnosis of mental disorder

In order to understand psychological disorders, we need to begin by classifying them. Mental disorder classification consists of a list of categories of specific psychological disorders grouped into various classes on the basis of some shared characteristics. The World Health Organization (WHO) produces a document, the International Classification of Diseases (hereinafter referred as ICD). This classification is used in India along with many other countries worldwide. The 11th revision of this (called ICD-11) has just been published. Chapter V of this document covers mental and behavioral disorders. For a classification of mental disorders, development of the ICD-11 has been the most global, multilingual, multidisciplinary, and participative revision process by far.

Although ICD is widely used, it is not the only psychiatric classification system. The American Psychiatric Association (APA) has published an official manual, the DSM of Mental Disorders, for describing and classifying various kinds of psychological disorders. This manual, commonly referred to as the DSM, is revised and updated from time to time as is ICD. The current updated version, called DSM-5-TR, i.e., Fifth Edition, Text Revision was published in March, 2022. Clinical psychologists conduct psychological assessment using psychological tests, observation, and interviews to develop a summary of client's symptoms and problems. In some situations and with certain psychological problems, a medical evaluation is necessary to rule out the possibility that physical abnormalities may be causing or contributing to the problem. The medical evaluation may include both a general physical examination and neuropsychological examinations aimed at assessing the structural (anatomical) and functional (physiological) integrity of the brain as a behaviorally significant physical system.

A clinical diagnosis is assigned only when the clinician arrives at a general "summary classification" of the client's symptoms by following either of the two (DSM -5-TR or ICD - 11) clearly defined systems. It's a misconception that all mental disorders are evaluated using IQ scores. Instead, judiciously interpreted IQ scores have been used to evaluate Intellectual Disability, a form of mental illness.

Intellectual Disability

Intellectual disability involves problems with general mental abilities that affect functioning in two areas: First, Intellectual functioning (such as learning, problem solving, judgment); Second, Adaptive functioning (activities of daily life such as communication and independent living). Additionally, the intellectual and adaptive deficit begins early in the developmental period. Intellectual functioning is measured with individually administered and psychometrically valid, comprehensive, culturally appropriate, psychometrically sound tests of intelligence. While a specific full-scale IQ test score is no longer required for diagnosis, standardised testing is used as part of diagnosing the condition. A full-scale IQ score of around 70 to 75 indicates a significant limitation in intellectual functioning. However, the IQ score must be interpreted in the context of the person's difficulties in general mental abilities. Moreover, scores on subtests can vary

considerably so that the full-scale IQ score may not accurately reflect overall intellectual functioning. Therefore, clinical judgment is needed in interpreting the results of IQ tests.

Prevalence of Mental disorder

Mental disorders are a diverse group of conditions that vary from acute to acute to chronic, mild to severe, morbid or co-morbid conditions and in several other ways. The prevalence of these disorders are also measured in a number of ways like lifetime prevalence, point prevalence, 1 year prevalence and Incidences. Mental and substance use disorders are often disabling conditions. Therefore, these are also quantified in terms of Disability Adjusted Life Years (DALY) that measures the gap between the present health scenario of the population and normative standardized expected-life in full health, Years Lived with Disability (YLD), Years of Life Lost (YLL). Objective tests for mental disorders are necessary to diagnose these disorders.

Mental disorders were the second leading cause of disease burden in terms of YLDs and the sixth leading cause of DALYs in the world in 2017, posing a serious challenge to health systems, particularly in low-income and middle-income countries. Depressive disorder was among the top ten causes of DALYs in the 25–49 year age group. A Lancet Psychiatry report suggests that there has been a constant increase in cases of Mental disorders since 1990 with 654·8 million estimated cases in that year to 970·1 million estimated cases in 2019 leading to stark increment in DALYs that is estimated from 80·8 million to 125·3 million between 1990 to 2019 ,i.e. an increase of 1·8% proportion globally .

Usually the occurrence of abnormal or maladaptive behavior is considered to be the joint product of a person's predisposition or vulnerability (diathesis) to disorder and of certain stressors that challenge his or her coping resources. The prevalence rates of mental disorders are critically influenced by a wide variety of factors, ranging from socio-economic and other environmental determinants, variations in perceived threshold of distress, differences in assessment tools, choice of symptom thresholds in disease definition and interpretations of results.

The National Mental Health Survey of India 2015–16 provided the most recent national statistics on the prevalence of mental disorders in the Indian population. According to which, the survey population's lifetime prevalence of mental disorders is 13.7%, which approximates to 150 million people. Point prevalence of any mental disorder was 10.6% this was the percentage of

people who were suffering from any mental health disorder during the survey period. The same survey mentions that "1 in 20 people suffers from depression".

Prevalence of psychotic disorders, neurotic disorders and mood-related disorders is 0·64%, 6·39% and 5·6% in the Indian population respectively. It is noteworthy that prevalence of such disorders in urban settings is twice to thrice than in rural settings. Apparently, several factors like fast paced city lifestyle, work stress, complexities of living leading to poor work-life balance, breakdown of support systems, challenges of economic instability are responsible for this higher prevalence. To say anything concretely further investigations are needed to understand the relationship between urbanization and mental disorder. With continuing urbanization, the burden is expected to rise and hence, there is a need for an urban specific mental health programme. The following graph based on the national survey 2015-16 represents prevalence weighted in percent for various mental disorders, F10 – F49 categories within the ICD -10.

Prevalence of mental disorders (Weighted in Percent)

Any Mental Disorder	10.6
F10-F19 Mental and behavioural disorders due to psychoactive substance use (excluding F17 Tobacco)	5.0
F10 Alcohol Use Disorder	4.6
F17.2 Tobacco Use Disorder	13.1
F11-19 (Except 17) Other Substance Use Disorder	0.6
F20-F29 Schizophrenia other psychotic disorders	0.4
F30-F39 Mood [affective] disorders	2.8
F30-31 Bipolar Affective Disorder	0.3
F32-33 Depressive Disorder	2.7
F40-F48 Neurotic, stress-related disorders	3.5
F40 Phobic Anxiety disorders	1.9
F41 Other Anxiety Disorders	1.2
F42 Obsessive compulsive disorder	0.8
F43.1 Post Traumatic Stress Disorder	0.2
High Suicidal Risk	0.9

Source: National Mental Health Survey 2015-16.

Common mental disorders (CMDs), including depression, anxiety disorders and substance use disorders are a huge burden affecting nearly 10.0% of the Indian population. These are also

implied in causation and consequences of several non- communicable disorders (NCD), thereby contributing to a significantly increased health burden. These disorders have previously been unaddressed in the planning and delivery of health care programmes. Individuals and families also ignore and neglect these disorders till they become severe.

Severe mental disorders like schizophrenia, other non-affective psychoses and bipolar affective disorder affect nearly 1% of the population. The prevalence of severe mental disorders in most states was found to be less than 1%, excepting in Manipur and West Bengal. Even though prevalence is low in comparison to common mental disorders, severe mental disorders are equally important as their manifestation, outcome and impact affect all domains of life and the stigma attached to these disorders is significant.

Significant gender differentials exist with regard to different mental disorders. The overall prevalence of mental morbidity was higher among males (13.9%) than among females (7.5%). However, specific mental disorders like mood disorders (depression, neurotic disorders, phobic anxiety disorders, agoraphobia, generalized anxiety disorders and obsessive compulsive disorders were higher in females. Prevalence of mental disorders in age group 13-17 years was 7.3% and nearly equal in both genders. Nearly 9.8 million of young Indians aged between 13-17 years are in need of active interventions.

Prevalence of mental morbidity in different age groups (%)
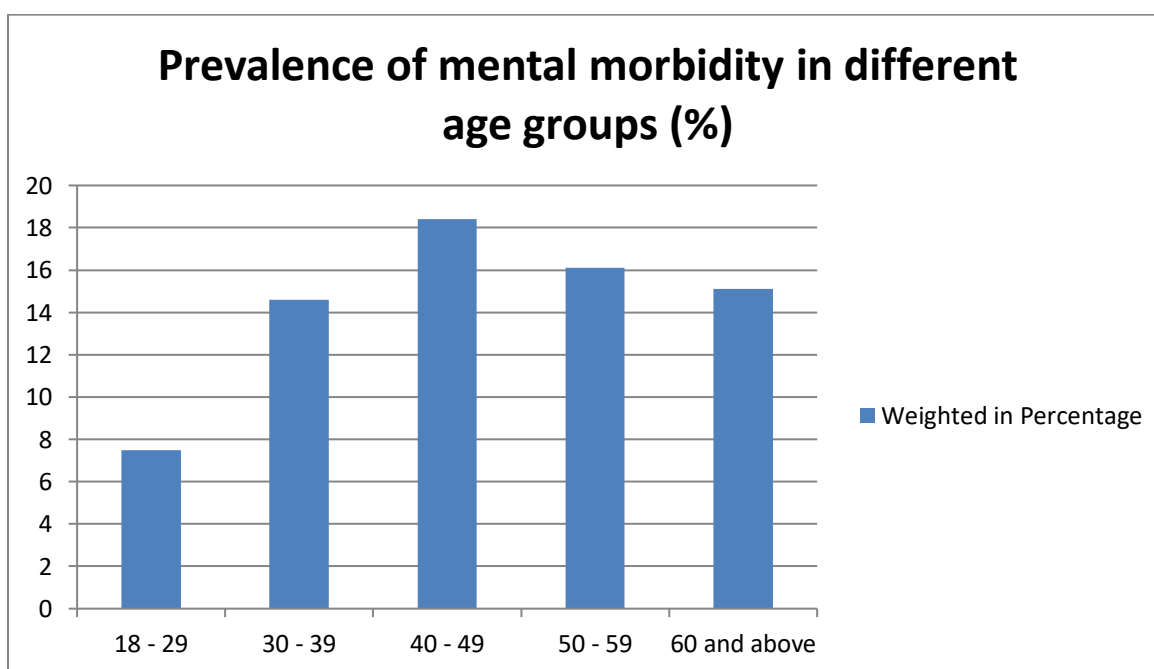
Nearly 1% of the population reported high suicidal risk. The prevalence of high suicidal risk was more in the 40-49 age groups (1.19%), among females (1.14%) and in those residing in urban metros (1.71%). Variations in prevalence exist at the regional and state levels are apparent from the survey, Manipur with highest percentage of prevalence of 14.1%. Madhya Pradesh and Punjab have 13.9% and 13.4 % prevalence respectively. Least prevalence was reported in Assam and Uttar Pradesh with 5.8 % and 6.1 % respectively.

MENTAL HEALTH- AN INTERNATIONAL PERSPECTIVE

The unprecedented humanitarian atrocities committed during World War II, resulted in establishment of the United Nations in the year 1945 in order to promote international peace and for reduction of possibilities of further wars. One of the primary aims of the new organization was to articulate an intellectual and legal framework that would support the observance of human rights among member states and promote a culture of human rights throughout the world.[8]The signing of the UN Charter marked the formal realization that human rights are a matter of international concern. The evolution of the concept of human rights has been the single most remarkable feature of the international law since 1945. The concept of protection of human rights against state interference is a post 1945 phenomenon.

In order to promote these avowed goals, the *United Nations Declaration of Human Rights* (UDHR) was adopted by the United Nations on 10 December 1948.[9] UDHR was presented in the United Nations as a non-binding statement of rights, the first stage towards achievement of human rights. UDHR is often referred to as the contemporary *magna carta* of rights. Though the Declaration in not legally binding on the member states but has achieved a considerable authority as a guiding principle for most of the member states and for other international instruments as far as protection and achievement of human rights is concerned. UDHR is not a mere resolution passed by General Assembly of United Nations rather it has the sanctity of the Charter. UDHR is the cornerstone of all the human rights activities undertaken by the United Nations and has inspired and paved way for more than seventy human rights treaties applied either at the global or regional level.[10] The rules contained in the Declaration have now attained the status of international customary law.

UDHR remained the most important general human rights instrument until 1966 when both the *International Covenant on Civil and Political Rights (ICCPR)* and the *International Covenant on Economic, Social and Cultural Rights (ICESCR)* were introduced. Collectively, the three are

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[8]Brendan D. Kelly ' Mental health, mental illness, and human rights in India and elsewhere: What are we aiming for?' (2016) 58(Suppl. 2): S168–S174 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5282611/> accessed 02 Nov 2022

[9]United Nations, Universal Declaration of Human Rights (UDHR), (10 Dec 1948) G.A. Res. 217A(III) <https://www.un.org/en/about-us/universal-declaration-of-human-rights> accessed 03 Nov 2022

[10] *Id.*

known as the 'International Bill of Rights'. Each of these instruments enumerates specific human rights in an individual.

Right to health has been identified as a basic human right under the international bill of rights, though the right to mental health has not been mentioned in any of the instruments forming the international bill of rights but the same has been interpreted to be forming the part of general right to health as will be illustrated in this section. Also the aspect of right of mentally ill people has been addressed from the view of *Convention on the Rights of Persons with Disabilities*. This section shall deal with the aspect of mental health from a human rights perspective.

Human Rights

Human rights are the rights which are available to all human merely by virtue of them being humans; these rights are not granted by any state but are fundamental to the very existence of human beings. There are different theories and concepts of human rights, amongst other things, on natural law, legal positivism, Marxism, justice and human dignity, as well as on equality of respect and concern. [11] This has resulted in lack of clarity as to the origin of human rights and consequently there is no definition of human rights. Most human rights instruments adopt a theory that human rights derive from 'the inherent dignity of human person'[12] and assume that human rights pre-exist their legal formulation. The preamble of CESCR states:

> *'Human Rights are fundamental, inalienable and universal entitlements belonging to individuals and, under certain circumstances, groups of individuals and communities. Human rights are fundamental as they are inherent to the human person…human rights are timeless expressions of fundamental entitlements of the human person.'[13]*

Over a period of time there has been an increasing application of human rights in matters related to health, discrimination, violence, sex and sexuality, privacy and protection of fundamental

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[11] J. Shestack, '*The Jurisprudence of Human Rights' (*Oxford, Clarendon, 1984) ch 3.

[12] United Nations, *International Covenant on Economic, Social and Cultural Rights* (ICESCR) (16 Dec 1966) <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights > ; United Nations*, International Covenant on Civil and Political Rights* (ICCPR) (16 Dec 1966) G.A. Res. 2200A (XXI) <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil-and-political-rights> , preambles, see also UDHR preamble and Art 1.

[13]International Covenant on Economic, Social and Cultural Rights, Dec. 16, 1966 993 U.N.T.S. 3 [hereinafter ICESCR].

freedoms of human. As a result of this there was a rapid development of human rights and other related rights in the areas related to mental health and rights of mentally ill people.

Human rights are codified both in international and regional treaties, these agreements or treaties are given effect to by the municipal laws and sometimes by the constitutions of individual states as well. These municipal laws and at times international treaties (even in absence of the municipal laws) are interpreted and given effect to by the Courts in these states. These municipal laws can have either positive or negative impact on any matter so codified by the international laws. In a positive sense these may provide for comprehensive medical care, increased rights to person with disabilities, create awareness about mental health issues etc, in a negative sense they may create hurdles in attainment of mental health care by not identifying mental health as a part of 'health', by not extending social benefits to mentally ill, by not treating mental illness at par with physical illness such as discriminatory insurance policies.

Mental Health and Human Rights

The UDHR provides that "*all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood*"[14] Article 2 of the Declaration stresses upon universality of the Rights enumerated in it, it states thus, "*everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status*."

The rights enumerated in the Declaration shall necessarily have universal application and shall be available to all without any distinction because in the past several declarations of rights has been interpreted in a way so as to exclude certain groups be it mentally ill or sexual minorities and consequently has resulted in grave perpetuation of injustice on those groups. While mental health does not find mention in this article but it is to be included in the phrase 'other status' mentioned in the article. What was implicit in this article was made explicit by the UN in 1991 in *Principles for the Protection of Persons with Mental Illness and the Improvement of Mental Health Care* :

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[14] UDHR, art. 1

"Every person with a mental illness shall have the right to exercise all civil, political, economic, social and cultural rights as recognized in the *Universal Declaration of Human Rights*, the *International Covenant on Economic, Social and Cultural Rights*, the *International Covenant on Civil and Political Rights*, and in other relevant instruments, such as the *Declaration on the Rights of Disabled Persons and the Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment*"[15]

An important right in reference to mentally ill is enumerated article 3 of the Declaration which provides for "*right to life, liberty and security of person*"[16], as involuntary care and consequent detention of people with mental illness is extremely common[17] and the need to respect the right to liberty and other freedoms at par with all human beings was stressed in the *Principles for the Protection of Persons with Mental Illness and the Improvement of Mental Health Care*. Other principles enumerated in the same are as follows:

- All people are entitled to receive the best mental health care available and be treated with humanity and respect

- There should be no discrimination on the grounds of mental illness. All people with mental illness have the same rights to medical and social care as others

- Everyone with mental illnesses has the right to live, work, and receive treatment in the community, as far as possible

- Mental health care should be based on internationally accepted ethical standards

- Each patient's treatment plan should be reviewed regularly with the patient

- There shall be no misuse of mental health skills and knowledge

- Medication should meet the health needs of the patient and shall not be administered for the convenience of others or as a punishment

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[15] *United Nations. Principles for the Protection of Persons with Mental Illness and the Improvement of Mental Health Care. New York: United Nations, Secretariat Centre for Human Rights; 1991.*
[16] UDHR, *art. 3.*
[17] Brendan *Supra* note 10.

- For voluntary patients, no treatment should be administered without informed consent, subject to some exceptions (e.g., patients with personal representatives empowered by law to provide consent)

- For involuntary patients, every effort should be made to inform the patient about treatment

- Physical restraint or involuntary seclusion should be used only in accordance with official guidelines

- Records must be kept of all treatments

- Mental health facilities must be appropriately structured and resourced

- An impartial review body should, in consultation with mental health practitioners, review the cases of involuntary patients.

The 1991 statement of principles was important not only on the count of it being an acknowledgement of the rights of person with mental illness but also because it was a document which would go a long way in extending the same rights which are available to all and for prevention and alleviation of hardships which they suffer silently.

UN imposes obligations on UN and the member states to, inter alia, and promotes human right and solutions to 'international…health…problems'.[18] This explicit mention to the promotion of solutions to international health problems which obviously includes mental health problems was made on the premise that medicine is one of the pillars on which the international peace rests.[19]

Thus, in1946 the WHO, an international organsiation of states, was established as a specialized agency of the UN on the premise that health is essential to international peace and security.[20]

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[18] Charter of the United Nations, 24 Oct 1945, 1 UNTS XVI [hereinafter UN Charter], Art 55 b (emphasis added)
[19] World Health Organisation [hereinafter WHO], *The First Ten Years of the World Health Organisation (*Geneva WHO, 1958) 38
[20] R Scruton, *'WHO, What and Why?' Trans-National Government, Legitimacy and the WHO*, (1 Mar 2000) Occasional Papers 113 (London, Institute of Economic Affairs 2000)

According to the WHO Constitution[21], which is binding on all states as a multilateral treaty, the 'right to health' is a 'fundamental right'. Thus, the preamble of the WHO Constitution sates thus,

> *'Health is a state of complete physical, **mental** and social well-being and not merely the absence of disease or infirmity.*
>
> *The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.'[22]*

Article 1 of the WHO Constitution provides for the objective for which the WHO was established and states that the objective of WHO shall be the '*attainment of the highest possible level of health',* which undoubtedly includes the highest attainable level of mental health. Though the definition of health adopted by WHO is often criticized on the count that the definition so adopted and indicated in the preamble is too vague and broad to be of any use, as it is impossible for any state to ensure complete physical, mental and social well-being for its population.[23] But what must be stressed here is that this definition is not broad or vague on all aspects, rather it is 'the social well being' which still remains unclear and has not been clarified in the practice of WHO. The concept of 'well being' under the WHO Constitution remains largely impossible because of the fact that it presumes complete well being of all the people in a state's jurisdiction without taking into consideration various factors which might affect health of a person including genetics over which state has no control. This is the reason because of which the later conception of being healthy or health was limited to the 'highest attainable standards of health' rather than WHOs complete mental physical and social well being.[24] Thus, it must here be understood that international body of human rights guarantees either through its own enforcement mechanism or through imposing obligations on member states, the highest attainable standards of mental health.

WHO as a body was established to '*to act as the directing and co-ordinating authority on international health work'* with a mandate to '*to propose conventions, agreements and*

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[21] *Constitution of the World Health Organisation*, 7 Apr 1948, [Off. Rec. Wld Hlth Org., 2, 100] <https://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf?ua=1>

[22] *Id.*

[23] J Boyle, '*The Concept of Health and Right to Health' (1997)* 3 Social Thoughts 5

[24] United Nations, Draft International Covenants on Human Right, A 2929(1 July 1995) 320 ¶ 34

regulations, and make recommendations with respect to international health matters', but sadly enough WHO has largely abstained from any of these functions[25] and has functioned largely as an advisory body for the member states, considering the aspect of human rights to be a political question and not anyhow related to right to health be it mental or physical.[26]

These drawbacks as has been identified in the definition of health under the Constitution of WHO were ratified in the ICESCR. The right to health is enumerated in article 12 of ICESCR and states thus, "the States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health." This right is couched in extremely exhaustive words and contains "the fullest and most definitive conception of the right to health."[27] It protects the right to highest attainable standard of physical and mental health, which is recognized as a human right in several international and regional human rights instruments.[28] This also underlines the fact that ICESCR makes no distinction between the right to physical health and the right to mental health and includes both in conception of right to health.

General comment no. 14 of the Committee on Economic, Social and Cultural Rights mentions health is a fundamental human right indispensible for the exercise of other human rights.[29] The realization of the right to health can be pursued using several complementary approaches such as implementation of health programmes developed by World Health Organisation, formation of new policies on health or through legal instruments in a municipal setting. [30]

The right to mental health contains both freedom and entitlements. The freedom to have control over one's body, right to be free from interference, such as the right to be free from torture and non-consensual medical treatment and experimentation. The entitlements on the other hand

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[25] One notable exception is this regard is the making of *WHO Framework on Tobacco Control* adopted during 56th WHA (May 2008)

[26] K Tomasevski, '*Health*' in O Schachter and C Joyner, UN Legal Order, Vol. 2 (Cambridge, Cambridge University Press, 1995) 859-906

[27] A Chapman, '*Conceptualising the Right to Health: A Violations Approach'* (1998) 65 Tennessee Law Review 398, 397.

[28] MANISULI SSENYONJO, ECONOMIC, SOCIAL AND CULTURAL RIGHTS IN INTERNATIONAL LAW 3 (2016) (ebook).

[29] Comm. on Economic, Social and Cultural Rights, General Comment No. 14, on its Twenty- Second Session, U.N. Doc. E/C.12/2000/4 (2000) [hereinafter General Comment No. 14] ¶ 1.

[30] *Id.*

include a right to a system of mental health protection which provides equality of opportunity for people to enjoy the highest attainable levels of mental health. [31]

A similar formulation to ICESCR can be found in the *Convention on the Rights to Child*,[32] *the African Charter*,[33] *the African Charter on the Rights and Welfare of the Child*[34] and the *Protocol of San Salvador* provides that:

> *Everyone shall have a right to health, understood to mean the enjoyment of the highest level of physical, mental and social well being.* [35]

The Covenant uses the expression 'recognise the right of everyone to highest attainable standards of physical and mental health' but the questions which loom large on this sentence is who will set the highest attainable standards of health? Is this right to be made available to an individual, to a community or the nation at large? How are the levels of highest attainable standards to be judged? To what extent the developed nations shall make available the innovations and medical technologies and treatments widely available? These and many other questions has been asked by several jurists and in absence of any answer they have argued that right to health under ICESCR is vague and imprecise.[36]

Nonetheless the right to health guaranteed under ICESCR uses an all inclusive language to include within its ambit everyone without any distinction as to gender, place of birth race, nationality, socio-economic status etc. Similarly *Convention on Elimination of All forms of*

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[31] *Id.*

[32] Convention on the Rights to Child, UN Doc A/Res/44/25 (1989), Art 24(1) States Parties recognizes the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

[33] AFRICAN (BANJUL) CHARTER ON HUMAN AND PEOPLES' RIGHTS, OAU Doc. CAB/LEG/67/3 rev. 5, 21 I.L.M. 58 (1982), Art 16 (1) Every individual shall have the right to enjoy the best attainable state of physical and mental health.(2) States parties to the present Charter shall take the necessary measures to protect the health of their people and to ensure that they receive medical attention when they are sick.

[34] African Charter on the Rights and Welfare of the Child, OAU Doc. CAB/LEG/24.9/49 (1990), Art. 14 (1) Every child shall have the right to enjoy the best attainable state of physical, mental and spiritual health.

[35] Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social, and Cultural Rights : "Protocol of San Salvador" : Signed at San Salvador, El Salvador, on November 17, 1988, at the Eighteenth Regular Session of the General Assembly. p. ; cm. (OAS. Official records ; OEA/Ser.A/44) (Treaty Series ; no.69). Art 10(1)

[36] Tomasevski *supra 28*, 859-905

Discrimination against Women[37] assures right to health including the right to mental health to women at par with men. Art. 12 of CEDAW states thus-

> *'States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.'*

A precursory reading of all the rights recognized/guaranteed under different international instruments make sit amply clear that right to health 'undisputedly' can never be achieved without attaining mental health, that all these instruments treat or try to place mental health at equal pedestal to that of physical health, that the right to health including the right to mental health shall be available to all without any distinction or discrimination. In the next section however, an attempt is made to elucidate the true condition of mental healthcare when placed in juxtaposition to physical healthcare.

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[37] Convention on the Elimination of All Forms of Discrimination against Women, 3 Sep 1981, U.N. G.A. Res. 34/180 [hereinafter CEDAW]

HISTORICAL BACKGROUND OF MENTAL HEALTHCARE SYSTEM IN INDIA 〜

REFERENCES OF MENTAL WELL-BEING AND MENTAL ILLNESS IN ANCIENT INDIAN TEXTS

The earliest references to mental health and happiness are found in Vedas, the most ancient Indian texts. In Vedas, the mind is conceived as the functional element of Atman (soul which is self). *Rigveda* (chapter 1) captures the curiosity for methods of mental happiness, prayers for mental happiness and methods of increasing *medha* (intelligence). There are many instances in *Rig Veda* and *Yajur Veda* where various states of mind have been described along with mental illness and their cure through *Bheshaj* (medicines) and prayer to the God by mantras (psychotherapy), for example, brief description of Psychosis and its treatment through the above mentioned method is also given. Vedas also capture treatment of aggression (Anger), epilepsy and sleep disorders, and prevention of mental disorder by *Yam, Niyam, Asan,* and *pranayam.*[38] Major classification of disease (*Atharvaveda*) is as follows:
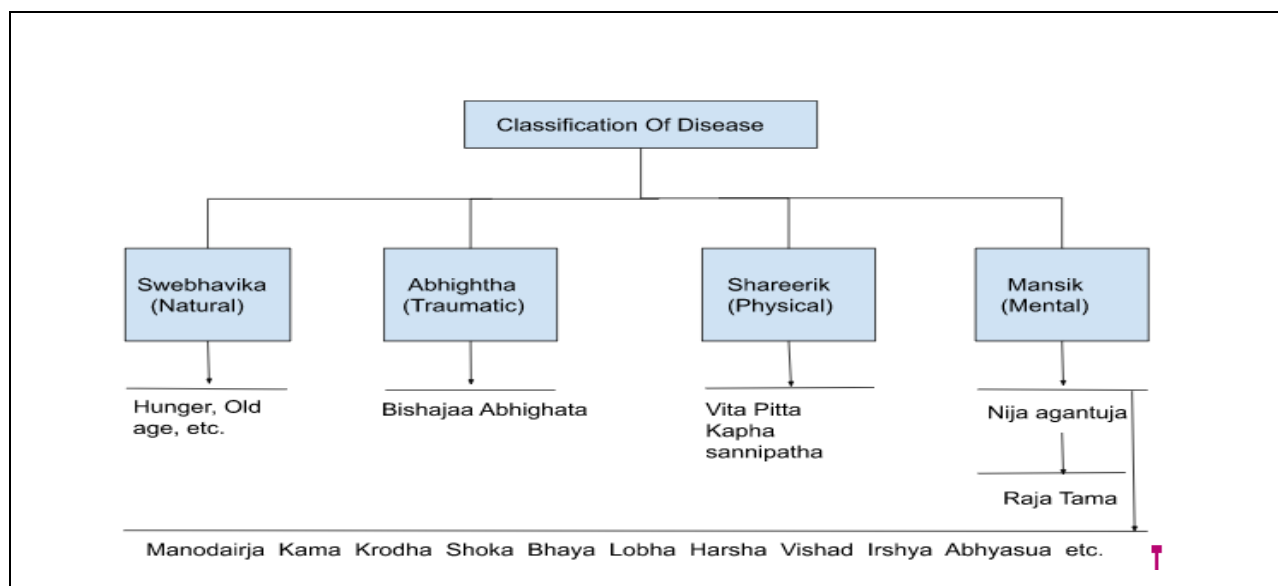
Way before Hippocrates (460 - 370 BC) gave his humoural theory of illness. *Charak Samhita* (1400 BC) and *Sushrut Samhita* (1500 BC) described mental disorders according to trigunas - the *satva, raj* and *tarn* and *tridoshas* - the three humours in the body *vat, pitta, kapha*. Classification of mental disorders based on exogenous and endogenous factors *trigunas*, and *tridoshas* has been

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[38] Sharma Madan Mohan (1998) *The concept of mind is vedas, souvenir,* ANCIPS-WPA, Jaipur. 4-8, pp 35-40

very systematically done in the ancient Ayurvedic text. Ayurveda derives its root from *Atharvaveda*. The classification is as follows:

1. *Nijmanas rog* (endogenous mental illnesses).

2. *Agantujmanas rog* (exogeneous mental illnesses). *Nijmanas rog* has been further divided into -
   (a) *Manas Dosh Janya* caused by psychological factors
   (b) *Sharir Doshanubandh Janya* caused by physical illnesses.

These literature not only describe neurotic and psychotic disorders but there's also mention of psychosomatic / somatoform disorders (which is the presence of physical symptoms without any traceable physical cause/injury). Elaborate description of sleep disorders, alcohol and other intoxication, unconsciousness, six types of UNMAD (*vataj, pittaj, kaphaj, sannipataj, adhij, vishaj*), epilepsy, brain fever are available along with various strategies of management.

Major mental disorders have been described based on aetiological factors, various stages of illness, their signs and symptoms. Eighteen principles of treatment of mental disorders have been described of which eleven are psychotherapeutic and behavioural (psychological principles and yogic techniques) and seven principles are related to Shatkarma and medicinal management (Ayurvedic techniques and plant based medicines).

LEGISLATIVE HISTORY PRE AND POST INDEPENDENCE

The British had a considerable influence on India's mental health laws throughout the 1900s. The purpose of the Lunatic Removal Act of 1851 was to make it easier for mentally ill British criminals to return home. Three more pieces of legislation were introduced in 1858: the Indian Lunatic Asylum Act, the Lunacy (Supreme Courts) Act, and the Lunacy (District Courts) Act. The Military Lunatic Act was added to these in 1877. The Indian Lunacy Act, which primarily referenced the English Lunatics Act, 1845, merged these pieces of legislation in 1912. A modern mental health statute was prepared soon after India gained independence in 1947, but it took more than 35 years for this law to be passed, eventually becoming the Mental Health Act, 1987. Since several of the provisions in this law were over 35 years old and the way mental health services are provided has changed dramatically since they were first introduced, there have been questions regarding the legislation's content. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) was ratified by India in 2007, which gave the legislation even

more of a push to be updated. Due to the magnitude of the changes required, the CRPD's demands necessitated replacing current law rather than simply amending it. Due to the inclusion of mental illness in the CRPD's definition of disability, the passage of the Rights of Persons with Disabilities Act, 2016, has a significant impact on people with psychosocial disabilities as well. The Mental Healthcare Act of 2017 went into effect in 2018.[39] The detailed analysis of the legislative history is discussed in the later part.

Despite the fact that King Ashoka's reign is where Indian psychiatry's historical roots can be found, spirituality has always played a significant role in understanding and treating mental problems in India. It is notable that descriptions of mental health have taken into account human rights even in the early days of contemporary psychiatry in India. This part analyses the historical perspective of the mental healthcare in India.

Developments during the early 1900s

The Indian Lunacy Act of 1912 formally executed the 1906 plan for the centralised oversight of all asylums. A manual for superintendents of mental hospitals was created in 1930[40], and an association of medical superintendents of mental hospitals was also founded. This guidebook outlined the care, administration, and treatment processes as well as the responsibilities of various staff levels.

Mapother's Report of 1938

The Mapother's report is seen as a crucial step in clarifying the requirements for India's mental hospitals. In this study, the psychiatric services in India and London were compared. This research made clear the divergent viewpoints on the hypothetical situation involving mental health. This report described that in India, there are 130,000 mental beds compared to 1200 in London.[41] In London, 5 out of 8 beds were for people with mental illnesses, compared to only 1 out of 7 in India. The psychiatric facilities were significantly overcrowded, it was observed. For instance, Yerawada had a 29% overpopulation rate and Madras had a 93% overpopulation rate.

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[39] Richard M. Duffy & Brendan D. Kelly, India's Mental Healthcare Act, 2017, *Springer*, https://link.springer.com/chapter/10.1007/978-981-15-5009-6_4
[40] D Nagaraja & Pratima Murthy, Mental Healthcare and Human Rights, National Institute of Mental Health and Neuro Sciences
[41] G. Venkatasubramaniam, Human Rights initiatives in Mental Healthcare in India: Historical perspective, http://wbfmh.org/pdf/Human%20rights%20initiatives%20in%20mental%20health%20care%20in%20India%20historical%20perspectives.pdf

In the mental hospital in Agra, there were 123 deaths per 1000 patients per year as a result of overcrowding. According to Mapother, "indifference was frequently listed as a cause,[42] Mapother advocated a comprehensive programme for re-organization of the mental health services in India which included the set up of visiting committees, short treatments lasting for a month, improvements of conditions for chronic patients, well trained staff and mental health services, introduction of social workers in mental hospitals, etc.

Moore Taylor's Report

Col. Moore Taylor, the superintendent of the European Mental Hospital in Ranchi and a member of the *Bhore Committee* for Health Survey and Development, was tasked with surveying mental hospitals in 1946.[43] The government was responsible to improve mental health services as per the recommendations of the report. The government should "take stock, revamp its resources, and reset its direction for the next 30 years," according to Taylor. His report was based on his observations of 19 mental institutions. Many of Taylor's observations agreed with Mapother's earlier findings. The Moore Taylor Report's recommendations were as follows:

- Adequate staffing;
- Post-graduate training courses with sufficient emphasis on prophylaxis and prevention in accordance with the principles of contemporary preventive medicine;
- Uniformity in undergraduate training in psychiatry;
- Mental hospitals should be teaching institutions and attached to medical colleges;
- Need for a mental health service, with improvement in the status, pay, and conditions of employees;[44]

Bhore and Mudaliar Committees, 1962

The Bhore Committee classified mental illnesses into two categories: mental disorders and mental deficiencies. Mental illness can be inherited or acquired, and very frequently it is both. Mental disorders can affect anyone at any age, though they may manifest in different ways depending on the age. Most of them are treatable using contemporary techniques. On the other hand, mental disability is attributed to a hereditary or congenital defect or to some. The current

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[42] Id.

[43] Bhore Committee 1946, https://www.nhp.gov.in/bhore-committee-1946_pg

[44] Ravi Duggal, Bhore Committee (1946) and its relevance today, https://link.springer.com/content/pdf/10.1007/BF02750917.pdf

state of affairs in India, according to the Bhore Committee, was considered utterly unacceptable. According to the committee, the high rate of mental breakdown in India is caused by prolonged famine or under-nutrition, tropical fevers, anaemia, and repeated births in women who are unsuitable to be mothers. According to the Mental Health Care and Human Rights study, roughly 800,000 beds were needed at the time to accommodate the mentally ill. For these patients, there were just a little over 10,000 beds available at the time. Given India's inadequate mental health care system, the Bhore Committee released the following recommendations, which can be summarised as follows:

- Establishing a mental health organisation as a part of the organisations under the Provincial Directors of Health Services and the Director General of Health Services at the Center;

- Improving the 17 mental hospitals that were at that time in British India;

- Establishing two new institutions during the first five years and five more during the following five years; and

- Providing facilities for training in mental health for medical professionals in India and abroad.

In the upcoming ten years, the Mudaliar Committee[45] envisioned the creation of mental facilities in every district hospital. All medical colleges are required by the Medical Council of India to establish psychiatry departments.

Reviewing historical perspectives on mental health-related human rights activities reveals that the protection of the human rights of the mentally ill has remained a top priority. These analyses have exposed the shortcomings in the outdated and current mental health system, but they have also made crucial recommendations to fill these gaps.

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[45] Mudaliar Committee, 1962, National Health Portal of India, https://www.nhp.gov.in/mudaliar-committee-1962_pg

LEGISLATIVE DEVELOPMENT OF MENTAL HEALTHCARE IN INDIA

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│   INDIAN LUNACY ACT, 1912   │
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│   MENTAL HEALTH ACT, 1987   │
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│   MENTAL HEALTHCARE ACT,    │
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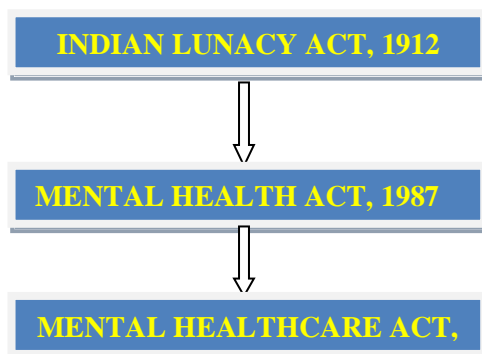
(Legislative Development of the Mental Healthcare system in India)

The original purpose of mental health laws was to protect the public by isolating dangerous patients from it The human rights movement, advancements in medical technology for diagnosing and treating mental disorders, the World Health Organization's (WHO) definition of "health," and approaches to promoting, preventing, curing, healing, and rehabilitating people with disabilities have all contributed to a paradigm shift away from institutional care and toward community care are some of the reasons by which paradigm shift from custodial care to community care has occurred. This shift has given a new perspective to the care of mental disorders and has led to the review of mental health legislations worldwide. Discrimination and stigma may impact access to adequate treatment and care as well as other areas of life, including employment, education, marriage and shelter. The inability to integrate into society as a consequence of these limitations can increase the isolation experienced by an individual, which can, in turn, aggravate mental disorder.[46]

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[46] Suresh Bada Math, Mental Health Act (1987): Need for a paradigm shift from custodial to community care, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3103146/#CIT4

MENTAL HEALTH ACT, 1987

MHA (1987) came into force in 1993, replacing the Indian Lunacy Act, 1912. MHA (1987) is divided into 10 chapters consisting of 98 sections. It provided for the establishment of Central/State Mental Health Authority to regulate and supervise the psychiatric hospitals/nursing homes and to advise Central/State Governments on Mental Health matters, role of Police and Magistrate to deal with cases of wandering person with mental illness, etc. The MHA, 1987 has received criticism from the beginning despite having several great qualities. It is alleged that its primary concerns are with the legal processes for licencing persons with mental illness, controlling admittance, and dealing with guardianship issues. This Act does not adequately address the said issues relating to human rights and the provision of mental health care.

Why the 1987 Act was amended?

The 1987 Act was repealed through the Mental Health Care Bill, m2013 after incorporating the recommendations of 74th report of **the Department Related Parliamentary Committee on Health and Family Welfare on the Mental Health Care Bill, 2013.** The amendment of the MHA (1987) was considered very because of two landmark developments. At the national level most exemplary amendments into the Protection of Human Rights Act of 1993 and the definition of 'Human Rights' and 'International covenants' have led to the broader concept of human rights which is enforceable in Indian judiciary.[47] At the International level, the most wanted ratification of the Convention on Rights of Persons with Disability in October 2007[48] has further strengthened the need for amendments in MHA 1987.

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[47] *National Human Rights Commission (NHRC)* Available from: *http://nhrc.nic.in/*, accessed on February 4, 2010.
[48]*Convention on Rights of Persons with Disability (CRPD)* Available from: *http://www.ohchr.org/EN/HRBodies/CRPD/Pages/Convention.aspx*, accessed on February 4, 2010.

ANALYSIS OF THE MENTAL HEALTHCARE ACT, 2017

Introduction

The Mental Healthcare Act, 2017 (hereinafter referred as "MHA, 2017") was passed by Lok Sabha in a unanimous decision which was passed in Rajya Sabha on August 2016. MHA, 2017 defines "*mental illness*" as a substantial disorder of thinking, mood, perception, orientation, or memory that grossly impairs judgment or ability to meet the ordinary demands of life, mental conditions associated with the abuse of alcohol and drugs.[49] It received the assent of President of India in April 2017 and came into effect on April 7, 2018. The main objective of the Act is to provide for mental healthcare and services for persons with mental illness and to protect, promote and fulfill the rights of such persons during delivery of mental healthcare and services and for matters connected therewith or incidental thereto.[50] It replaced the earlier-enacted Mental Health Act of 1987 which had received harsh criticism for failing to respect the rights of someone who was mentally ill and opening the door to isolating such dangerous patients.

The MHA, 2017 intends to give people with mental illnesses access to mental healthcare services. It guarantees that these people have the right to live with dignity by protecting them from harassment and discrimination. This Act makes mental health services more widely accessible. The Act is well designed to guarantee that services are easily available, reasonably priced, and of high quality. Additionally, it requires that mental health services be built and made accessible in each and every region of the nation.[51]

Analysis of significant provisions of the Act

Definition of Mental Illness

Section 2(s) of the MHA, 2017 defines mental illness a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behavior, capacity to recognize reality or ability to meet the ordinary demands of life, mental conditions associated with the abuse of alcohol and drugs, but does not include mental retardation which is a condition of arrested or incomplete development of mind of a person, specially characterized by sub

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[49] Section 2(s) of the Mental Healthcare Act, 2017.
[50] *Preamble* to the Mental Healthcare Act, 2017.
[51] Abhishek Mishra & abhiruchi Galhotra, *Mental Healthcare Act, 2017: Need to wait and Watch*, Int J Appl Basic Med Res. (2018), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5932926/> (accessed 12 Nov 2022)

normality of intelligence.[52] The definition of mental illness under the Act as has been discussed upon by researchers seems restrictive as Going entirely by this definition, disorders like conversion disorder, phobia, panic disorders and personality disorders which are mental illnesses as per international classification of diseases (ICD 10), get excluded. Further adding to the confusion is the section 2 of MHCA 2017 which states that the determination of mental illness is as per national or international guidelines like ICD or Diagnostic and statistical manual (DSM).[53] So there is a dilemma whether to follow the definition of MHCA 2017 or ICD 10.[54] Furthermore the definition does not regard mental retardation, a condition of arrested or incomplete development of mind of a person, specially characterized by sub normality of intelligence, as mental illness.[55]

Determination of Mental Illness

As stated earlier and as per Section 3 of the MHA, 2017 Mental illness shall be determined in accordance with such nationally or internationally accepted medical standards (including the latest edition of the International Classification of Disease of the World Health Organisation) as may be notified by the Central Government. The main feature of this provision is that it prohibits the determination of mental illness on the basis of political, economic or social status or membership of a cultural, racial or religious group, or for any other reason not directly relevant to mental health status of the person, etc.

Rights of persons with mental illness

The most significant feature of the 2017 Act is the several rights which are guaranteed to the persons with mental illness broadly under Chapter V of the Act. Under the Act every person shall have the right to use services for mental healthcare. Such services must to be of a high standard, practical, reasonable, and available. Additionally, this law aims to safeguard these people from cruel treatment, give them access to free legal services, protect their privacy when it comes to their medical records, and give them the right to complain if any in case of deficiency

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[52] Id.

[53] Section 3 of the Mental Healthcare Act, 2017.

[54] Sireesha Srinivas Rao, *The mental health care act 2017: A critical review*, <https://www.ipinnovative.com/media/journals/TJP-4-2-55-56.pdf> (accessed 15 Nov 2022)

[55] Sonal Joshi, *Highlights of the Brand New Mental Healthcare Act, 2017*, <https://www.mondaq.com/india/healthcare/805694/highlights-of-the-brand-new-mental-healthcare-act-2017 > (accessed 2 Nov 2022)

to the medical officer or mental health professional in charge of the establishment.[56] The preeminent rights which are enshrined in the Act are as follows: -

- **Right to make an Advance Directive: -** Section 5 of the Act provides for the right of a mentally ill person who is not a minor to make an advance directive in writing on how they want or do not wish to be treated for a mental illness. Furthermore the person can nominate his representative in order of precedence in an advance directive. This instruction needs to be approved by a medical practitioner. An advance directive made under the provision shall be invoked only when such person ceases to have capacity to make mental healthcare or treatment decisions and shall remain effective until such person regains capacity to make mental healthcare or treatment decisions.[57] It shall be the duty of every medical officer in charge of a mental health establishment and the psychiatrist in charge of a patient's care are required to suggest or provide therapy to a patient with a mental illness in accordance with his or her valid advance directive.[58] Furthermore an advance directive made by the person may be revoked, amended or cancelled by the person making it.[59]

- **Right to access Mental Healthcare: -** According to Section 18 of the Act, every person shall have a right to access mental healthcare and treatment from mental health services run or funded by the appropriate Government. The right to access mental healthcare and treatment shall mean the provision of such services without regard to gender, sex, sexual orientation, religion, culture, caste, social or political beliefs, class, disability, or any other basis, at a reasonable cost, in a sufficient quantity, geographically accessible, without discrimination on the basis of such factors, and in a manner that is acceptable to those who are experiencing mental illness as well as their families and caregivers. The appropriate government has to ensure the guarantee of the provision under the Act.

- **Right to Community Living:** - Section 19 of the Act ensures the right to community living of a mentally ill person. It provides that every person with a mental illness has the following rights: (a) to live in, participate in, and not be excluded from society; and

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[56] Section 28 of the Mental Healthcare Act, 2017.
[57] Section 5(3) of The Mental Healthcare Act, 2017.
[58] Section 10 of The Mental Healthcare Act, 2017.
[59] Section 8 of The Mental Healthcare Act, 2017.

(b) to not be kept in a mental health establishment solely because he lacks a family or is not accepted by his family, is homeless, or because there are no community-based facilities available.

- **Right to protection from cruel, inhuman and degrading treatment: -** Every person with a mental illness shall have a right to live with dignity under the Act.[60] In **Francis Coralie Vs Union of Delhi**[61], it was held that the right to life does not mean a mere animal-like existence but a more meaningful life, a life of physical and mental integrity. The provision further guarantees the basic rights to a mentally ill person such bas right to live in safe and hygienic environment, to have adequate sanitary conditions, to privacy, to have reasonable facilities for leisure, recreation, education and religious practices, to have adequate provision for wholesome food, sanitation, space and access to articles of personal hygiene, in particular, women's personal hygiene be adequately addressed by providing access to items that may be required during menstruation, etc.

- **Right to equality and non- discrimination: -** Section 21of the Act provides that every person with mental illness shall be treated as equal to persons with physical illness in the provision of all healthcare which shall include non discrimination on any basis including gender, sex, sexual orientation, religion, culture, caste, social or political beliefs, class or disability, emergency facilities and emergency services for mental illness shall be of the same quality and availability as those provided to persons with physical illness, same living health conditions in health establishments, etc.

- **Right to information**[62]**: -** A person with mental illness and his nominated representative shall have the rights to information of the criteria and the provision under which a mentally ill person is being admitted, of his right to make an application to the concerned Board for a review of the admission, the nature of the person's mental illness, information about treatment and its side effects, etc. such information must be in the language which is understandable by such mentally ill person or the person receiving such information.

- **Right to Confidentiality: -** Section 23 of the Act provides that a person with mental illness shall have the right to confidentiality in respect of his mental health, mental

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[60] Section 20 of The Mental Healthcare Act, 2017.
[61] (1981) 1 SCC 608
[62] Section 22 of The Mental Healthcare Act, 2017.

healthcare, treatment and physical healthcare. It is the duty of all healthcare professionals under the Act that the information of person with mental illness is kept confidential

- **Right to access medical records: -** All persons with mental illness shall have the right to access their basic medical records as may be prescribed.[63] Such records can be withheld by the medical health professional in case such disclosure would result in serious health harm to the person with mental illness or there exists likelihood that such disclosure would cause harm to other person.

- **Right to personal contacts and communication: -** A person with mental illness who has been admitted to a mental health facility has the right to refuse or receive visitors, as well as to refuse or receive and make phone or mobile phone calls at appropriate hours in accordance with the policies of that facility.[64]

- **Right to legal aid: -** Section 27 of the Act provides that a person with mental illness shall be entitled to receive free legal services to exercise any of his rights given under the Act. It is the responsibility of the magistrate, police officer, person in charge of such a custodial institution as may be prescribed, medical officer or mental health professional in charge of a mental health establishment to inform the person of this right and provide contact information for the availability of services.

Duties of Appropriate Government

- **Promotion of Mental Health Programmes and Mental Health Awareness: -** The appropriate Government is duty bound as provided under Section 29 to plan, design and implement programmes for the promotion of mental health and prevention of mental illness in the country. It is to be ensured by the appropriate government that the provision of the Act are given wide publicity, police officers and other officers of the appropriate Government are given periodic sensitisation and awareness training on the issues under this Act.[65]

- **Measures as regard to human resource development and training: -** The appropriate Government have duty to take appropriate measures to address the human resource requirements of mental health services in the nation through the planning, development,

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[63] Section 25 of the Mental Healthcare Act, 2017.
[64] Section 26 of the Mental Healthcare Act, 2017.
[65] Section 30 of the Mental Healthcare Act, 2017.

and implementation of educational and training programmes in cooperation with higher education and training institutions, to increase the number of human resources available to deliver mental health interventions and to improve the skills of the available human resources to better meet the needs of persons with mental illness.[66]

Central Mental Health Authority & State Mental Health Authority

According to Section 33 of the MHA, 2017 the Central Government shall, within a period of nine months from the date on which this Act receives the assent of the President shall establish an authority to be known as the Central Mental Health Authority. The Secretary or Additional Secretary to the Government of India in the Department of Health and Family Welfare shall be the *ex officio* Chairperson of the authority. The authority will compile a list of all the medical specialists who should be contacted in case of an emergency, register all the mental healthcare facilities that are under the control of the central government, and fund and oversee the provision of high-quality services for various mental facilities.

Similarly, Every State Government within a period of nine months from the date on which this Act receives the assent of the President shall establish an Authority to be known as the State Mental Health Authority. The authority is responsible to develop quality and service provision norms for different types of mental health establishments in the State, train all relevant persons including law enforcement officials, mental health professionals and other health professionals about the provisions and implementation of the Act, etc.[67]

PROHIBITED PROCEDURES

Only a few practises that seem barbaric and obviously violate human rights are forbidden under the Act. These operations provide the impression that receiving mental healthcare is an utterly gruesome experience, but patients need to be made aware that these procedures are prohibited, that they need not be afraid, and that they should approach the treatment with a positive outlook. These procedures are as follows: -

- Electro-convulsive therapy without the use of muscle relaxants and anesthesia,
- Electro-convulsive therapy for minors,

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[66] Section 31 of the Mental Healthcare Act, 2017.
[67] Section 55 of the Mental Healthcare Act, 2017.

- Sterilization of men or women, when such sterilization is intended as a treatment for mental illness,

- Chained in any manner or form whatsoever.

Decriminalization of Attempt to Suicide

In Section 115(1) of the Act it is provided that notwithstanding anything contained in Section 309 of the Indian Penal Code any person who attempts to commit suicide shall be presumed, unless proved otherwise, to have severe stress and shall not be tried and punished under the said code. Thus the Act decriminalizes suicide attempt by a mentally ill person. It also imposes on the government a duty to rehabilitate such person to ensure that there is no recurrence of attempt to suicide. A person with mental illness shall not be subjected to electroconvulsive therapy (ECT) therapy without the use of muscle relaxants and anesthesia. Furthermore, ECT therapy will not be performed for minors. This demonstrates how the creation of the act has made it possible to provide the sensitive care that must be given to suicide victims who are mentally distressed and unaware of their well-being. The act has made it possible to provide special attention to cases in which the victim attempted suicide due to stress or a mental illness, and it has established provisions through which they can meet the needs of mentally ill or unfit personnel.

Contravention of the provisions of the Act

According to Section 108 of the Act the punishment for violating of provisions under this Act will be imprisonment up to 6 months or Rs. 10,000 one or both. Repeat offenders can face up to 2 years in jail or a fine of Rs. 50,000–5 lakhs or both.

DISTINCTION BETWEEN MENTAL HEALTH ACT, 1987 AND MENTAL HEALTHCARE ACT, 2017

S. No	BASIS	MENTAL HEALTH ACT, 1987	MENTAL HEALTHCARE ACT, 2017
1.	**Definition of Mental illness**	Mental illness as such was not defined. The Act defined 'mentally ill person' as a person who is in need of treatment by reason of any mental disorder other than mental retardation	The present Act broadens the ambit mental illness. It is described in further part.
2.	**Rights of Mentally ill Persons**	The Act provided for the protection of human rights of mentally ill persons and it was limited to right against using mentally ill persons for research, right against cruelty.	The Act enlarges the rights of mentally ill persons while guaranteeing right to equality and non-discrimination, Right to information, right to confidentiality, etc.
3.	**Advance Directive**	No right of Advance Directive under the Act.	The Act provides for right of mentally-ill person to make an advance directive that states how he wants to be treated for the illness during a mental health situation and who his nominated representative shall be
4.	**Licensing requirements of psychiatrists**	Act necessitated stringent and arbitrary licensing requirements for psychiatrists.	The Act provides for the definition of psychiatrist under 2(y) and does away with the arbitrary requirements of

			licensing.
5.	**Mental Health Review Commission and Board**	No such provision	The Act establishes a quasi-judicial body as Mental Health Review Commission that will periodically review the use of and the procedure for making advance directives and advise the government on protection of the rights of mentally ill persons.
5.	**Decriminalising suicide and prohibiting electro-convulsive therapy**	No such provision	The Act provides that a person who attempts suicide shall be presumed to be suffering from mental illness at that time and will not be punished under the Indian Penal Code. Electro-convulsive therapy is allowed only with the use of muscle relaxants and anaesthesia. The therapy is prohibited for minors.

PREMIER GOVERNMENT MENTAL HOSPITALS/INSTITUTES

National Institute for Mental Health and Neuroscience (NIMHANS)

An institution of national significance, the National Institute of Mental Health and Neurosciences (NIMHANS), is administered by the NIMHANS Act of 2012. This centre combines patient care with academic study and cutting-edge research in the areas of mental health and neuroscience. In 1994, the central government designated it as a "Deemed University" in recognition of its remarkable academic position, development, and contributions. NIMHANS received designation as an "Institute of National Importance" in 2012. The Institute for Psychiatric and Neurological Problems provided specialised medical care to 5,63,380 patients from all over the country and the world in the 2019–20 academic year.

Central Institute of Psychiatry (CIP)

The Central Institute of Psychiatry in Ranchi is one of India's top mental health institutions. It provides clinical services for mental and neurological disorders, trains manpower in mental health and carries out research programmes. With bed capacity of 643 its Inpatient admission in 2019 was 4892 and total OPD attendance was 98,789. The services provided by the Institute include clinical care, special clinics including addiction psychiatry, child and adolescent psychiatry, geriatric psychiatry in addition to 20 such clinics, community outreach programmes and emergency services.

Lokopriya Gopinath Bordoloi Regional Institute of Mental Health (LGBRIMH)

LGBRIMH is one of the premier mental and behavioral sciences in the North east Region of India. The institute has been playing an active role in augmentation of human resource and research in the field. The Inpatient care facility comprises 336 beds and has an active outpatient care facility. The institute offers courses in Psychiatry and Psychology under Gaugati University.

In order to augment the existing mental health care manpower in the country, the Government through NIMHANS, Bengaluru, CIP, Ranchi and LGBRIMH, Tezpur, Assam has established a Digital Academy, as a virtual university. Till November 2020, as many as 5253 professionals have been enrolled for training.

PREMIER INSTITUTES IN NEUROSCIENCE

Along with NIMHANS, NBRC and CBR are eminent institutes in the field of neuroscience. These institutions carry out extensive research to comprehend brain functions and the underlying biological causes of mental and behavioural disorders.

National Brain Research Centre (NBRC)

National Brain Research Centre, an autonomous institute funded by the Department of Biotechnology, Government of India, is a premier institute in India dedicated to Neuroscience Research and Education. It has been recognised as an Institution of Excellence by Govt. of India. Scientists and students at NBRC come from diverse academic backgrounds, including biological, computational, mathematical, physical, engineering and medical sciences, and use multidisciplinary approaches to unravel function under healthy and pathological conditions.

Centre for Brain Research (CBR)

The CBR at IISc is a centre that focuses on researching the many facets of how the brain functions. The specific goals of the institution are to find cures for neurodegenerative conditions and diseases that are accelerated by old age, and a better understanding of relative functions of the brain; as well as leveraging the existing understanding of the functioning of the brain to create better models of computing.

Research at CBR represents an integrative approach encompassing genetics, imaging, cognition and computational methods, while bringing together large groups with diverse expertise to address the complex challenges of understanding brain functioning in health and disease. Funded by Pratiksha Trust set CBR also spearheads the GenomeIndia project that is funded by the Department of Biotechnology of the Government of India. In this project, we have brought together 20 Institutions with the goal to carry out whole genome sequencing in order to catalogue the genetic diversity of this country. GenomeIndia is a step towards integrating genetic information into healthcare practice, leading to India specific precision medicine.

MENTAL HEALTH POLICIES IN INDIA

An important and effective instrument for enhancing the mental health of a population is mental health policy. A government statement outlining the ideals, guiding principles, and goals for mental health is known as a mental health policy. It can be implemented at various levels of laws, policies, programmes, and initiatives for mental health. Mental health policy can be a crucial and effective instrument for nations to enhance mental health and lessen the burden of mental diseases if it is developed and executed effectively.

National Mental Health Plan-365 (2013) (MHAP)

The National Mental Health Policy and MHAP-365 were both released at the same time in order to clearly outline the duties and responsibilities of each stakeholder for a specific action. The Union Government, state/union territory governments, local governments like municipalities and panchayati raj institutions, civil society organisations, PWMI, medical and health-care providers, medical colleges, academic and research institutes, and research organisations, educational institutions, private corporate sectors, and lastly, the media are the major stakeholders of the policy. Although the full accomplishment of the complicated objectives may not be possible, MHAP-365 that although the complete attainment of the complex objectives may not be feasible in the short or medium term, it is nevertheless necessary to have directed and coordinated action plans.[68]

National Mental Health Policy, 2014

In its world health assembly (WHA) resolution from 2012, the World Health Organization (WHO) said that "a comprehensive, coordinated response from the health and social sectors at the community level is needed to address the issue of the burden of mental illness." Thus the national mental health policy (NMH Policy) of India, a signatory to it, was introduced in 2014. The WHO's mental health (MH) policy, strategy, and programme from 2005 as well as the UN Convention on the Rights of Persons with Disabilities were both in agreement with the policy (UNCRPD, 2007). Furthermore, it complied with and was backed by current laws like the Mental Healthcare Act (MHCA, 2017), the Rights of Persons with Disabilities Act (RPWD,

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[68]Asian News International (ANI) *Harshvardhan unveils nation's first ever Mental healthpolicy,*<http://in.news.Yahoo.com/harshvardhan-unveils-Nations-first-ever-mental-health-Policy->082212058.html/> 2014, (accessed May 15, 2022).

2016), etc. Prior to the establishment of NMH Policy, India made an effort to address the MH needs of its citizens through the National Mental Health Program (NMHP, 1982) and the District Mental Health Program (DMHP, 1996), with the stated goals of guaranteeing the availability and accessibility of minimal MH care for all, fostering MH knowledge and skills in general healthcare, and fostering community involvement in the development of MH services.

The policy highlighted several intersecting issues (stigma, right-based approach, vulnerable populations, adequate funding, support for families, intersectional coordination, institutional care, promotion of MH, and research), as well as key strategic areas (effective governance and delivery mechanisms for MH; promotion of MH at the level of Anganwadi centers, schools, workplace, etc.; prevention of mental illness and reduction of suicide and suicide attempts; universal access of MH services [family-centric services, increasing the availability of the community-based rehabilitation (CBR) services, assisted living services, etc.]; improved availability of the trained MH human resources in the community; community participation for the MH and development; and research on MH and allied disciplines).

Objectives of the Policy[69]

- To provide universal access to MH care.

- To increase access to and utilization of comprehensive MH services by PWMI (including prevention services, treatment and care, and support services).

- To increase access to MH services for vulnerable groups.

- To reduce the prevalence and impact of risk factors associated with MH problems.

- To reduce the risk and incidence of suicide and attempted suicide.

- To ensure respect for rights and protection from harm of PWMI.

- To reduce the stigma associated with MH problems.

- To enhance availability and equitable distribution of skilled human resources for MH.

- To progressively enhance financial allocation and improve utilization for MH promotion and care.

- To identify and address the bio-Psycho-social determinants of MH problems and to provide appropriate interventions.

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[69] NHRC, Mental Health Issues: Research, policies and challenges: The Indian Scenario

National Health Policy of India (NHP, 2017)

In order to enlighten, explain, enhance, and priorities the government's role in forming health systems in all of its aspects, the Government of India (GoI) introduced the National Health Policy (NHP) in 2017. NHP, 2017 made certain provisions that support NMH Policy**: -**

- To increase the creation of specialists through public financing.
- To create a network of community members to provide psychosocial support to strengthen Mental Health services at primary level facilities, and;
- To leverage digital technology in a context where access to qualified psychiatrists is difficult.

MENTAL HEALTH PROGRAMMES IN INDIA

National Mental Health Program

The National Mental Health Program (NMHP) was launched by the Indian government in 1982 in response to the severe burden of mental illness on society and the total lack of a national infrastructure for providing mental health care. Modernization of Public Psychiatric Hospitals and Promotion of Psychiatry in Medical Colleges/General Hospitals were included to the programme when it was revamped in 2003. Mental illness Rehabilitation, Prevention, and Promotion of Mental Health are the three main pillars of NMHP. The Central Mental Health Authority, the State Mental Health Authority, and the provision of tertiary care facilities to treat the mentally ill are some of NMHP's key strategies for integrating mental health with primary healthcare. Other key strategies include ending discrimination against mentally ill patients and protecting their rights.

Objectives: -

- To ensure the availability and accessibility of minimum mental healthcare for all in the foreseeable future;
- To encourage the application of mental health knowledge in general healthcare and in social development;
- To promote community participation in the mental health service development; an
- To enhance human resource in mental health sub-specialties.[70]

District Mental Health Program (DMHP)

In 1996, the District Mental Health Programme based on the "Bellary Model" was launched under NMHP for early detection and treatment of mental issues by increasing the workforce through short-term training programmes to primary health centre doctors and workers. Initially launched in 4 districts, the programme was expanded to 27 districts by the end of IX Five Year Plan. 473·4 crore Indian Rupees were approved for Manpower development under NMHP. By X five year plan, DMHP, was expanded to 94 districts which was further expanded to 123 districts and XII FYP, it was being expanded to the whole country in phases.

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[70] National Mental Health programme, National Health Portal of India, <https://www.nhp.gov.in/national-mental-health-programme_pg > (accessed 2 Nov 2022)

The district mental health program's key goals are to integrate basic mental health treatments with other healthcare services and to deliver these services at the community level. Additionally, they offer aid to the community and see patients early. By increasing public knowledge, the district mental health programme has a significant impact on lowering the stigma associated with mental illness. They also care for and rehab community-based psychiatric patients.[71] Questions on Mental health issues and mental health care system had been raised and discussed in Parliament session to one such question, the government replied that DMHP has been sanctioned for implementation in 704 districts for which support is provided to States/UTs through the National Health Mission. Funds upto Rs. 12 lakhs per annum are provided to each district supported under DMHP for targeted interventions.

National Drug De-Addiction Program

The nationwide "Drug Weaning" programme is run by the Department of Health and Family Welfare. The goal of the programme is treating all substance use disorders with cheap, convenient, and evidence-based treatment through the state health facilities. They additionally increase the ability of healthcare professionals to recognise and manage substance use issues. The "Standard Treatment Guidelines for the Management of Substance Disorders and Behavioral Addictions" have also been made public by the ministry.[72] The Ministry of Social Justice and Empowerment (MoSJE) provides financial support for setting up of District De-addiction Centre (DDAC) in various districts all across India. For setting up of DDACs, preference is given to those Districts, which do not have any facility of IRCA, CPLI, or ODIC.

MoSJE has taken the following initiatives under the programme: -

- Implemented 'Nasha Mukt Bharat Abhiyaan '(NMBA) in 272 identified vulnerable districts
- Provided support to 355 drug rehabilitation centres named as "Integrated Rehabilitation Centre for Addicts (IRCAs)".
- 53 Community based Peer led Intervention (CPLI) Centres.
- 78 'Outreach and Drop in' Centres (ODICs).
- Supported 36 Addiction Treatment Facilities (ATFs) in some Government hospitals, which is implemented through AIIMS, New Delhi.

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[71] Id.
[72] De- addiction Porgramme, https://www.pib.gov.in/PressReleasePage.aspx?PRID=1808223

- Provided financial support for setting up of District De-addiction Centre (DDAC) in various districts.

Tele Mental Health Assistance and Networking (Tele-MANAS)[73]

Establishing a new milestone in the field of mental health on the occasion of World Mental Health Day, Tele Mental Health Assistance and Networking Across States (Tele-MANAS) initiative of Union Ministry of Health & Family Welfare was launched at National Institute of Mental Health and Neurosciences (NIMHANS) on the occasion of World Mental Health Day (October 10, 2022). The Tele-MANAS will boost access to mental healthcare across the country by providing nationwide network offering counselling, consultation with specialist and e-prescriptions. It aims to make mental healthcare services accessible to even the remotest and difficult-to-reach terrains in the country. The initiative was first announced by the Central Government during the 2022-23 Budget, while acknowledging that the COVID-19 pandemic has exacerbated the mental health crisis in India.

A toll-free, 24/7 helpline number (14416) has been set up across the country allowing callers to select the language of choice for availing services. Service is also accessible with 1-800-91-4416. The calls would be routed to Tele-MANAS cells in the respective state and union territory.

Tele-MANAS will be organised in two tier system; Tier 1 comprises of state Tele-MANAS cells which include trained counsellors and mental health specialists. Tier 2 will comprise of specialists at District Mental Health Programme (DMHP)/Medical College resources for physical consultation and/or e-Sanjeevani for audio visual consultation. Presently there are 5 regional coordination centres along with 51 State/UT Tele MANAS cells.

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[73]Tele Mental Health Assistance and Networking, https://www.pib.gov.in/PressReleasePage.aspx?PRID=1866498#:~:text=A%20toll%2Dfree%2C%2024%2F,respective%20state%20and%20union%20territory.

INITIATIVES BY THE INDIAN STATE IN RESPONSE TO COVID-19

Covid-19 had its effect on health as well as socio-economic dimensions. Loss of life, uncertainty of lockdown and resulting loss of wage or unemployment (especially for daily wagers) affected people's mental health, thereby amplifying the existing poor mental health scenario. Realising the impact that COVID-19 may have on the mental health of the people, the Government has taken a number of initiatives, including -

- **KIRAN**, a 24/7 toll-free helpline available in 13 languages was launched by the Ministry of Social Justice and Empowerment in september 2020 to provide rehabilitation support to people facing mental health issues by mental health professionals, to the entire affected population, divided into different target groups viz children, adult, elderly, women and healthcare workers.

- **Issuance and dissemination of detailed guidelines by the National Institute of Mental Health and Neurosciences (NIMHANS), Bengaluru-** "Mental Health in the times of COVID-19 Pandemic - Guidance for General Medical and Specialised Mental Health Care Settings".

- Advocacy through various media platforms in the form of creative and audio-visual materials on managing stress and anxiety, and promoting an environment of support and care for all.

- All the guidelines, advisories and advocacy material can be accessed on the Ministry of Health and Family Welfare website under "Behavioural Health – Psychosocial helpline" (https://www.mohfw.gov.in/).

- Online capacity building of health workers (tele-training programme) by NIMHANS in providing psychosocial support and training through (iGOT)-Diksha platform.

Manodarpan

The Ministry of Education has undertaken an initiative, named, 'Manodarpan', extending support and addressing the Mental Health concerns of target population (students, teachers and families) for Mental Health and Emotional Wellbeing during the COVID outbreak and beyond. URL: http://manodarpan.education.gov.in

Various activities under this initiative are :

(i) An Interactive Voice Response System (IVRS) operated Toll-free tele-helpline is run to provide counselling to students, teachers and parents. Trained counsellors are providing counselling services from 8:00 am to 8:00 pm through the IVRS.

(ii) Live interactive webinars "Paricharcha" are organised every Friday from 2:30 to 4:00 pm. Live interactive sessions "Sahyog" with practising counsellors are held from 5:00-5:30 pm (Monday-Friday) across different regions for students (classes VI-XII). These sessions address various mental health and emotional well-being concerns of students, parents and teachers and are telecast on PM e-vidya channel and are also available on "NCERT Official" YouTube Channel.

(iii) A web page (https://manodarpan.education.gov.in/) on the website of the Ministry of Education to provide advisory and guidelines for students, parents and teachers as well as directory of counselors.

Provision of Insurance

During the pandemic, Citizens are provided financial support for screening and treating mental illness through health insurance under Ayushman Bharat-National Health Protection Act. Provision for inpatient, outpatient services and counselling services to patients and their families is also included. The Insurance Regulatory and Development Authority of India directed insurance companies to provide policies to mentally-ill patients.

Setting up of National Tele-Mental Health Programme

Further, while presenting the Union budget 2022, the Indian Finance minister announced a plan for setting-up of the National Tele-Mental health Programme with NIMHANS as a nodal centre with tech support from International Institute of Information Technology, Bangalore (IIIT-Bangalore).

IMPORTANT JUDICIAL PRONOUNCEMENTS IN THE FIELD OF MENTAL HEALTH CARE

- **Chandan Kumar Bhanik v. State of West Bengal**

In this case the Supreme Court observed that Management of an institution like the mental hospital requires flow of human love and affection, understanding and consideration for mentally ill persons; these aspects are far more important than a routinized, stereotyped and bureaucratic approach to mental health issues".[74]

- **Hussainara Khatoon v. State of Bihar**

The Supreme Court in this held that speedy trial was an essential and integral part of the fundamental right to life and liberty enshrined in Article 21 of the Constitution. Soon after, in a public interest litigation (PIL), that of VeenaSethi vs State of Bihar case in 1982, the court was informed through a letter that some prisoners, who had been 'insane' at the time of trial but had subsequently been declared 'sane', had not been released due to inaction of the state authorities, and had remained in jail for 20 to 30 years. The court directed them to be released forthwith, considering the requirements of protection of right to life and liberty of the citizen against the lawlessness of the state.[75]

- **Accused X v. The State of Maharashtra, 2019**

The present case assists in understanding the relationship between crime and mental health. Petitioner relied upon Bachan Singh v. State of Punjab, 1982 case. The Hon'ble Supreme Court considered all factors that lead to crime but the brutality of crime and his tendency to commit such crime cannot be ignored. Therefore, the Court reduced the death sentence of life imprisonment.[76]

- **Sheela Barse v. Union of India and others**

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[74] Chandan Kumar Bhanik vs. State of West Bengal, 1995 Supp (4) SCC 505
[75] Hussainara Khatoon v. State of Bihar (1980) 1 SCC 81
[76] Accused X v. The State of Maharashtra

In this case the Supreme Court observed as follows:

- Admission of non-criminal mentally ill persons in jails is illegal and unconstitutional;
- All mentally ill persons kept in various central, district and sub jails must be medically examined immediately after admission;
- Specialised psychiatric help must be made available to all inmates who have been lodged in various jails/sub jails;
- Each and every patient must receive review or revaluation of developing mental problems;
- A mental health team comprising clinical psychologists, psychiatric nurses and psychiatric social workers must be in place in every mental health hospital.[77]

- **Rakesh Ch. Narayan v. State of Bihar[78]**

In this case certain cardinal principles were laid down by the apex Court. These are:

- Right of a mentally ill person to food, water, personal hygiene, sanitation and recreation is an extension of the right to life as in Article 21 of the Constitution;
- Quality norms and standards in mental health are non-negotiable;
- Treatment, teaching, training and research must be integrated to produce the desired results;
- Obligation of the State in providing undiluted care and attention to mentally ill persons is fundamental to the recognition of their human right and is irreversible.

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[77] Sheela Barse vs. Union of India and others (1986) 3 SCC 596
[78] Rakesh Chandra Narayan v. State of Bihar (1998) 9 SCC 388

COMPARATIVE ANALYSIS OF INDIA WITH INTERNATIONAL STANDARDS AND WITH THE U.S.A.: - Right of everyone to the highest attainable standards of mental health

There are clear evidences that there can be no health without mental health, the way mental health is treated around the world in comparison to physical health in terms of national policies and budgets or in medical education or practice is not a happy picture at all. Globally, it is estimated that less than 7 percent of the health budgets are allocated to the mental health or mental healthcare,[79] these stats are appalling when the disease burden of mental health has increased manifold times as has been discussed above. Most of the investments in mental health are focused in long-term institutional care and psychiatric hospitals as a result of which there is a total policy failure and a consequent failure to provide mental health to all.[80] In total five factors are identified by international human rights and health agencies for identification of shortcomings in international health law and health care regime, these factors are discussed below:

1) **Information Systems and Research for Mental Health**

The Mental Health Atlas released by WHO in the year 2020 shows that only 37 percent of 194 countries were collecting mental health specific data and only 48 percent were collecting the mental health data as a part of the general health data. The collection of data regarding mental health shows the willingness of the nations to identify mental health related issues a health issue and their intention to take steps towards guaranteeing the right to mental health to their people. The WHO Comprehensive Mental Action Plan aims for 80% to routinely collect the data by the year 2030.[81] The recognition of mental health and its consequent availability to the people is directly proportional to the level of income of the country or region.[82] Collection of data on mental health, research in fields of mental healthcare and its recognition as an indispensible part of health is available and practiced in high income countries such as in European Union

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[79] WHO, Mental Health Atlas 2014, p. 9, and PLOS medicine editors, "*The paradox of mental health: over-treatment and under-recognition*", PLOS Medicine, vol. 10, No. 5 (May 2013), (accessed 22 Nov 2022)

[80] WHO, Mental Health Atlas 2014, p. 9.

[81] WHO, *Mental health ATLAS 2020,* <https://www.who.int/publications/i/item/9789240036703> (accessed 10 Nov 2022)

[82] *S.P. Sashidharan et. al. Global mental health in high-income countries*The British Journal of Psychiatry , Volume 209 , Issue 1 , July 2016 , pp. 3 – 5 DOI: https://doi.org/10.1192/bjp.bp.115.179556

countries less than 5 percent countries had no reporting system for mental health issues as compared to 20 percent in African and South-East Asian regions and regions in America. [83]

India is a lower middle income country which falls in South East Asian region and has collected specific mental health data in public sector which is regularly published by the Government of India,[84] implying that India is one of those 13% countries in the South east Asian region and one of the 6% countries falling in the lower middle income group of World Bank which has maintained the mental health specific data. This is indicative of the positive outlook and awareness which India has towards mental health.

2) Mental health system governance

A robust mental health governance system defines effective governance and leadership as crucial factor for ensuring availability of human right to mental health to all in a given country. The mental health system governance includes within its ambit a) a specific mental health plan or policy, b) mental health legislation (if any) in the country c) compliance of mental health polices/plans and/or legislation with human rights instruments, d) existence of targets to monitor the implementation of mental health polices/plans and/or legislations. The last factor in this aspect is whether human or financial resources are allocated to mental health.

a) Mental health policies/plans

A mental health policy is an official statement by a government that defines a vision with a set of values, principles and objectives and an overall plan of action to achieve that vision and improve the mental health of a population. Such policies and plans for mental health may be standalone or may be integrated into other general health or disability policies or plans. The formulation of a mental health policy/plan ensures that the state has a roadmap for ensuring the highest attainable standards of mental health.[85] The data presented in the WHO Mental Health Atlas shows that there is a positive trend in member states formulating stand alone mental health policies/plans. Out of 146 countries as many

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[83] Mental Health ATLAS, n 33, *Availability and reporting of mental health data in responding countries, by WHO region*
[84] WHO, Mental Health ATLAS 2017 Member State Profile (India) <https://cdn.who.int/media/docs/default-source/mental-health/mental-health-atlas-2017-country-profiles/ind.pdf?sfvrsn=2afad897_1&download=true> (accessed 12 Nov 2022)
[85] Mental Health ATLAS, *Supra* 80, 26-27

as 86% countries have stand-alone mental health policies/plans in place and that these policies/plans are regularly updated and amended so as to keep such policies/plans dynamic. One interesting fact that need to be highlighted here is that all the South East Asian region [hereinafter SEAR] countries has a mental health policy/plan in place either stand-alone or integrated in general health policy/plan.[86] India formulated its National Mental Health Policy in the year 2014[87] in order to promote mental health, prevent mental illness, and enable recovery from such illnesses, to promote de-stigmatisation and desegregation, and socioeconomic inclusion of persons with mental illness.[88]

Here, it must be stated that other countries such as U.S.A. [89] and U.K.[90] also have a mental health policy.

b) Mental Health Legislation

Mental health legislation is a crucial component of good governance and concerns specific legal provisions relating to mental health. These provisions should be aligned with the fundamental principles, values and objectives of policies for mental health by promoting the human rights of people with mental health conditions and psychosocial disabilities and establishing oversight mechanisms for monitoring alignment with international human rights standards and limiting coercive practices and treatments. Legislation for mental health must comply with obligations under the Convention on the Rights of Persons with Disabilities and other international and regional human rights instruments. Out of 111 countries only 65% countries has a stand-alone legislation on the subject of mental health. As many as 70% high income countries (out of total high income countries) viz. countries in the European Continent, Western Pacific have a stand-

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[86] *Id.*

[87] Ministry of Health and Family Welfare, Government of India, *New Pathways New Hopes, National Mental Health Policy of India,* (October 2014) <https://nhm.gov.in/images/pdf/National_Health_Mental_Policy.pdf> (accessed 13 Nov 2022)

[88] Snehil Gupta and Rajesh Sagar, *National Mental Health Policy, India (2014): Where Have We Reached?,* Indian Journal of Psychological Medicine, Volume 44, Issue 5 <https://doi.org/10.1177/02537176211048335> (accessed 15 Nov 2022)

[89]Mental Health Atlas, 2020 Member State Profile U.S.A., https://cdn.who.int/media/docs/default-source/mental-health/mental-health-atlas-2020-country-profiles/usa.pdf?sfvrsn=76987997_6&download=true (accessed 15 Nov 2022)

[9090]Mental Health Atlas, 2020 Member State Profile U.K., https://cdn.who.int/media/docs/default-source/mental-health/mental-health-atlas-2020-country-profiles/gbr.pdf?sfvrsn=f29d896b_6&download=true

alone law on mental health as compared to only 53% in the SEAR. India, though a part of SEAR has a stand-alone law on mental health, the Mental Healthcare Act, 2017, and thus, is a model in the region on the aspects related to mental health law. The Mental Healthcare Act, 2017 is also unique from the point that it places onus on the state to provide mentally ill people with adequate healthcare.

In comparison to western countries India is in a far better position when compared on having a stand-alone law on mental Health. U.S.A. does not have a law on mental health and it is nothing short of appalling. [91]

c) Compliance of Mental Health Polices/Plans and/or Legislation with Human Rights Instruments

In this aspect the comparative analysis shall be undertaken of the Mental Healthcare Act, 2017 and the World Health Organization Resource Book (WHO-RB) on mental health, human rights and legislation published in the year 2005[92]. Comparison with the WHO-RB is most appropriate because even after the United Nations Convention on Rights of Persons with Disability (2006) [hereinafter UN-CRPD] WHO-RB remains the most comprehensive compendium of human rights of persons with mental illness however, subject to certain limitations discussed below.[93]

WHO-RB seeks to provide guidance to governments on the development of human rights-centered mental health legislation. The largest single section of the document identifies and discusses the key legal issues that should be addressed in national mental health legislation or policy, summarised in Annex one as the "Checklist on mental health legislation". This checklist is more or less a compilation of several rights which have

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[91] Mental Health Atlas, 2020 Member State Profile U.S.A., https://cdn.who.int/media/docs/default-source/mental-health/mental-health-atlas-2020-country-profiles/usa.pdf?sfvrsn=76987997_6&download=true (accessed 15 Nov 2022)

[92] Melvyn Freeman and Soumitra Pathare, WHO, *WHO resource book on mental health, human rights and legislation : stop exclusion, dare to care*(2005)< https://digitallibrary.un.org/record/565952?ln=en > (accessed 16 Nov 2022) [hereinafter WHO-RB]

[93] R. Dufy and B. Kelly, *Concordance of the Indian Mental Healthcare Act 2017 with the World Health Organization's Checklist on Mental Health Legislation,* International Journal of Mental Health Systems (2017) <https://ijmhs.biomedcentral.com/articles/10.1186/s13033-017-0155-1> (accessed 16 Nov 2022)

been discussed or enumerated in several other instruments dealing with human rights including the UDHR, and there are no penalties attached to the non-compliance of the checklist by the member state while formulating there mental health laws. Unlike the UN International Covenant on Civil and Political Rights, the application of which is periodically reviewed by the UN Human Rights Commission there is no such body in the WHO which reviews whether there has been application of the WHO-RB or any other direction issued by WHO whether in respect of mental health or any other health related issues. The checklist so provided by the WHO-RB has close links to the UDHR which has attained the standards of customary law in the international jurisprudence and thus, shall be applied by the member states while formulating any mental health related laws.[94] However, it must here be stated that some of the issues covered by the WHO-RB can also be covered by general laws or policies of a member state as WHO itself explicitly suggests that some of the issues in the WHO-RB can be covered under the general legislations or other policies of the member states.[95]

WHO-RB is not the absolute gold standard when it comes to the guide for legislation on mental health and certainly has limitations. One major limitation of it is the fact that it was drafted before the coming into force of the UN-CRPD and consequently is at odds on several points with the UN-CRPD. WHO-RB discusses and at times makes it permissible to have involuntary hospital admissions of mentally ill patients, loss of capacity and emergency treatments of such patients which is directly at conflict with the provisions and principle soft the UN-CRPD.[96] However, caution must be exercised whenever a comparison is made in between the two as; UN-CRPD has evolved as a result of disability- research and strong advocacy in this regard whereas the WHO-RB has evolved out of more focus on the aspect of mental health.[97]

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[94] Kelly, Brendan D. *Dignity, mental health and human rights: coercion and the law*. Routledge, 2016.

[95] WHO-RB, *Supra* 91.

[96] Duffy RM, Kelly BD. *Rights, laws and tensions: a comparative analysis of the Convention on the Rights of Persons with Disabilities and the WHO Resource Book on Mental Health, Human Rights and Legislation*. Int J Law Psychatry (2017) <https://pubmed.ncbi.nlm.nih.gov/28962684/> (accessed 18 Nov 2022)

[97] *Id.*

In this analysis three areas are identified namely, areas of high concordance, areas of low/non concordance, areas of well justified non-concordance.

Areas of High Concordance

The Mental Healthcare Act, 2017 is generally compliant with the standards of mental health legislation set by WHO-RB. Several studies conducted in this regard suggest that there is high concordance between the Indian legislation and WHO-RB.[98]

The IMHA and the WHO-RB are closely aligned in relation to voluntary admission and treatment dealt under G of the checklist guidelines on clinical and experimental research dealt under Q of the checklist,[99] police responsibility dealt under S of the checklist, provisions concerning mentally ill offenders and offences and penalties.

If a patient is extremely aggressive (S2 in checklist)[100], it is not clearly stated that family members, carers, or medical professionals can call the police; however, the police may use this information as justification for suspecting that the patient is suffering from a mental disorder.[101] The return of a person under a supported admission order who fled the mental health facility is addressed (S5 in checklist)[102], but no particular provisions are created to allow police to assist in bringing a person who needs a supported admission to a given mental health facility (S4 in checklist).

The IMHA has few provisions pertaining to mentally ill offenders (T in checklist), although the Code of Criminal Procedure and the Indian Penal Code address pertinent issues. If necessary, the IMHA permits the transfer of an offender to a mental health hospital (T5 in checklist)[103]. However, the law does not make it illegal to retain a prisoner in a mental health hospital after their sentence has been served (T5a in checklist). The IMHA mandates that mental health institutions (T6 in checklist) be established in the medical wing of at least one prison in each State in order to provide forensic mental

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[98] Duffy *Supra* 95.
[99] S. 99 of Mental Healthcare Act, 2017
[100] Suggests the number of WHO-RB checklist
[101] S. 100(1) of Mental Healthcare Act, 2017
[102] S. 92 of Mental Healthcare Act, 2017
[103] S. 103(1) of Mental Healthcare Act, 2017

health facilities.[104]This is nevertheless a considerable advancement even though there is no provision for secure forensic psychiatry treatments outside of the jails.

In cases where the IMHA, 2017 is silent or does not provide for any provision explicitly provided for under the WHO-RB, is mostly provided under the legislations/provisions of legislations *pari materia* for example the aspect that no criminal liability shall be imposed on any person who due to infirmity of the mind is unable to understand the nature of the act, or that what he does is wrong or punishable in law is provided for in the Indian Penal Code, 1860. Special provisions are provided for in the Code of Criminal Procedure, 1973 for people with mental disability.

Areas of Low Concordance

Areas where there is generally low concordance between the IMHA, 2017 and WHO-RB are, areas dealing with the rights of family dealt under E of the checklist, as under IMHA, 2017 in case if the family or its members are not the nominated representatives their rights gets restricted, non-protesting patients dealt under H of the checklist are not considered under the IMHA, 2017 and can be admitted under the Act as a supported admission,[105] another aspect which deserves mention is involuntary treatment in community dealt under L of the checklist it is submitted that IMHA, 2017 deals with this aspect only in context of emergencies and that there are no specific guidelines to this effect, the determination of mental illness is yet another grey area. WHO-RB and other international instruments dealing with the issue of mental health have laid down due standards for the identification of mental illness, IMHA, 2017 places due deference on such international instruments and the standards set by them, sec. 3(1) states that '*Mental illness shall be determined in accordance with such nationally or internationally accepted medical standards*' but it is submitted that this approach is highly diagnostic in nature and completely negates the idea of individual autonomy. A reflection of this diagnostic approach is also seen in Sec. 86 of the Act where an individual who voluntarily wishes to avail mental health services (in case if he believes that he is

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[104] S. 103(6) of Mental Healthcare Act, 2017
[105] S. 89 of Mental Healthcare Act, 2017

suffering from mental health related issues), will be able to receive such service sonly when a registered medical officer so certifies that such person indeed is suffering from mental health issues. A similar paternalistic approach was heavily criticized by stakeholders and members of the transgender community on passing of the Transgender Persons (Protection of Rights) Act, 2019. Further the rights of minorities dealt under Z of the checklist are not dealt with under the Act as there is no review body which monitors the involuntary admission of minorities and no reference is made to refugees or asylum seekers.

Areas of well justified non-concordance

The IMHA makes a small but important, progressive deviation from the WHO-RB in the area of psychosurgery. The WHO-RB suggests that psychosurgery should not be permitted for involuntary patients. This could potentially prevent a supported patient receiving a beneficial treatment. The IMHA correctly identifies decision-making capacity rather than status of admission as the key issue here. IMHA demonstrated high levels of decision-making capacity in patients receiving non-consensual psychiatric treatment[106]. The IMHA affirms that supported patients may retain the capacity to make treatment decisions.

3) **Human and Financial Resources Allocated Towards Mental Health**

With the mental health legislation and/or plans/policies in place and their compliance with the international human rights standard the next issue which needs to be addressed is that whether the mental/financial resources are allocated or earmarked towards achievements of the objectives so set forward in such legislations and/or plans/policies, for the functioning of the bodies so established in the such legislations and/or plans /policies.

Out of the 168 countries responding in the WHO World Mental ATLAS 2020 disparities were made evident in the human and financial resources allocated towards mental health, with high income countries contributing more resources towards mental health in comparison to low

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[106] S. 82 of Mental Healthcare Act, 2017

income countries. Another major issue which requires separate mention is whether mental illness is considered under the insurance schemes related to health.

In India the care and treatment of persons with major mental disorders (psychosis, bipolar disorder, and depression) is included in national health insurance or reimbursement schemes. However, majority people in India pay for mental health services out of their own pockets.[107] The government's total expenditure on mental health as % of total government health expenditure in India stands at a mere 1.30% which considering the mental disease burden in India and as has been discussed above is not satisfactory. But when compared to U.S.A. India devotes greater financial resources in percentage of the total health expenditure so done by the Government on health in general as expenditure of U.S. Government stands at a mere 0.05% of the total health budget.

The mental health workforce (rate per 100,000 Indian population) is summarized in the table 1 below.

Table 1 Mental health workforce rate

Particulars/nomenclature of mental health service providers	Mental health workforce (rate per 100'000 population)
Psychiatrists	0.29
Child psychiatrists	0.00
Other specialist doctors	0.15
Mental health nurses	0.80
Psychologists	0.07
Social workers	0.06
Occupational therapists	0.03
Speech therapists	0.17
Other paid mental health workers	0.36

Source: Mental Health ATLAS 2017 Member State Profile (India)

This data again does not present a very satisfactory picture of right to mental health in India as merely a right does not become a right only by its statement in a law or an international

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[107] Member State Profile (India)

instrument unless conclusive steps are taken for its realization. The availability of mental healthcare service providers/professionals per 100,000 population in India is low.

4) Mental Health Service Availability and Uptake

In order to ensure the highest attainable standards of mental health for people in a given country is the availability of the mental health services and its uptake thereto for incase if hospitals, clinics and/or mental health facilities are not available to people or are under-available that would amount violation of human right to mental health. Though this head flows directly from the one discussed above but is important to be dealt with separately in order to identify the availability of mental health aspect to the population of a country.

The National Mental Health Programme aims to provide mental health care through primary health care personnel as this type of care becomes accessible and acceptable to people. NIMHANS has been organizing short term training programmes for primary health care personnel.[108] Thus, impetus of Government of India is on making available mental health services to masses through primary health care system which step is also identified by the WHO to be extremely effective in ensuring right to mental health.

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[108] R Srinivasa Murthy, *Mental Health Care by Primary Health Care Personal : A Follow-up Evaluation*, NIMHANS Journal 1987https://nimhans.ac.in/wp-content/uploads/2020/10/4.-Mental-Health-Care-by-Primary-Health-Care-Personal-A-Follow-up-Evaluation_33-38.pdf

The data regarding mental health services availability and uptake in India shows somewhat a mixed result and is summarized in the table below. The data with respect to total out-patient facilities and its availability in the numbers is mentioned in table 2 below.

Table 2 Availability of out-patient (total facilities)

Outpatient care (total facilities)	Availability (in numbers) in India	Availability (in numbers) in U.S.A.
Mental health outpatient facilities attached to a hospital	952	None or not reported in 2020 600 reported in 2017
"Community-based / non-hospital" mental health outpatient facility	1,217	None or not reported in 2020 and 2017
Other outpatient facility (e.g. Mental health day care or treatment facility)	240	None or not reported in 2020 and 2017
Outpatient facility specifically for children and adolescents (including services for developmental disorders)	139	None reported in 2020 593 reported in 2017
Other outpatient services for children and adolescents (e.g. day care)	67	None reported in 2020 and 2017

Source: Mental Health ATLAS 2017 Member State Profile (India), Mental Health ATLAS 2017, Member State Profile (USA) Mental Health ATLAS 2020 Member State Profile(USA), Data for India for 2020 is not available possibly due to Covid-19.

The data with respect to total in-patient facilities and its availability in the numbers is mentioned in table 3 below.

Table 3 Availability of in-patient (total facilities)

In-patient care	Availability (in numbers) in India	Availability (in numbers) in U.S.A
Mental hospitals	136	605 in 2017 and none reported in 2020
Psychiatric units in general hospitals	389	1117 in 2017 and none reported in 2020
Forensic inpatient units	15	None or not reported in 2020 and 2017
Residential care facilities	223	None or not reported in 2020 and 2017
Inpatient facility specifically for children and adolescents	45	67

Source: Mental Health ATLAS 2017 Member State Profile (India, Mental Health ATLAS 2017, Member State Profile (USA) Mental Health ATLAS 2020 Member State Profile (USA), Data for India for 2020 is not available possibly due to Covid-19.)

The total numbers of mental health facility (both out-patient and in-patient) in India is low, with outpatient services for children and adolescents being extremely low. But when compared to U.S.A. India stands on a much stronger footing when it comes to providing mental health care to its citizens. U.S.A. doesn't only not have a law on mental health also spends less on its citizen's mental health, the agencies do not maintain data on mental health, or they do not have adequate numbers of facilities. IN certain areas India has a much stronger mental health infrastructure and where India lacks in some fields relating to mental health infrastructure the difference is not much given the difference in the economic and financial resources at disposal o the two governments.

Out-patient care data in numbers per 100,000 Indian population is specified in table 4 below:

Table 4 Outpatient care (per 100,000 population)

Outpatient care	Per 100,000 population in India	Per 100,000 population in U.S.A.
Number of visits made by service users in the last year in mental health outpatient facilities attached to a hospital	369.0	None or not reported in 2020 and 2017
Number of visits made by service users in the last year in "Community-based / non-hospital" mental health outpatient facility	11.1	None or not reported in 2020 and 2017
Number of visits made by service users in the last year in other outpatient facility (e.g. Mental health day care or treatment facility)	1.82	None or not reported in 2020 and 2017
Number of visits made by service users in the last year in outpatient facility specifically for children and adolescents (including services for developmental disorders)	5.01	None or not reported in 2020 and 2017
Number of visits made by service users in the last year in other outpatient services specifically for children and adolescents (e.g. day care)	0.33	None or not reported in 2020 and 2017

Source: Mental Health ATLAS 2017 Member State Profile (India) Mental Health ATLAS 2017, Member State Profile (USA) Mental Health ATLAS 2020 Member State Profile (USA), Data for India for 2020 is not available possibly due to Covid-19.)

In-patient care data in numbers per 100,000 Indian population is specified in table 5 below:

Table 5 in-patient care (per 100,000 population)

In-patient care	Per 100,000 population in India	Per 100,000 population in U.S.A.
Mental hospital beds / annual admissions	1.43 / 6.95	18.66 / 18.47 in 2017 None or not reported in 2020
General hospital psychiatric unit	0.56 / 4.38	11.14 / 9.54 None or not reported in 2020
Forensic inpatient unit beds / annual admissions	0.02/0.05	None or not reported in 2020 and 2017
Residential care beds / annual admissions	5.18 / 0.69	None or not reported in 2020 and 2017
Child and adolescent specific inpatient beds / annual admissions	0.03 / 0.22	0.80 / 1.02 in 2017 None or not reported in 2020

Source: Mental Health ATLAS 2017 Member State Profile (India), Mental Health ATLAS 2017, Member State Profile (USA) Mental Health ATLAS 2020 Member State Profile (USA), Data for India for 2020 is not available possibly due to Covid-19.

Mental disease burden in India is 2443 DALYs per 100,000 population and age adjusted suicide rate per 100,000 population in India is as high as 21.1[109] however, individuals availing mental health services in India is not matching such figures as can be seen from a precursory reading of the data presented in the tables above. Though the in-patient care and availability of beds in case of U.S.A. is better when compared to India, India has much stronger infrastructure when out-patient visits by patients and awareness in this respect is seen.

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[109]Mental Health, WHO < https://www.who.int/india/health-topics/mental-health#:~:text=WHO%20estimates%20that%20the%20burden,100%20000%20population%20is%2021.1.> (accessed 27/11/22)

5) Mental health promotion and prevention

The government of India has duly launched National Mental Health Policy and National Mental Health Programme for promotion of mental health in India as has been discussed above. However, as far as prevention is concerned India does not have a functional suicide prevention programme.

ISSUES REQUIRING URGENT ATTENTION

- **Infrastructure Development**

  The number of people affected by mental health disorders is 150 million as per the last national survey. However, less than 30 million are seeking care at present which engenders a treatment gap of more than 60% with the highest treatment gap being for alcohol use disorders (86%).

- **Focus on Treatment of highly prevalent disorders**

  - **Depression**: One in 20 persons in the country suffers from depression, out of which 39% suffer from severe depression. Three out of four persons with severe mental disorders have disabilities affecting their work, family, education and other aspects of life.

  - **Suicide Risk:** Of the population over 18 years, 0.9 % is at high risk of suicide.

  - According to the Magnitude of **Substance Use** in India (2019) (5):

  - 14.6% of people about (160 million) were current alcohol users between 10 and 75 year of age. About 5.2% of Indians are estimated to be affected by harmful or dependent alcohol use.

  - About 2.8% of Indians (31 million) reported using cannabis products within the previous year and about 0.66% (approximately 7.2 million individuals) need help for their cannabis use problems

  - 2.1% of the country's population (22.6 million) uses opioids which include opium, heroin and different pharmaceutical opioids. About 0.55% of Indians are estimated to need help for their opioid use problems. At the national level, the most common opioid used is heroin, (current use 1.14%) followed by pharmaceutical opioids (current use 0.96%) and opium (current use 0.52%). The overall prevalence of current use of opioids is 2.06%.

CHALLENGES AS TO MENTAL HEALTHCARE IN INDIA

*Accessibility***: -** Since psychological illnesses account for 14% of the world's disease burden, mental health has become a major global concern. It was discovered that, particularly in middle-income countries and the majority of low-income countries, the development in mental health services is slow, but primary challenges as to the slow diffusion of mental healthcare into the public was because the delivery of mental health care is not considered as one of the primary care in the health sector, there are few trained professionals in this field, which frequently compromises the quality of the mental healthcare being provided to the public, and there is a lack of public awareness of mental healthcare or mental illness as the main challenges as to the slow diffusion of mental healthcare into the public. Accessing and using assistance for mental health becomes difficult from a procedural standpoint. A significant section of society belongs to low income families. Financial barriers also make it difficult for these people to access mental health care because all government-sponsored facilities provide services for free or at a reduced cost, but in order to receive them, a person must make frequent trips to the facilities.

*Awareness***: -** Between 1990 and 2016, only 4.5% of all Indian research that was published dealt with mental health and illness. This is because ignorance and misinformation about mental illness are most likely to be caused by a lack of health literacy and mental health awareness. One study found that mental literacy in India, particularly among adolescents, was very low; only 1.31% of people could identify schizophrenia/psychosis, while 29.04% could identify depression. However it was recently noted that celebrities addressed mental health by expressing their own experience of depression, utilization of taglines, and material which addressed mental health, contributes the majority of awareness. Documentaries currently rely on media for their narrative. To end discrimination, it is essential to educate students about mental illness and de-stigmatize it, that any mental disease could be identified at an early age, allowing for earlier intervention. This would allow young people or youngsters who were experiencing any mental illness to speak up and discuss their issues. Research highlights the successes and promise of these interventions to promote mental health and broader outcomes at all social-ecological levels: individual, interpersonal/family, organizational/institutional, community, and policy. Community involvement is represented in varied ways in the form of individuals (lay health

workers), settings (schools, colleges, offices), leaders (community-based participatory research), and multi-sector coalitions.

Collaborative Care: - Collaborative care may include case management or coordination, patient education, provider education, systematic follow-up of the patient, use of guidelines and algorithms, psychological interventions, and shared decision-making with patients.

Insensitivity Towards Mentally Ill: - Stigma associated with mental disorders is largely responsible for people with mental illness not receiving adequate mental health treatment and care. Ignorance, prejudice and discrimination towards people with mental disorder and their families is seen all across the globe. Similarly, in India patient's with mental health disorders are viewed from inhumane glasses and are subjected to a great deal of stigma. The study also suggests that merely raising awareness about mental illness or mental health care isn't sufficient to address the judgmental perception of the society towards the mentally ill. Instead, a strong holistic programme that primarily addresses stigma and also incorporates community-based support would be helpful in the de-stigmatization of mental illness.

CONCLUSION & WAY FORWARD

Mental health is an indispensible component of health. As a human our own health and the health of our loved ones is a matter of concern for us. Regardless of any distinction be it on the basis of socio-economic conditions, place of birth, descent, gender, sex, religious or ethnic background we all consider health to be our most valuable and basic right.

As has been discussed above that numerous human rights bodies, international organisations, national bodies have recognised right of health to be the highest attainable standard of physical, mental and social well being. In every international human rights instrument the achievement/fulfilment of right to health in general and right to mental health being a part of such right has been made dependent on the economic and financial resources of a given country, this philosophy is also reflected in the Constitution of India with right to health finding its place in Directive Principles of State Policy which are non-justiciable in nature and has been made dependent on the availability of financial/economic resources with the country. But what must be understood that each and every right is indistinguishable and inseparable from one another. Right to mental health being a part of right to life which in-turn is a fundamental right under the Constitution and shall be made available to each citizen of India.

The National Mental Health Survey 2015-16 as is mentioned above showed high mental disease burden affecting youth and working age population - and a lifetime morbidity affecting as many as 150 million with one percent reporting high suicidal risk. Even then, the allocation of financial resources, human resources and medical treatment facilities are woefully low in the country. The data as from the Member State Profile of India in Mental Health Atlas of 2017 shows the acute dearth of trained medical staff including doctors and other supporting health staff; the minuscule number of mental health facilities/infrastructure in the country as big as India; financial resources allocated by the state for mental health when compared to financial resources allocated for physical health are negligible. India has the advantage of high demographic dividend but in order that such demographic dividend becomes an asset state must at least guarantee right to highest attainable standards of health both mental and physical. However, when NMHS 15-16 shows that there is a treatment gap as high as 80% when it comes to mental health and in most of the states across India the availability of psychiatrists per lakh population is in the second decimal digit this guarantee it seems to be realised would still take substantial effort. Despite the

pressing need for high budgetary allocation for mental health the Government of India in the year 2022 through its annual budget allocated a mere 0.8% of India's total health budget (amounting to 73,931.9 Cr.) towards mental health, of this 94% was allocated to tertiary institutions like NIMHANS and Lokpriya Gopinath Bordoloi Regional Institute of Mental Health and the remaining was earmarked to District Mental Health Programme which works at the grassroots level and deals with as many as 90% of mental health cases. In 2019 as well merely 40 Cr. were earmarked for the District Mental Health Programme but of this amount a measly amount of just 2.91 cr. spent.[110]

India is one of the few countries having a dedicated legislation on the subject of mental health, which gives extensive rights to people suffering from mental disorders through such legislation, but however the good of intention of the legislatures may be if the law is not translated into meaningful rights and their proper vindication through such bodies mentioned under the law, law remains a mere a scribbling on paper. The right based 2014 Policy on Mental Health and the Mental Health Act of 2017 has made a decisive shift in the policy by stating that the mentally ill shall be treated at par with the physically ill and that they shall be treated with dignity. However, both the Act and the Policy are silent of the aspect of financial, physical and human resources which will be required to achieve this objective of no distinction between the physical and mental ailment.

The state being the *parens patriae* (parent of the country or homeland) *shall* not shrug off the responsibility of providing/ensuring the highest attainable standards of mental health to its citizens. Under funding of the basal structure working on the mental health and lack of basic mental health infrastructure in the country are incidents of such shrugging off tendencies. Allocation of funds to tertiary mental health institutes is important for increasing the research in the fields of mental health however, there is a need of strengthening the programmes which work directly with the people such as the District Mental Health Programme. Ways of strengthening these institutes/bodies can be allocation of greater funds to them, increasing their autonomy,

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[110] Bhavesh Jha & Preeti Shridhar, MENTAL HEALTH IN INDIA′S 2022 NATIONAL BUDGET, https://unitedgmh.org/knowledge-hub/india-mental-health-budget/

allowing the public spirited individuals and students of medical sciences to work in close coordination with such bodies.

In tackling the huge mental disease burden in India an effective strategy is the need of the hour and a cue in this regard can be taken from how India dealt with the HIV/AIDS epidemic. The HIV/AIDS state intervention had several crucial steps firstly, collection of epidemiological evidences using active surveillance system; secondly, using of such evidences in crafting strategic interventions; thirdly, being alive to the modalities and differences in the patient load (based on geographical areas) and in the patients themselves (age, gender, socio-economic status etcetera); fourthly, the proactive advocacy of issues concerned among the influencers such as the media, politicians, local leaders, police and others; lastly, engaging the peer leaders and the civil society. Without the engagement of public and peer leaders the reach of any policy, strategy or awareness remains stunted. Even though this intervention was designed and funded fully by the Central Government other regional and state Governments were also actively consulted and they were also encouraged to consult inter *se.*

A similar strategy is the need of the hour in tackling the mental health disease burden in India. Apart from these other elements of the right to mental health which must mandatorily be ensured by the State to discharge its obligation are:

1) *availability* of functioning mental health care to the masses in general, the related medicines, services and trained medical staff shall be ensured;

2) *Accessibility* it implies that the above mentioned medical health care facilities with all other products, staff and services shall be accessible to all the people at all times without any discrimination as to sex or sexuality. An important aspect of this element is the *informational accessibility* which means the right to freely achieve, seek and disseminate the ideas, knowledge and information regarding mental health issues. Another aspect of accessibility element is *affordability* which implies that all the medical care and its related services or products shall be available to an individual at an affordable price. People without sufficient financial resources shall be given the medical care at no profit basis or at no cost at all;

3) *Acceptability* element requires that the information or the mental health related services shall be available to the individuals in such manner which is not disrespectful to the

cultural or societal ethos. It also implies that such services and information shall not be disrespectful of the individual for whom it is meant;

4) *Quality* element implies that mental health care, services, medicines, products and information must be authentic and be of an optimum quality. The latest technological advances and innovation must be included in such health services as the non-inclusion of them jeopardises the very quality of the care provided.

An integral part to the highest attainable standards of Human health is the right to mental health. Hence it must be ensured that the right to mental health shall be available to all at par with right to physical health.

DEFENCE POLICY OF INDIA: EVOLUTION SINCE INDEPENDENCE

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Contents   Page No.

1

EXECUTIVE SUMMARY

- India's Defence policy and strategy has undergone significant overhaul over the years.

- Major Conflicts with China and Pakistan along with combatting insurgency has imparted the Indian Military and Defence sector unique and critical inputs that enabled it to targets its lacuna and improve.

- Indian Defence budget has tripled in the last decade to fulfil the India's defence needs.

- India has focused its attention to reduce its reliance on foreign nations in order to provide state of the arts armaments to enhance the combat capability of its forces.

- India has established military ties with various nations to bolster its military relation to ensure the safety and stability of India and its interest.

- India has entered into various agreement with nations having advanced technological capabilities to enhance its domestic military and dual use capabilities.

- To promote domestic defence production and development of Indigenous technologies to make Indian defence needs less reliant and vulnerable on external factors several incentives have been provided to the private sectors and defence procurement agreement emphasize on domestics partner involvement and use of Indigenous component.

- Indian Defence Research Sector have made significant strides and developed state of the art technology for the armed forces.

- Indian defence exports have increased almost 30 fold in the last decade indicating the quality and demand of Indian Manufactured Defence products.

- Government has taken steps to incentivize of defence sector inorder to attract private sector participation and improve manufacturing capabilities and competition in the sector.

- The Armed Forces' operational allocation is increasing at an unprecedented rate. Defense gets Rs 5.94 lakh crore in Budget 2023-24, a jump of 13% over the previous year.

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ANALYSIS OF DEFENCE BUDGET AND SCENARIO

Introduction

India's Defence policy since gaining independence has prioritised the security and integrity of its territory over the years from a period when indolent Indian government was still learning to navigate international geo-political scenario and was making a transition from non-violence dominated mindset to understanding the importance of ability of conducting legitimized violence in defence of the nation for its future prosperity, especially with respect to its relations with its neighbours. India has further leveraged its national security under the prospect of two-front conflicts after the 1947 partition of India and Pakistan, the 1962 confrontation with China, and full-scale wars with Pakistan in 1965, 1971, and Kargil in 1999. Indian military leaders and strategists have been preparing for what they call the "Two-Front Security Issue," which involves threats from both China and Pakistan, for decades. Threats to India's security come in many forms, including diplomatic, economic, and strategic worries as well as the more obvious military ones.

An understanding of the external threats India has faced over the last 75 years requires an examination of its unique relationships with China and Pakistan, two of its most important neighbours. It is also important to recognise that throughout the last seven decades, India's Defence approach has been directly influenced by the evolution of the country's external challenges from China and Pakistan. Given the complexity of the relationships between China and India and Pakistan and India, it is difficult for researchers and experts to provide a precise summary of Indo - China or Indo-Pakistani ties.[1]

Pre Indo- China War (1947-1962)

Since its independence, India has worked to grow and strengthen its Defence industry so that it can protect itself. The bulk of India's Defence infrastructure and equipment in 1947 had been left

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[1]AP. '*All you need to know about Doklam and the India-China Border Standoff*'. 25 July 2017.
https://www.thehindu.com/news/national/all-you-need-to-know-about-doklam-and-theindia-china-border-standoff/article19357499

over from when Britain was still the country's colonial master. In the 1950s, India prioritised its capacity to build equipment domestically with little technological know-how, while relying on imports to meet its needs for more sophisticated machinery. The production of weapons and ammunition was put under government control in 1956, when the Industrial Policy Resolution was updated. The Defence Research and Development Organization (DRDO) can trace its roots back to 1958, when the organization's original founding members the ordnance manufacturers established by the British became the driving force behind it.[2]

India's military scenerio after it became independent in 1947 puts the spotlight on the military approach used by the British throughout their colonial rule. Detailed knowledge of India's defence approach from 1947 to 1962 requires an examination of the country's military policy. When India first entered the international political scene, it was marked by an implicit power hierarchy (a result of Cold War politics) that ultimately helped establish a stable foundation for India's national interests. The first thing India needed was a well-formed military plan. It is thus necessary to understand the workings of Indian military scenerioin order to comprehend the development of India's military scenerio between 1947 and 1962.[3]

Nehru's political philosophy, vision, and understanding of India's military requirements, as well as pre-independence nationalist sentiment in India, were the two most significant influencing elements in the development of India's military scenerio from 1947 to 1962. The fundamental objective of India's Defence Strategy after it got independence was to usher in a period of calm, which in turn facilitates for India's much-needed economic and industrial growth.

During the first ten years after India's independence, Government worked diligently to lift millions of Indians out of poverty and launch the country's development process. Accordingly, PM Nehru "intervened actively in Defence matters." India, however, continued to press forward without really evaluating its Defence plan in light of the new circumstances. After the 1947–1948 conflict between India and Pakistan, when the latter occupied part of Kashmir, the government properly realised the necessity for an advance Defence strategy with reference to Pakistan. After the war, India's strategic planners prioritised four goals: maintaining conventional

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[2]Laxman K. Behera, ‘*Indian Defence Industry: The Journey to Make in India’*, 2016
[3]Bipin Chandra, Aditya Mukherjee and Mridula Mukherjee. *‘India Since Independence’*. (New Delhi: Penguin Books, 2008)

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military supremacy over Pakistan, keeping amicable ties with China, avoiding involvement in Cold War politics, and encouraging solidarity and cooperation among emerging nations.[4]

The defence budget was very low between 1947 and 1962 because of the government's open hand of peace. They were less interested in a militarily powerful India and more interested in one that would expand its spheres of influence through non-aligned foreign ties. It was mostly an internal security concern that was encountered during the years 1950–1962. Except for a few minor incidents in Junagadh and Hyderabad, the issue of merging India's 500-odd princely kingdoms into the Indian Union was resolved peacefully (albeit the issue of Jammu and Kashmir, caused by violent incursions by the Pakistani Militia, persists). In light of these challenges, the developmental method was advocated as the best course of action to remedy the situation in the new state. We may refer to these as our "prime" or "innocent" years. Since 1962, defence spending as a percentage of GDP has consistently been below 2 percent.[5]

For reference, the table below details India's military budget as a share of GDP throughout the mentioned time period.

Table-1: Defence Expenditure in the First Decade

Year	Actual Defence Expenditure (in Cr.)	Percentage of DE to GDP
1950-51	168	1.77
1951-52	181	1.80
1952-53	185	1.86
1953-54	196	1.81
1954-55	195	1.92
1955-56	190	1.84
1956-57	212	1.72
1957-58	280	2.22
1958-59	279	1.98

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[4]Ken Booth and Nicholas Wheeler. '*Security Dilemma: Fear, Cooperation and Trust in World Politics'*. (Basingstoke: Palgrave Macmillan, 2008)
[5]Defence services estimates for various areas, Govt. of India, Nov.-Dec.

1959-60	266	1.80
1960-61	281	1.74
1961-62	309	1.81

(**Source:** Defence Service Estimates for the years from 1950-51 to 1961-62, & Economic Survey, Ministry of Finance, Govt. of India for the respective years)

Given the above, it's clear that real defence spending is far lower than what is recommended. This is likely attributable to a misplaced feeling of safety and blind trust in the effectiveness of international relations based on peace overtures. It's clear that, with the exception of 1957–58, Defence The ratio of government spending to GDP has never been higher than 2%.

Post Indo – China War (1962-1971)

There were several far-reaching effects of the 1962 Indo-China War. The gaps in defence approach which prior to war were considered as minor had turned out crippling vulnerabilities to India. It was clear that the previous government's policies, actions, leadership, and administration were not only unsuccessful but also unfavorable. Thereafter, a unified strategy was approved, with the goal of increasing funding for the military's expansion. There were three main interpretations of this. To begin, in 1963, India increased its defence spending from 2.7% of its GDP the year before to 4%. India's military strategy during this time period may be considered an aggressive defensive posture when compared to the description given between 1947 and 1962. In 1962, China shattered this false sense of safety, it became clear that more money needed to be spent on security if India was to feel safe from outside threats. Therefore, money spent on the military almost doubled as a result. There was an immediate 70% rise in real expenditures, from Rs. 474 crore to Rs. 816 crore, as a direct result of the Chinese conflict. Defence spending as a proportion of GDP likewise reached an all-time high, rising from 2.56 % in 1960–61 to 3.84 % the following year. However, the allocation fell as a share of GDP once again beginning in 1970–71.

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Table-2: Defence Expenditure statistics from 1962-71

Year	Defence Expenditure (In Cr.)	DE/DGP (%)
1962-63	473.91	2.56
1963-64	816.12	3.84
1964-65	805.80	3.25
1965-66	884.76	3.38
1966-67	908.59	3.07
1967-68	968.43	2.80
1968-69	1033.19	2.82
1969-70	1100.88	2.73
1970-71	1199.28	2.78

Source: Defence Service Estimate, Govt. of India, for relevant years. Economic Survey, Govt. of India.

The 1962 Indo-China War sparked a rise in national defence concern. After addressing the urgent post-war needs, comprehensive defence planning began in 1964. Five-year defence plans were used, with the first one being introduced in April 1964. Following a thorough assessment of the Army, Air Force, and Navy's appraisal of the threat, plans were developed with a primary emphasis on the growth and modernization of the services.[6]

The relationship between India and the Soviet Union also grew steadily between 1963 and 1971. India and the Soviet Union enhanced their relationship throughout the 1960s, when the separation between the USSR and PRC was finally realized.[7] Despite adopting a policy of non-alignment, India benefited greatly from this alliance in terms of both technology and the transfer of technology, as well as a more secure position in global politics. The Soviet Union understood this, and so it decided to aid India's economy by assisting in the creation of low-cost enterprises

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[6] Bipin Chandra, Aditya Mukherjee and Mridula Mukherjee. '*India Since Independence*'. (New Delhi: Penguin Books, 2008)

[7] Christopher Clary, "*Personalities, Organizations and Doctrine in the Indian Military*." Indian Review, 2017

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with as few Soviet workers present in India as possible. During this time, India's military strategy was one of aggressive military defence due to support from the Soviet Union.[8]

Due to political considerations, the United States cancelled a 1964 contract to provide F-104 fighter jets to India, which led to another significant weapons transaction between India and the Soviet Union.[9] In the autumn of 1965, when Pakistan's effort to incite an insurgency in Kashmir failed, it launched its second war against India, with the hazy boundaries around the Rann of Kutch serving as a focal point. This military trade came to India's rescue at this time. Pakistan's major motivation was Kashmir, but India's humiliating setback in 1962 and weakened defences also played a role in persuading Pakistan that the timing was right to invade India.

The conflict of 1965 broke out not long after the outbreak of the Indo-China War, with the passing of Nehru in 1964. As a consequence, many people started wondering whether or not India's non-alignment strategy could effectively help the country achieve its security goals. safeguarding the nation's safety. India's decision to remain non-aligned may have helped the country gain ground outside of Asia, but it could not provide a viable answer to the domestic issues that India has to deal with. A period of three years has seen India succeed in becoming entangled in border wars with both Pakistan and China while also becoming diplomatically closer to one another. Furthermore, India has no faith in any superpower to intervene to stop any nation that launches an attack.

The era of Lal Bahadur Shastri and Indira Gandhi can be aptly described as one that "pivoted India's Military Policy away from the Nehru approach to Pakistan and China." One example is when Shastri moved Indian soldiers into Pakistan to alleviate Kashmir pressure. This decision "broke with the Nehru-Mountbatten Approach." After Shastri's 1966 death, Indira Gandhi faced tremendous protests. Consolidating India's polity despite internal difficulties caused by the war-caused Forex crisis in 1969: She split from the Congress, thereby consolidating her political position. Accordingly, at the same time that India was experiencing a series of significant political incidents inside its borders.[10]

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[8] Stephen P. Cohen and Sunil Dasgupta, '*Arming without Aiming: India's Military Modernisation'*. (Washington D.C: Brookings Institution, 2010)

[9] Ibid.

[10] https://archive.claws.in/images/publication_pdf/67537579_AnalysisoftheIndianDefenceApproachin

Owing to the 1965 conflict, a huge downturn in economic growth occurred in the nation due to the drought of 1965–1967, a reduction in foreign assistance, and inconsistencies in the Indian economy. This meant that attention would have to be redirected away from military preparation and back toward economic management. The Ministry of Defence recognised the shortcomings of the First Five-Year Defence Plan by 1969 and attempted to address them in the Second Five-Year Plan, which was formed on a "roll-on" basis, meaning that an additional year was added to the plan[11]. The deterioration of the relationship between the Soviet Union and India was another factor that had an effect on defence scenerio.[12] Thus, it was difficult for India to appropriately prioritise the growth of its defence industry due to a confluence of economic and political challenges and a lack of foreign assistance.Military and diplomatic preparations were made concurrently. India signed the Treaty of Peace and Friendship with the USSR in August 1971, guaranteeing military backing if Pakistan attacked. India only acknowledged the potential for war after exhausting all diplomatic avenues and citing national security concerns. When Pakistan's President at the time, Gen. Yahya Khan, made more war preparations, Indira Gandhi supported the freedom of East Pakistan, even though it would have had domestic and international consequences.

There was a balance between offensive and defensive strategies in the East and West throughout the 1971 war. The IAF's goal was to quickly eliminate the PAF in the east while also supporting the Indian Army and Navy with offensive operations, transport, and helicopters. For the western front, India's top goals were home base defence, tactical assistance for the Army and Navy via maintaining favourable air conditions, and countering air operations against enemy airbases, radar stations, and strategic targets that supported the adversary's economy and war capacity.

India's Defence Scenario (1972–1980)

During the 1971 war, there was no question that the Indian military was better than the Pakistani military. When India faced China and its PLA, however, this was not the case. China conducted its first nuclear test in 1964, and the inclusion of their country in the NPT's "Nuclear Weapon

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[11]Express Web Desk, What is India's Cold Start Doctrine. 21 September 2017.
https:// indianexpress.com/article/what-is/what-is-india-cold-start-doctrine-military-scenerio-indiapakistan-indian-armed-forces-4854019/
[12]Department of Atomic Energy, Important Agreements. 25 May 2018. http://www.dae.nic. in/?q=node/75

8

States" category legitimised their nuclear arsenal. China spent \$31.1 billion on defence alone that year, while India spent \$2.93 billion. India's nuclear weapons programme and conventional military capability, especially the army's high-altitude mountain warfare capability and the air force's air support capability, were thus India's primary military concerns in relation to China. These steps were taken so that PLA attempts to move into Indian territory could not be stopped by Indian forces.[13]

Despite the Indo-China War setback in 1963–1964, defence development continued, although at a reduced pace, into the 1970s. After a series of failed monsoons reduced agricultural production, the price of petroleum products increased during the Yom Kippur War, and the country's already fragile economic situation worsened (in 1973). The hardship of Bangladesh refugees in India during the 1971 Indo-Pakistani conflict increased our commitments. During the Second Five-Year Defence Plan (1969–1974), GDP growth averaged out at 3.4%. After Smt. Indira Gandhi declared a state of emergency and the economy deteriorated owing to excessive inflation, the Fifth Five-Year Plan had to be scrapped once again. Similar effects were seen on the growth in military expenditure, but with Soviet Union assistance, long-term credit, and a deferred payment option, India was able to continue building up her defence force. It had been anticipated that peace would eventually reign in the region after the Indo-Pakistani War of 1971. The signature of the Simla Agreement by Pakistan raised hopes, but India had to make significant compromises to reach an agreement. From 1972 to 1979, Pakistan undertook a huge expansion that almost doubled her military, contributing to a steadily worsening security situation.

Defence spending in India almost quadrupled between 1971 (when it was Rs 1199 crores) and 1979–80 (when it was Rs 3555 crores). But as a share of GDP, it stayed very much the same, and as a share of central government spending, it went down from 22.73 % in 1971–72 to 18.19 % in 1980–81. There was a key reason for concern, and that was the high inflation rate, which meant that the gain in real terms was insufficient to sustain the necessary development.

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[13]V. Ganapathy, "*Military Lessons of the 1965 Indo-Pak War.*" Scholar Warrior , 2014

Table-3: Defence Expenditure Statistics from 1972-80

Year	Defence Expenditure (In Cr.)	DE/GDP (%)
1972-73	1652.23	3.24
1973-74	1680.79	2.71
1974-75	2112.27	2.88
1975-76	2472.29	3.14
1976-77	2562.53	3.02
1977-78	2633.64	2.74
1978-79	2867.63	2.75
1979-80	3355.63	2.93

Source: Defence Service Estimate, Govt. of India, for relevant years. Economic Survey, Govt. of India.

From 1972 to 1980, India took a "defence approach" that may be summed up as "modernization," during which time all of the services profited to their proper degree. The military spent money on "new tanks, armoured combat vehicles, sophisticated artillery, ground-attack missiles, air defence systems, and the country's first attack helicopters." Similarly, the navy began quietly expanding its capability with Soviet backing, allowing it to monitor the Arabian Sea and the Bay of Bengal and secure India's extensive coastline. Following the success of the MiG-21 and Sukhoi Su7 Soviet-built fighter planes in the 1971 Bangladesh war, the air force began a comprehensive upgrade programme.

In 1975, the terrible emergency reached its peak when political instability and mass mobilisation made military involvement necessary. Because it was not involved in politics, the Indian military took a moderate view of the political situation in the country. Morarji Desai succeeded Indira Gandhi as PM in 1977 and set out to change her view on Indian administration.

The Janata Government had no clear vision for India's military strategy, which slowed the country's defence advancement. The old errors were repeated, and India seemed to be starting again. The Parliament never debated how to synchronise foreign policy and defence. Diverse sources of armaments were imported to lessen dependence on the USSR, but operating expenses were ignored. It was chaos. The sole silver lining was that Morarji Desai and his successor, Charan Singh, pushed for military modernization, something Indira Gandhi had endorsed.

India's Defence Scenario (1980 - 1998)

A concise explanation of India's defence scenario after the 1980s can be found in the fact that it was marked by a number of strategic advancements designed to help India cope with the stressful external environment it had to face at the time. PM Indira Gandhi was re-elected in 1980, putting her back in charge. She championed the concept of military modernization, which ultimately bolstered the country's defences. Inversely, this meant that she, as a leader, was often inclined to intervene in domestic affairs via the military. This was seen in 1984 in Amritsar during Operation Blue Star, which eventually resulted in her untimely death. In 1984, Rajiv Gandhi succeeded Indira Gandhi. Under his leadership, India pursued ambitious strategic undertakings, starting with Operation Meghdoot in 1984 in the Siachen Glacier. Despite India's success in this mission, it has drained the country's military resources. In 1985, India conducted Operation Meghdoot, a huge military exercise along the Indo-Pakistani border designed to test Pakistan's defences and see how its allies would respond. That led to Pakistan threatening to use nuclear weapons, which ultimately resulted in India backing down. He advanced India's strategic goals and stance more than any other leader. Rajiv Gandhi aimed to modernise India's military by restarting its nuclear programme and diversifying the economy to include more arms exports. India's economy grew faster than its population under his leadership. India trades with France, the USSR, Germany, and Sweden. The arms trade corruption scandal led to Rajiv Gandhi's 1989 defeat. A highly mobile strike force of mechanised and armoured troops supported by air power was crucial to the strategy, with the capacity to strike inside Pakistan with lightning speed.

Although the economy had been hit hard by a string of droughts and a spike in crude oil prices that year, the situation was eventually brought under control thanks to the government's relentless efforts. India's economic position improved despite having to borrow extensively and resort to a fiscal deficit, with GDP increasing at an average pace of 5.5% in the 6th Plan and

5.7% in the 7th Plan. The proportion of GDP allocated to defence in India likewise increased, from 3.34 % in 1980–81 to 4.06 % in 1987–88, a new high. However, as a share of CGE, it fell from 18.19% in 1980–81 to 14.59% by the end of the decade and the all-time low of 13.01% in 1992–93. Defence spending increased by 30 % in 1986–87, the largest single-year increase ever recorded. After that, however, the yearly growth rate began to slow, eventually falling to 8.2 % in 1990–1991. There was a dramatic rise in domestic security risks during this time. Terrorism's rapid spread in Punjab, notably during and after "Operation Blue Star" in 1983–1984, hampered the province's ability to maintain internal security. The situation in Assam and J&K also necessitated a large military presence, which contributed to unexpectedly high costs. When India joined peacekeeping efforts in Sri Lanka in 1987, the country not only had to pay a hefty price but also became involved in dangerous combat.

In contrast, Pakistan's military budget has increased year after year. Her defence budget peaked at 8.56 % of GDP in 1988–89, marking a period of rapid expansion. Perhaps this was a result of the two years of increased defence expenditure by India. Defence spending as a proportion of total federal government spending also increased, from 33% in 1980–81 to 38.2% in 1991–92. As the 1980s progressed, the strain on India's economy only increased, and by FY 1990–1991, the situation had worsened. It's worth noting that India's fiscal deficit was kept at a tolerable proportion of GDP of 5% until FY 1979-80, when revenue spending typically equaled the collections. Since then, however, the pace of growth of spending has increased at a significantly quicker rate relative to the rate of growth of revenues because of anomalies in India's financial planning, an increase in government expenditure, and a low return from the Central Government Enterprises. Finance Minister in 1990–1991, immediately started steps to reduce the budget deficit, which had ballooned to 8.6% of GDP. Defence budget increases were quite small (about 4% annually) from 1990 to 1993. In reality, this failed to account for the roughly 13% inflation that occurred during this time period (of 3 years). In 1996–97, it was 2.09%, the lowest since 1962. From 1988 through 1997, the GDP dropped by 1.5% without any substantial security adjustments. After Kargil, funding surged. Defence spending was 2.3% of GDP. This 37.05 % fall in the defence spending-to-GDP ratio over 1987–1997 is even more remarkable given the slower GDP growth throughout this time. Due to rupee depreciation, actual defence spending has

also dropped considerably. Quantitatively, defence expenditure/GDP shows no substantial rise after 1997–98.[14]

Table-4: Defence Expenditure statistics from 1980-98

Year	Defence Expenditure (In Cr.)	DE/DGP (%)
1980-81	3866.77	2.84
1981-82	4651.80	2.91
1982-83	5408.30	3.04
1983-84	6309.17	3.04
1984-85	6660.51	2.88
1985-86	1987.49	3.05
1986-87	10477.64	3.58
1987-88	11967.49	3.59
1988-89	13341.02	3.37
1989-90	14416.17	3.31
1990-91	15426.48	2.88
1991-92	16347.04	2.65
1992-93	17581.79	2.49
1993-94	21844.73	2.49
1994-95	23245.23	2.24
1995-96	26856.29	2.21
1996-97	29505.08	2.09
1997-98	35277.99	2.26

Source: Defence Service Estimate, Govt. of India, for relevant years. Economic Survey, Govt. of India.

In 1990, India and Pakistan began a "low-intensity war." Largely asymmetric, this includes limited use of troops, confined to a certain region, and a lower threshold of armament, or mainly small guns. India's fight with Pakistan may also be defined as a "terror upgrade" in J&K, which

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[14]Jasjit Singh, *'India's Defence Spending, Assessing Future Needs'* Institute of Defence Studies and Analysis, New Delhi

started in 1989 when armed resistance against India's control in Kashmir began, to which Pakistan promised "moral and diplomatic" assistance.

In 1998, Kashmir made a big shift. India's standing in the global political arena took a significant shift in the same year, with the Pokhran-II nuclear test. When India tested three nuclear bombs on May 11 and two more on May 13, the Vajpayee administration "boldly pushed India beyond the brink of proclaimed nuclear weapon status," ending its record of self-restraint. On May 28, Pakistan tested its nuclear weapons. The 1998 test "shocked the world since it was done in secret, and India-US relations reached rock bottom."Although the worldwide response to Pokhran-II was unfavourable, it had numerous noteworthy features. Some nations, including the USA, Canada, and Japan, imposed economic penalties on India in response to its nuclear tests. Australia banned ministerial-level discussions. The United States, France, Russia, and the United Kingdom pursued diplomatic interactions with India in order to persuade it to change its nuclear policy and join the NPT.

India's Defence Scenario after Kargil War (Post 1999)

Pakistan's invasion of Kargil pushed India to begin Operation Vijay in May 1999, or the Kargil War. This was India and Pakistan's first ever conflict as nuclear nations which was triggered when insurgents from Pakistan and Kashmiri militants took up posts on the Indian side of the LoC in Kargil and gave strategic advantage to Pakistan. Kargil was another Kashmir branch."The fight took place beneath a nuclear cover without full-scale troop mobilisation." The IAF dropped laser-guided bombs on Pakistani bunkers after getting GPS photos of their mountaintop locations. India revealed Pakistan's dishonesty diplomatically, illustrating how its military and diplomatic strategies worked together. India attacked Pakistani soldiers at night to surprise them. India learned two key lessons from Kargil. First, India realised that nuking itself to prevent conventional conflict with Pakistan was deceptive. When it came to regional warfare with Pakistan and China, India required a nuclear and conventional arsenal. Nuclear deterrence played a key role in how the conflict unfolded. Both Pakistan and India agreed that Kashmir wasn't worth a nuclear war. India may have employed air and ground forces complementarily to win, but both nations maintained the barrier between nuclear and conventional combat. Kapur, A. Pakistan, on the other hand, reaffirmed its belief in using violence in the form of low-intensity

14

conflict (LIC) to achieve political objectives, despite failing to gauge the international environment and how unsupportive it would be of Pakistan's Kashmir position, leading to international isolation.

After the 1999 Kargil War and the 2001–2002 Operation Parakram, India accelerated investment in military modernisation. Investment expenditure climbed from 21% to 38% of the military budget over that time period. Discretionary funds and savings from the military services and pension accounts were used to finance this new investment in weapons systems. During this time, pensions decreased by a small fraction of the budget while defence services plummeted from two-thirds to one-half. India was putting up serious efforts to modernise on the heels of over a decade of strong economic development.

The Kargil War and the Twin Peaks Crisis of 2001-2002 Six years after the Kargil conflict, defence expenditures rose by 30%. Changes in India's political leadership may account for the decline in expenditure on defence modernization. Since 2004, a coalition headed by the Congress has governed India. The government was criticised for failing to implement significant economic reforms. Defence Minister was criticised for procurement delays and a reluctance to enact defence reforms. Antony was criticised for emphasising India's procurement procedure over military readiness and defence posture. The defence spending statistics do not support this scenario.[15]

After Operation Parakram in 2002, India adopted the Cold Start Doctrine. India needed almost two months to completely mobilise and deploy its soldiers along the Pakistan border during the operation. Following that, military strategists concluded that India requires a new defensive approach to mobilise and deploy its forces in a matter of days. In the event of a conflict, the Cold Start doctrine requires the rapid deployment of troops to India's western borders. It attempted to establish network-centric warfare based on well-planned force dispersal.

India's high defence growth of 17.9 % in 2004-05 declined dramatically to 7.8 % in 2005-06 and further to 7.2 % in 2006-07. The growth of the defence sector then increased to 7.9% in 2007-08 and 10% in 2008-09. Nonetheless, 2009–2010 witnessed the greatest rise at 34.2%, which could

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[15]Ajai Shukla, "*The Cost of Antony's Halo,*" *Business Standard (India)*, February 23, 2010, http://www.business-standard.com/article/opinion/ajai-shukla-the-cost-of-antony-s-halo110022300021_1.html.

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not be sustained in 2010–2011. In the subsequent two years, the economy grew rapidly, by 11.6% in 2011–12 and 17.6% in 2012–13. As a result of declining Indian economic growth, the growth rate fell to 5.31 % in 2013–2014. In comparison to the 77,000 crores allocated for Indian defence modernisation in 2004–05, the 2013–14 allocation of 203,672 crores is still a substantial amount. This is an almost 164.5 % increase in duration.[16]

Table-5

Defence Budget: Analysis of Budget (2010- 2021) in thousand Crore
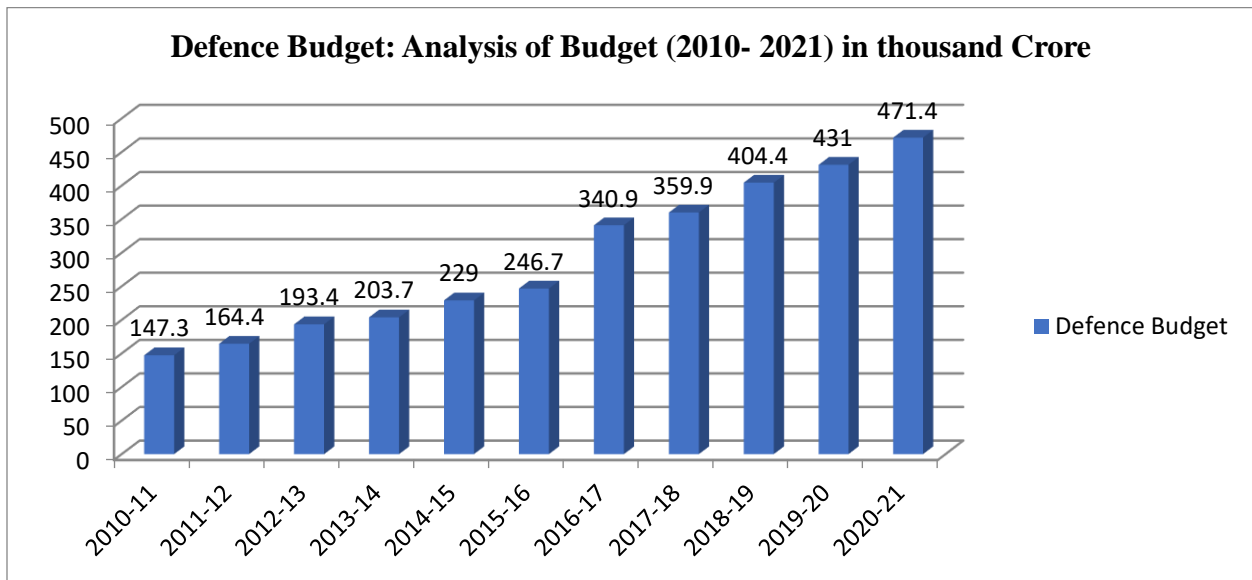
Since April 2012, India has been working on a 15-year (2012–2027) Long Term Integrated Perspective Plan (LTIPP) with an estimated total capital expenditure of roughly $100 billion. This plan is intended to ensure that India's defence acquisitions are completed on schedule and at the lowest possible cost. 14 The LTIPP is broken down even further into three separate five-year Services Capital Acquisition Plans (SCAP; 2012–2017, 2017–2022, and 2022–2027), each of which is further broken down into Annual Acquisition Plans to address more immediate needs (AAP). The Indian Headquarters Integrated Defence Staff and the Indian Ministry of Defence (MoD) developed a Technology Perspective and Capability Road Map in April 2013 to realise the goals of the 2012–2027 Long-Term Integrated Perspective Plan (LTIPP) (TPCR). 15 The TPCR has set a goal of becoming technologically independent and superior in all of its services. This future capability acquisition covers a wide range of fields, from information dominance on

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[16]"Annual Report 2001-2012," Ministry of Defence, Government of India, n.d.

the battlefield to electronic warfare, from nanotechnology to defence against WMDs, from precision guided munitions to Electro Magnetic Pulse (EMP) weapons, and from advanced multi-role jet fighters to unmanned combat aerial vehicles (UCAVs)[17].

The NDA government came to power in 2014, and one of its aims for India's constructive and strategic foreign policy is to increase its defence spending. This has led to an increase in India's overall defence budget. According to a study published by the Stockholm International Peace Research Institute in 1999, the total amount spent by India on its military was $13 billion. After the incident in Mumbai in 2008, it jumped to $40 billion and continued to rise.

2014-2015 interim defence budget and 2013-2014 defence budget. It demonstrates, among other things, that despite the fact that the increase in the interim budget is greater than that of the previous year's budget, the growth is absorbed by rising revenue expenditures, as noted before. As a result, the capital expenditures, their growth, and their proportion of the overall defence budget provide an uninspiring picture. The fact that the percentage of defence in GDP and total central government expenditure (CGE) have risen in different directions is an intriguing element of the table. It is primarily attributable to the disparity between these two factors' growth projections. While the nominal GDP is projected to increase by 13.4% in 2014–2015, the CGE is projected to increase by 5.9%[18]. Defence expenditures as a percentage of GDP fell from 17.80% in 2016–17 to 17.60% in 2017–18, a decrease of 4%. Since then, annual cuts have been made to defence spending's percentage of the government's budget.

It was 17.73 % of overall government expenditures in 2017–18, 17.43 % in 2018–19, 16.86 % in 2019–20, and then it dropped to 14.05 % in 2020–21. There has also been a little decline in terms of GDP throughout the course of these many years. It was 2.29 % in 2016–17; however, it has dropped to 2.15 % in the current fiscal year. These numbers are part of the official statistics that are included in a report that was compiled by a standing committee on the topic of defence. The data compare the expansion of the defence budget to the expansion of the central budget as well as the GDP. The committee came to the conclusion that the total budget for the Defence Department (including Miscellaneous and Pensions) will be Rs 4,78,195.62 crore for the years 2021–22. This figure represents 13.73 % of the total expenditures of the central government and

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[17] *"Technology Perspective and Capability Roadmap (TPCR),"* Headquarters Integrated Defence Staff, Ministry of Defence, Government of India, n.d., //mod.gov.in/writereaddata/TPCR13.pdf

[18] https://www.idsa.in/idsacomments/IndiasInterimDefenceBudget2014-15_lkbehera_230214

2.15 % of the GDP for the years 2021–22. In addition, the capital budget of the Ministry of Defenceor 2021–22 is roughly 25.30 % of the entire capital spending of the Central Government Expenditure.[19]

Defense gets Rs 5.94 lakh crore in Budget 2023-24, a jump of 13% over the previous year. The Armed Forces' operational allocation is increasing at an unprecedented rate. Defense pensions have been allocated Rs 1.38 lakh crore. Capital outlay pertaining to modernization and infrastructure development increased to Rs 1.62 lakh crore, a 57% rise since 2019-20. BRO's capital budget increased by 43% to Rs 5,000 crore, while DRDO's allocation increased by 9% to Rs 23,264 crore. IDEX gets Rs 116 crore, an enhancement of 93% over 2022–2023, to further foster innovation under the EEE status provided to Agniveer Fund.[20]

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[19]https://www.indiatoday.in/india/story/india-s-defence-spending-in-terms-of-total-govt-expenditure-for-2021-22-lowest-in-six-years-1780407-2021-03-17

[20]https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1895472&RegID=3&LID=2

Defence Expernditure as Percent of GDP

■ Defence Expernditure as Percent of GDP

Percentage

Year

2 | 2.07 | 2.75 | 4.03 | 3.82 | 3.87 | 3.57 | 3.22 | 3.25 | 3.14 | 3.19 | 3.65 | 3.72 | 3.16 | 3.2 | 3.53 | 3.48 | 3.16 | 3.13 | 3.26 | 3.13 | 3.19 | 3.35 | 3.32 | 3.42 | 3.57 | 4.11 | 4.23 | 3.73 | 3.53 | 3.15 | 2.91 | 2.7 | 2.82 | 2.66 | 2.58 | 2.47 | 2.65 | 2.73 | 2.96 | 2.95 | 2.92 | 2.83 | 2.68 | 2.83 | 2.75 | 2.53 | 2.48 | 2.63 | 3.13 | 2.89 | 2.7 | 2.62 | 2.55 | 2.54 | 2.46 | 2.54 | 2.53 | 2.43 | 2.52 | 2.88

DEFENCE COOPERATION WITH FOREIGN NATIONS

Post Indo-China war, the Indian government had realized to ensure stable facilitative environment for holistic developmental of country an adequate deterrent against aggressive neighbours to ensure territorial integrity and stable regional equilibrium.

At the core of the deterrent mechanism stood the Indian armed forces which stood which was in need to across the board over, from modernizing its equipment, skill enhancement of its personnel, developing and strengthening its infrastructure, to a robust supply chain, the Sino-Indo war had showed the massive gap in military preparedness and infrastructure of the Indian State compared to the China and it became bridging this gap as soon as possible became the top priority but with the current scenario and India's limited scientific and industrial infrastructure it was not possible to execute this in a time frame that would have safeguarded the nations interest. Thus, the government looked towards to foreign alliance to enhance this goal, India started with cooperative ties with nations with the military know-how and willingness to help India fulfil its objective, the government was very careful of diversifying its reliance among the nations to reduce the risk and liabilities of relying on a single nation. This diversification of defensive Cooperation also enabled Indian armed forces and its complimentary establishment to gains skills and technology from different system making the defensive establishment very flexible.

The Defence cooperation that India has established can be broadly classified into two categories: -

1. **Military Cooperation**: These cooperations remain as part of capacity and human resource development exercise where India along with various nation and international operation of UN, partake in number of programs to increase multi-nation cooperation in combined armed tactics, while providing exposure to various weapons systems and strategy employed by other nation and defence group. Such interactions enhance the skillset of the soldiers

2. **Technical cooperation**: Technological advancement in warfare is the corner stone for military supremacy and equilibrium. Research & Development collaboration with

20

various nation states involves working various areas potential military use. Such collaboration enabled India to develop its own scientific capacity building and indigenous technology to reduce reliance on imports and to ensure that India had an equal footing in the military tech sector. The research products of such work also find application in civilian sector and lays foundation for commercialization of work and military exports enabling long term sustainable military research complex.

Military Cooperation

The evolution of the Indian armed forces over the year has been remarkable, its defence ties has allowed it to expand its footprint globally. India is now engaged in multi-lateral defence initiatives from USA, and Chile in far west to Korea and Japan in the east. India has also actively participated in many international operations in multitude of capacity. Some of the major states and organization with which India has major ties are:-

I. United States of America: India's ties with US grew stronger India-China war, where Soviet Union failed to intervene on behalf India which had been its long-standing ally, while the US had showed signs to intervene on India's behalf along with its allies. The US assistance had been of immense value during the China conflict and Chinese were perturbed with prospect of being at war with US. This interaction was one of the many close military cooperation that the US and India would conduct which is going on till date. One of most notable military exercises is the YUDH ABHYAS which is a series of bilateral military exercises between India and US where each country participates in a live combined military exercise at the host country with the host country being rotated annually[21]. RIMPAC is multi-nation naval exercise in which is conducted by United States Navy, it become a part of this exercise in 2012[22]. These exercises have evolved over the year like MALABAR which used to be bilateral naval exercise between India and the US, but now has expanded with Japan being a regular participant. Both India and US mutually aligned goals which include maritime security, counter-terrorism, regional and global

[21]https://pib.gov.in/PressReleasePage.aspx?PRID=1876038
[22]https://www.mea.gov.in/Portal/ForeignRelation/India_US_brief.pdf

security, US has recognized India's strategic role in this endeavor and India has benefitted by gaining access to advance defence technologies.

II.   United Kingdom: India's strategic ties with United Kingdom began from 2004. India and the UK signed the Defence and International Security Partnership (DISP) in November 2015 to provide a strategic roadmap and direction to the evolving India-UK Defence Relations. Both have been coordinating meeting at secretary levels with the last Defence Consultative Group at Defence Secretary level last met in March 2019.The virtual Defence Equipment Sub-Group (DESG) meeting was last held on 9 September 2020. The secretarial level talk was focused on issues about defence production and defence industry collaboration. They are 70 defence companies that provide various goods for aircraft/helicopter manufacturing, spare parts to HAL for various platforms like jaguar,mirageetc under its supervision. Recently, both nations have decided to strengthen their relations by creating India-specific Open General Export License (OGEL) that would reduce time and bureaucratic obstacles in export of defence equipment to India[23]. UK and India both mutual maritime interest and have deployed Carrier Strike Group (CSG) to conduct maritime exercise to improve joint combat effectiveness, and to experience and exposure to each other's systems.[24] UK and India have initiated a tri-services bilateral military exercise called Konkan Shakti in which all three service i.e army, airforce and navy will participate in an extensive operation to enhance operational knowledge, exchange best practices from each other and to improve interoperability between the forces of the two nation.[25]

III.   France: India and France have strategic since 1998 when they both entered strategic partnership, creating the platform for convergence of perceptions on range of international besides their growing bilateral relation. Defence and security cooperation has been at the core of their strategic ties, and France has always shown

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[23]https://www.gov.uk/government/publications/open-general-export-licence-dual-use-items-india
[24]https://www.gov.uk/government/news/uk-carrier-strike-group-starts-maritime-exercise-with-indian-navy
[25]https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1767280

understanding towards India's security needs and challenges. Both countries have been conducting bilateral military exercise SHAKTI where the armies of both nations conduct military drill in each other's countries biennial to improve coordination and synchronization between the armies of both nations, to provide exposure to each other regarding each other's weapons system, strategy and tactics so to enhance operational efficiency in international operations[26]. India has been sending its personnel on regular basis to attend courses in France. Indian and French Navy have also been conducting regular naval exercise under the VARUNA exercise, the latest edition of VARUNA was held in March-April,2022. The exercise includes various naval equipment and ship from each other and provides opportunity for both the navies to learn the best practices from each other. The exercise has been a principal driver for operational level interactions between the two navies and has underscored the shared commitment of both nations to security, safety, and freedom of the global maritime commons[27]. The Indian Airforce and the French Airforce have also been interacting on a regular basis through the bilateral GARUDA exercise which began in 2003 and has only grown in complexity and intensity, both air forces have employed numerous aircrafts and other equipments for this exercise and this has provided a platform for both the countries to enhance operational capability and interoperability, while also sharing best practices and will promote professional interaction, exchange of experiences and enhancement of operational knowledge, besides strengthening bilateral relations between the two countries.[28]

IV. Russia: Russia has been one of the largest suppliers of military hardware to India. Both nations have had very close military partnership since Soviet era as Soviet and Russian origin platforms form a significant portion of India's military arsenal. Post-Independence Soviet Union had been one of the closest allies of India. Russian and Indian forces have maintained a close relationship with the conducting periodic military exercises like INDRA aimed at strengthening mutual confidence, interoperability enable sharing of best practices between the contingents of both the

[26]https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1773638
[27]https://indiannavy.nic.in/content/20th-edition-india-france-naval-exercise-varuna-%E2%80%93-2022
[28]https://pib.gov.in/PressReleasePage.aspx?PRID=1871611
23

countries, strengthening security cooperation and will serve to reinforce the longstanding bond of friendship between India and Russia[29]. Both nation even conducted bilateral naval military exercises INDRA NAVY which is biennial in nature, over the years this exercise has matured and evolved into scope, complexity of operations and level of participation. The latest version of this exercise was conducted in July 2021 aimed at enhancing understanding and procedures for multi-faceted maritime operations. The scope of this edition includes wide-ranging and diverse activities across the spectrum of maritime operations.[30]

V. Israel: India and Israel's military cooperation can be traced back to 1992 when India started importing weapons from Israel, it is estimated that till date India has imported more than 40 Billion USD worth of weapons from Israel[31]. The Kargil war had cemented this military relationship with Israel providing direct military support to India. Israel has been one of the quality names in military hardware with famous Iron Dome anti-missile defencesystem,Unmanned Aerial Vehicles, missiles, and radar systems have dominated India's purchases from Israel, totaling worth US$ 4.2 billion. Both nations have setup a Joint Working Group on Defence Cooperation. Both nations have participated in a multi-national aerial force exercise called 'Blue Flag' to improve interoperability and learn the best practices from each other and other nation participating in the exercise. Israel is also one of the top names in cyberwarfare and subsequently India has signed a cybersecurity agreement to enhance India cybersecurity footprint and fortify itself from future threats taking advantage of the vast skill and experience Israel brings to the table as cyberwarfare becomes the most active and relevant domain of modern warfare which is wage continuously and silently but can have devastating impact much larger than the conventional battles.

VI. Australia: India and Australia can trace back their military cooperation to the trenches of Gallipoli where the Indian and Australian soldiers endured the fiercest battle of World War I forging a bond which can only be forged through sacrifice. In 2009, Australia and India entered in India-Australia Joint Declaration on Security

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[29]https://pib.gov.in/PressReleasePage.aspx?PRID=1739351
[30]https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1740558
[31]Chaudhuri and Rein 2022

Cooperation, the aim of this to strengthen regional security, combating terrorism, enhancing interoperability,Sharing knowledge and experience in disaster prevention and preparedness and relevant capacity building[32]. Both nations have also been exchanging personnel to learn and adopt best practices from each other. Both nations have also been conducting AUSINDEX a biennial naval exercise to strengthen military cooperation, enhance knowledge and provide experience and exposure to each other personnel[33]. The Indian Army and The Royal Australian Army are also conducting AUSTRAHIND, is military exercise conducted biennially aimed at enhancing interoperability between the armies of the two nation and to improve ability to conduct operation together in multi-domain terrain in international operations. The latest version of this exercise is being held on 28th November,2022 in Rajasthan, this joint exercise will enable both the armies to exchange best practices, tactics, and procedures for conducting operations at company and platoon levels and training on new generation equipment and specialist weapons platform to achieve higher degree and battleground and situational awareness, better casualty management and evacuation and higher level of logistical planning at Battalion and Company level[34].

VII.   Japan: India Japan defence ties is relatively new built due to growing convergence on strategic matters and its significance is growing from the common outlook on issues of peace, security and stability of the Indo-Pacific Region. Both nations have recognized the need for stable and secular Indo-Pacific Region and maritime security. A Joint Declaration on Security Cooperation (JDSC) between India and Japan was signed in 2008 which was followed by two more agreements in 2014 and 2015[35]. The Indian Navy and Japan Maritime Self-Defense Force signed an agreement for deeper cooperation between the two forces in 2018. Japan Maritime Self-Defense Force and Indian Navy have been participating in the bilateral naval exercise which began in 2002, and recently hosted its 10th edition in Vishakhapatnam,JIMEX 22 seeks to

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[32]https://india.embassy.gov.au/ndli/pa5009jsb.html
[33]https://pib.gov.in/PressReleasePage.aspx?PRID=1752545
[34]https://pib.gov.in/PressReleasePage.aspx?PRID=1879269
[35]https://www.indembassy-
tokyo.gov.in/eoityo_pages/NzE,#:~:text=The%20Agreement%20concerning%20Reciprocal%20Provision,2.

25

consolidate the high degree of interoperability that exists between maritime forces of the two countries, through complex exercises in the surface, sub-surface, and air domains[36].

Besides the above nation India has also expanded its military with other nations across the globe. India secured its first foreign airbase in Farkhor Air Base,Farkhor in Tajikistan[37], this acquisition marked a new milestone for India as it expanded it ability to project its military might and support operation abroad over larger geographical footprint.

India and Bangladesh have been neighbors and close allies, India has been regularly hosting Bangladesh's military personnel for training and skill enhancement. India has established a number of foreign post with friendly nation as result of its military alliances A Listening post and a radar facility in northern Madagascar[38], A Listening post at Ras al Hadd and berthing rights for the Indian Navy at Muscat naval base, an establishment at Duqm for the Indian Air Force and the Indian Navy[39]. India Oman have also been conducting naval exercise to strengthen their military ties. Exercise NASEEM AL BAHR - 2022 SEA PHASE was conducted recently in November,2022 where navies of both nations participated to display and enhance their skill. The exercise helped in strengthening interoperability as well as enhancing understanding of each other's procedures[40]. India has also been hosting number of Omani personnel for training and has recently upped the number of slots reserved for Omani personnel at Indian defence Institutions for training.[41] The table below provides information regarding various foreign nation with which India has established defence ties, the geographical span and nature of countries with which India has established shows how skillfully India is navigating the global geo-political scenario, its military relation is not only limited with nations with formidable military power rather it has also

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[36]https://pib.gov.in/PressReleasePage.aspx?PRID=1858949
[37]https://newindiasamachar.pib.gov.in/WriteReadData/flipbook/2022/Feb/2nd/English/files/basic-html/page49.html
[38]Gordon, A. D. D.; Gordon, Sandy (2014-08-05). India's Rise as an Asian Power: Nation, Neighborhood, and Region. Georgetown University Press. ISBN 9781626160743.
[39]India activates first listening post on foreign soil: radars in Madagascar", Indian Express,
[40]https://pib.gov.in/PressReleasePage.aspx?PRID=1878711
[41]ibis

extended this cooperation to smaller nation which do not adequate resource to dedicate to defenceenhancement or have no resources to dedicate to it. Bhutan is one such nation to which India has a dedicated a contingent of its own military to protect the sovereignty of Bhutan and at the same time train Bhutanese force (military and police). In Fiji, ISRO has a satellite tracking station ,and India and Fiji entered a defence cooperation agreement to strengthen the naval capabilities of Fiji. Similarly, India has enter into various military cooperation arrangement where it is playing a critical role in strengthening the defence establishment of smaller nations enabling these nation states to be better prepared and resilient to global threats like terrorism, piracy, combating local insurgency and ensuring regional stability and thereby contributing to global peace, security and stability.

Table:LIST OF MILITARY OR DEFENCE AGREEMENT SIGNED WITH FOREIGN COUNTRIES FOR LAST THREE YEARS (FROM 1ST AUGUST 2014)[42]

Sl.No.	Name of Country	Title	Date of Signing
1	Bangladesh	MoU between the Coast Guards for establishment of Collaborative Relationship to Combat Transnational Illegal activities at sea and Develop Regional Cooperation	06.06.2015
		MoU on Defence Cooperation Framework	08.04.2017
2	Botswana	MoU on secondment of Indian Armed Forces Personnel to the Botswana Defence Forces	15.09.2014
3	France	Inter-Governmental Agreement for procurement of 36 Rafale aircrafts.	23.09.2016

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[42]https://pib.gov.in/newsite/PrintRelease.aspx?relid=169712

4	Fiji	MoU on Bilateral Defence Cooperation	29.05.2017
5	Japan	MoU on Defence Cooperation and Exchange	01.09.2014
		Agreement concerning the Transfer of Defence Equipment and Technology.	12.12.2015
		Agreement concerning security measures for protection of classified military information	12.12.2015
6	Kazakhstan	MoU on Defence and Military Technical Cooperation	08.07.2015
7	Kenya	MoU on Cooperation in the field of Defence Cooperation	11.07.2016
8	Kyrgyzstan	Defence Cooperation Agreement	12.07.2015
9	Oman	MoU on Military Cooperation	22.05.2016
		MoU to cooperate on Maritime Issues	22.05.2016
		Protocol between the Air Forces on Flight Safety Information Exchange	22.05.2016
		MoU between the Coast Guards in the field of Marine Crime Prevention at Sea	22.05.2016
10	Portugal	MoU on Defence Cooperation	07.01.2017
11	Republic of Korea	MoU between the Defence Acquisition Program Administration of RoK and the Ministry of Defence, India to develop and strengthen defence industry cooperation and to establish Special Strategic Partnership including close cooperation in Naval Ship Building.	21.04.2017
12	Russia	Agreement on Training of Indian	11.12.2014

28

		Armed Forces personnel in the Russian Military Training Establishment	
		Agreement between the MoD of India and the MoD of Russia on Cooperation in Aircraft Flight Safety	21.01.2015
		Agreement between the Government of the Republic of India and the Government of the Russian Federation on Cooperation in the field of Helicopter Engineering.	24.12.2015
		Agreement between the Government of the Republic of India and the Government of the Russian Federation on Supply of S-400 Triumph Air Defence Missile Systems to the Republic of India.	15.10.2016
		Agreement between the Government of the Republic of India and the Government of the Russian Federation for construction of follow-on ships of Project 11356 in Russia and in India.	15.10.2016
13	Seychelles	MoU for Cooperation in the field of Hydrography	11.03.2015
14	Singapore	Defence Cooperation Agreement	23.11.2015
15	Spain	MoU on sharing classified information	04.03.2015
16	Sudan	MoU on Defence Cooperation and Exchanges	13.03.2015
17	Tanzania	MoU on Cooperation in the field of Hydrography	19.06.2015
18	Turkmenistan	Agreement on Cooperation in the field of Defence	11.07.2015

29

19	United Arab Emirates	MoU concerning Mutual Protection of Classified Information	23.05.2016
		Memorandum of Understanding on Cooperation in the field of Defence Industry.	25.01.2017
20	USA	New Framework for the India-US Defence Relationship	03.06.2015
		Logistics Exchange Memorandum of Agreement (LEMOA)	29.08.2016
21	Vietnam	MoU between Coast Guards for establishment of collaborative relationship to combat transnational crime and develop mutual cooperation	25.05.2015
		Programme of Cooperation between the Vietnam People's Air Force & Air Defence and Indian Air Force	05.12.2016

Technical Cooperation

While a well trained and experienced military personnel is vital for an effective military in a formidable defence strategy, the equipment that the military hones have a profound impact on the efficacy of the military thereby having a direct impact on the defence strategy. As history has shown repeatedly that technological advanced military will always have a strategic edge over its adversaries, this still stands true today. The technological innovation in today's era has been occurring at an astounding rate, militaries across the globe have been adapting to the constantly changing battleground and using technology to tackle challenges both general in nature and unique to their battle environment. Indian Government too has understood the importance of technology is making full effort take ensure that the Indian Armed

Forces at the forefront of technological advancement and its personnel are trained and armed with the latest state of the art weaponry.

In its endeavor to arm the forces with latest tech, Indian Government have entered arrangements with various foreign governments with aimed at developing new technology, transfer of technology to enhance domestic production, enhancing dual use technologies and adapting them for non-lethal use. These arrangements have enabled India to benefit from the experience of the nations and scientific minds which have been at the forefront of this sector and lay the groundwork for domestic military research and defence infrastructure and military industrial complex.

The push for such technical cooperation had only seen thrust post 2012 prior to it India had only been an importer defence equipment which had significant financial and capacity impeding implication both long term and short term, but post

In 2016 United States of America notified India as Major Defence Partner, subsequently in 2018 United States of America again elevated to Strategic Trade Authorization tier 1 which allowed India to license free access to a wide range of military and dual use technology. Recently, India and US entered a pact for Research, Development, Testing and Evaluation (RDT&E) Memorandum of Agreement between Ministry of Defence and US Department of Defence, which was signed in January 2006 which was renewed in 2015 and under this both nations Project Agreement for Air-Launched Unmanned Aerial Vehicle[43]. In 2014 Indian Space Research Organisation and National Aeronautics and Space Administration signed MOU to develop Synthetic Aperture Radar (NISAR) mission which helped enhance India's satellite technology[44].

India and Russia have had very close relationship in development of technology which oriented towards military use. India has obtained license for local production

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[43]https://www.pib.gov.in/PressReleasePage.aspx?PRID=1751648
[44]https://nisar.jpl.nasa.gov/mission/isro-partnership/

31

T-90's tanks from Russia to further strengthen domestic production[45]. India and Russia have jointly developed BrahMos supersonic cruise missile, with increased indigenous content and improved performance bolstering India's rocket technology[46]. India is also producing through Hindustan Aeronautics Limited Su-30MKI under technology of transfer and production license[47] helping Indian Air Force to replenish and update its depleting and outdating fleet. The license also enabled HAL to produce spares for the aircraft to enable domestic production and provide necessary cost-effective support during its service period[48].

India has also developed close technological ties with France for development of its military technology, India has built 6 Scorpene Submarines at MDL Shipyard in Mumbai under transfer of technology from France to India[49] enabling India to bolster its maritime capabilities. France and India are also exploring possibility of equipping India with French Nuclear Submarines which would further enhance India's maritime capabilities allowed Indian submarines to traverse longer distance.[50] India has also sourced Rafale combat aircraft from France along with clauses that required French companies to have 50% offset clause in India to boost domestic defence sector.[51]

Israel has also been a close partner in this technological venture, Isarel is technological superpower which has been the top player in drone technology In 2017, Israeli Aerospace Industries signed an agreement with Indian companies for manufacture of Drones in India[52]. In 2022, HAL and IAI signed an agreement for conversion of passenger aircrafts in refueling and cargo aircrafts[53].

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[45]https://www.defensenews.com/land/2019/11/26/india-pays-russia-12-billion-in-technology-transfer-fees-for-t-90s-tanks/

[46]https://www.brahmos.com/content.php?id=1

[47]https://pib.gov.in/newsite/PrintRelease.aspx?relid=160857

[48] ibis

[49]https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1822837

[50]https://eurasiantimes.com/france-looks-to-equip-indian-navy-with-cutting-edge-submarines/

[51]https://pib.gov.in/PressReleasePage.aspx?PRID=1519514

[52]https://www.army-technology.com/news/newsiai-partners-with-dynamatic-elcom-for-uav-systems-production-in-india-5865496/#:~:text=Israel%20Aerospace%20Industries%20(IAI)%20has,vehicles%20(UAVs)%20in%20India.

[53]https://hal-india.co.in/HAL%20and%20Israel%20Aerospace%20Industries%20Sign%20MoU%20for%20MMTT/ND__371

India and United Kingdom are also on the precipice of finalizing technology exchange agreement that will allow India to some the state-of-the-art military and dual use technology. This allows India to enhance its security framework[54] and promote further the aim of domestic defence technology progress.

India's defence ties and defence diplomacy has taken decades of hard work, sacrifice and significant financial commitment, but India has recognized the need for collaborative work in the defence sector for enhancement of the skill and strengthening of defence forces to create a robust deterrent against India's adversaries and to create a safe,stable and peaceful regional and international environment for the development of India and that of its neighboring region. Nations across the globe have also recognized the strategic value and strength India posses due to its location vast and varying geographic domain, these nations have also assessed the important role India can play in global security and peace mechanism ensuring balance of power in Asia-Pacific region and globally acting as a deterrent to any hostile act by rogue nations which could threaten the delicate balance geo-political climate whose spillover effect could harm global economy and growth a scenario which neither India or any peace and growth loving nation would want to prevent.

These defence treaties have also allowed India to expose its manpower to latest technological trends and best practice and impart them with necessary skill and experience to develop indigenous technology in future enabling India to be more independent on need based foreign ties and provide India with greater leverage in global politics as military, industrial and technological behemoth. Though, this will not end defence cooperation in future but India's cooperation with other nations will be

"want" based and much favorable terms.

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[54]https://economictimes.indiatimes.com/news/defence/india-uk-set-to-finalise-defence-tech-exchange-arrangement/articleshow/91670558.cms?from=mdr

33

DEFENCE INDIGENISATION

The government of India is attempting to achieve growth through the use of the Make in India programme for defence procurement. Several steps have been taken in order to achieve a significant level of self-reliance in defence production as part of the "Make in India" initiative that has been spearheaded by the Indian government. The adoption of these policies will propel India to the forefront of the global defence industry. As part of the initiative known as "Make in India," the delivery of maintenance TOT (Transfer of Technology) to Indian industry partners will foster the expansion of India's defence manufacturing sector and contribute to overall economic growth. More than forty percent of India's defence budget is spent on capital acquisitions. About 70 percent of its needs are met through imports. In ten years, the offset arrangement is projected to generate a staggering $15 billion in revenue[55]. The consequence of this will be seen in the primary defence sector in the coming decades. India's dream of a strong domestic defence industry will be helped by the private sector and MSMEs. Defence technologies drive these kinds of inventions, which are sparked by the defence sector. Defence technologies will be very important to achieving the SDGs, and they are closely linked to them. the world order scenario, India not only needs to be self-sufficient in the defence sector, but it also needs to promote the defence industry.

The Self-Reliance Index (SRI), which is the ratio of indigenous content of defence procurements to the total expenditure on defence procurements in a fiscal year, is abysmally low at 0.3%. In 1992, Abdul Kalam, who was then the Scientific Advisor to the Raksha Mantri, established the Self-Reliance Review Committee in order to devise a 10-year long-term plan to transition from a dismal SRI of 0.3% to 0.7% by 2005[56]. This would have necessitated that the import content of defence procurements, which includes the import of weapon systems and platforms by the armed forces and services sought from foreign vendors or Original Equipment Manufacturers (OEMs) by Defence Public Sector Units (DPSUs) and Ordnance Factories (OFs), be reduced to 30 percent or less. This was the first time such an exercise was conducted, and the SRI may have remained at 0.3 or declined since then. But at this time, according to a study published by the

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[55] Rathore, B. S. (2021). Defence Expenditure of India: Efficacy and Effect on Economic Growth. IIPA, New Delhi.
[56] S, Bikramdeep (2013). Defence Indigenisation: Made in India, by India, for India. CLAWS Journal.

Stockholm International Peace Research Institute (SIPRI), India ranks fourth among 12 Indo-Pacific countries in terms of self-reliance in arms production[57]. However, India is also the second-largest importer of arms for its armed forces in 2016–20.

Country	Exporter Rank*	Importer Rank*	Largest supplier**	Military Spending 2021***	Spending Rank****
Australia	3	2	US (69%)	31754	5
China	1	3	Russia (77%)	293,352	1
India	4	1	Russia (54%)	76,598	2
Indonesia	5	8	US (23%)	8,259	9
Japan	14	6	US (97%)	54,124	3
South Korea	2	4	US (58%)	50,227	4
Malaysia	NA	16	Spain (32%)	3,830	13
Pakistan	13	5	China (72%)	11,305	8
Singapore	7	9	France (43%)	11,115	7
Tiwan	12	15	US (100%)	12,958	6
Thailand	15	10	South Korea (25%)	6,605	10
Vietnam	11	7	Russia (66%)	5,500*****	NA

*Regional rank, 2016-20. Regional ranking is based on 44 jurisdictions in Asia and Oceania as defined in SIPRI databases, **Share of total arms imports, ***Current US$ mn, ****Regional rank, 2021, *****In 2018 NA: Not applicable.

Sources: SIPRI Arms Transfers Database, March 2022; SIPRI Military Expenditure Database, April 2022

Of India's total volume of procurement in 2016-20, 84 percent of foreign origin (Table). Sixteen-nine imports were licensed (58 percent of total acquisitions). Much of the licensed production has substantial Indian content and uses Indian-designed components to replace original foreign components, as in the Russian Su-30MKI combat aircraft. Through technology transfers, licensed production helps develop the local design. The recently completed large programme for

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[57] Arms-production capability in The indo-pacific region. SIPRI. October, 2022.

the Russian Su-30MKI was reportedly seen as a "mistake" in India since no real technology transfer occurred. Land-attack missiles (including those with nuclear warheads) and the Arihant (a class of nuclear-powered ballistic missile submaines) are domestic designs that give India's nuclear force a high level of autonomy. Between 2016 and 2020, the majority of surface ships delivered were also of Indian design. n addition, domestic designs remain dependent on imported key component such as engines and radars.

India's Domestic, Licensed and Imported Arms as s Proportion of Total Procurement of Major Conventional Arms

	Procurement of major arms, 2016-20, vol. (TIV millions)	Procurement of major arms, 2016-20, Share of total volume (%)
Import	15067	84.3
Licensed	10328	57.8
Domestic	10328	57.8
Total	**17883**	**100**

India's arms procurement by category of arms and type of procurement, 2016-20

	Aircraft	Armour	Ships	Missiles	Air-defence systems
Import	93.7	100	21.4	92.3	60.6
Licensed	75.0	100	21.4	57.5	60.6
Domestic	6.3	-	78.6	7.7	29.4

Source: Arms-production capability in Theindo-pacific region. SIPRI. October, 2022.

India is currently the world's largest importer of defence equipment, but its exports have increased by more than fivefold during the past four years. The value of India's exports of military equipment increased from Rs 1,521.86 crore in 2016-2017 to Rs 8,620.59 crore in 2019-2020. The Defence Minister stated that Rs 35,000 crore would be achieved by HAL by 2024[58]. A new category of procurement 'Buy {Indian-IDDM (Indigenously Designed, Developed and

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[58]India registered defence exports worth Rs 8,000 cr in six months of FY 2022-23; aims for Rs 35,000 cr target by FY 2025 end: Rajnath Singh. *The Economics Times* (Oct 1, 2022). https://economictimes.indiatimes.com/news/defence/india-registered-defence-exports-worth-rs-8000-cr-in-six-months-of-fy-2022-23-aims-for-rs-35000-cr-target-by-fy-2025-end-rajnath-singh/articleshow/94924462.cms

Manufactured)}' has been introduced in DPP-2016 to promote indigenous design and development of defence equipment. It has been accorded top most priority for procurement of capital equipment. Besides this, preference has been accorded to 'Buy (Indian)', 'Buy and Make (Indian)' & 'Make' categories of capital acquisition over 'Buy (Global)' & 'Buy & Make (Global)' categories.[59]
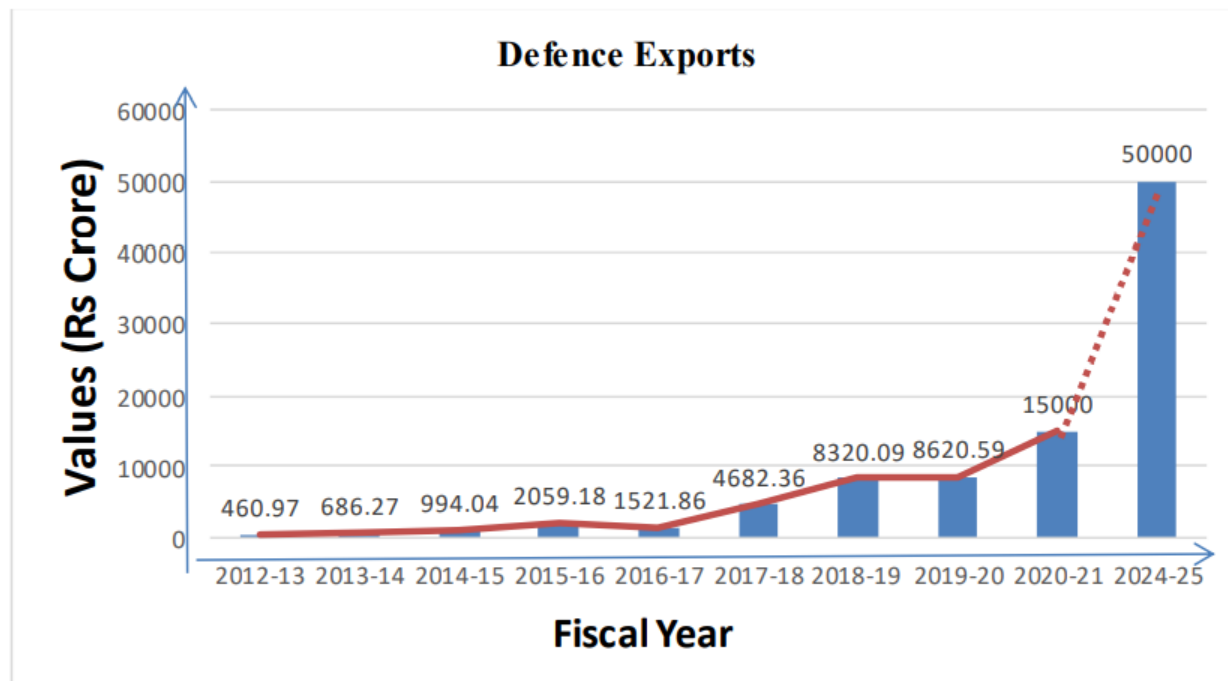
(Source: India's Military Expenditure, SIPRI)

Ordnance Factories and Defence Public Sector Undertakings have played a significant role in transforming our nation into a defence manufacturing centre. Our country's 41 Ordnance Factories and 9 DPSUs contribute around Rs. 58,000 crores to the annual defence production. Government aids Defence Public Sector Undertakings and Ordnance Factories in their expansion efforts. As a result of these efforts, the Defence Public Sector Undertakings recorded a record-breaking revenue of Rs. 45,776 crores in 2018-2019. Four Defence PSUs, namely Hindustan Aeronautics Ltd. (HAL), Bharat Electronics Ltd. (BEL), Mazagon Dock Shipbuilders Ltd. (MDL), and Bharat Earth Movers Ltd. (BEML), had the highest turnover during the 2018-19 fiscal year[60]. According to data supplied by the Department of Defence Production, private sector enterprises have received the most benefits from export orders. Their exports have increased from just Rs 194.35 in 2016-17 to over Rs 8013.65 in 2019-20. The exports of Defence

[59] PIB. https://pib.gov.in/Pressreleaseshare.aspx?PRID=1575777
[60] PIB. https://pib.gov.in/Pressreleaseshare.aspx?PRID=1575777

Public Sector Undertakings (PSUs)/Ordnance Factory Board (OFB) have decreased from Rs 1,327.51 in FY 2016-17 to Rs 403.94 in FY 2019-20[61]. Italy, the Maldives, Sri Lanka, Russia, France, Nepal, Mauritius, Sri Lanka, Israel, Egypt, the United Arab Emirates, Bhutan, Ethiopia, Saudi Arabia, the Philippines, Poland, Spain, and Chile are among the primary export destinations for defence equipment. Personal protection items, offshore patrol vessels, advanced light helicopters, avionics, Indian radios, coastal surveillance systems, armour launchers, FCS, parts for radars, electronic systems, and light engineering mechanical parts, etc., are the primary defence items exported. The growth in India's defence exports over the past four years has been more than five and a half times higher than the objective of Rs 15,000 crore that has been set for the fiscal year 2020-21.
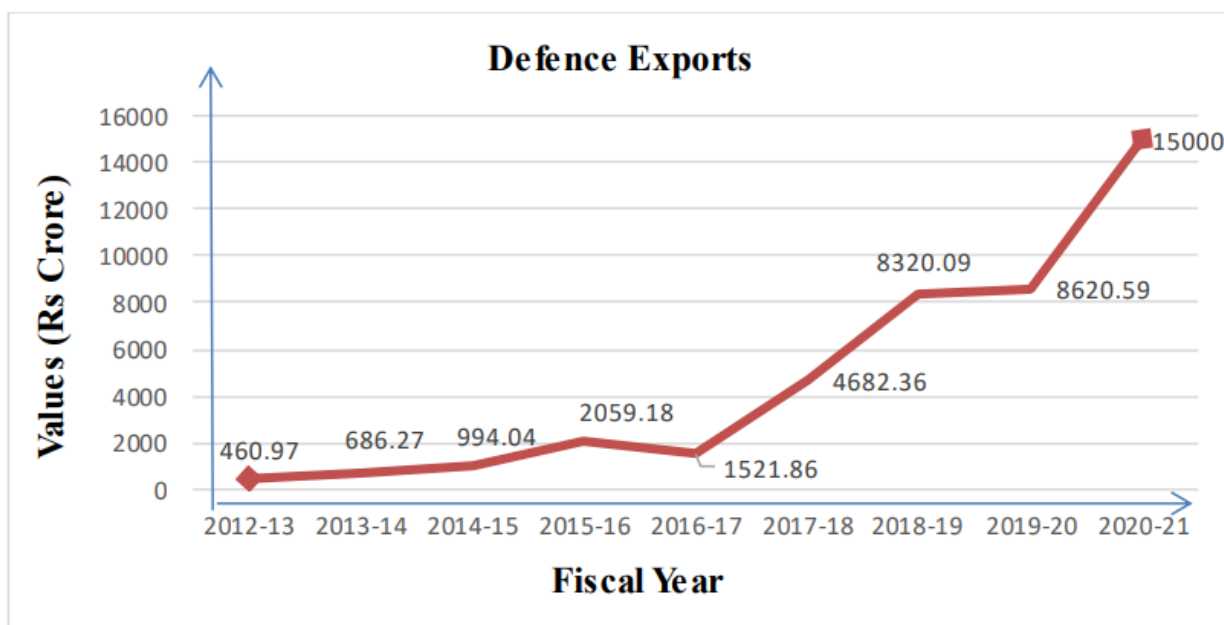
(Source: India's Def Exports: Status, Strategy & Solutions, Manekshaw Paper, 2019)

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[61]India's defence exports rise over 5 times in last 4 years. *Zee News*. 20 April, 2020. India's defence exports rise over 5 times in last 4 years | India News | Zee News
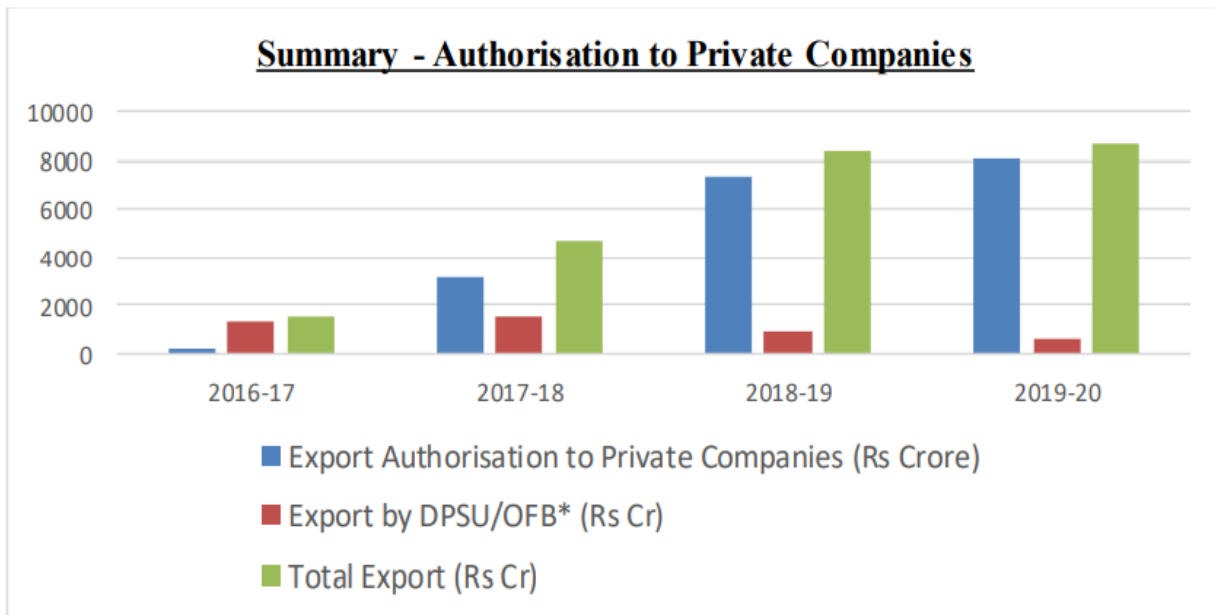
(Source: Ministry of Defence, Data)

In 2018–2019, the defence industry produced almost Rs 80,000 crore, with the private sector contributing approximately Rs 16,000 Cr. Private players have covered about 20% of the production activity. The government aims to generate $26 billion in aerospace and defence goods and services by 2025, according to the Defence Production Policy. This will require an investment of $10 billion and the employment of around 3 million people. The defence industry influences India's efforts to promote and encourage R&D/innovation. It will have significant ramifications and economic spin-off benefits. Government efforts, such as streamlining the industrial licencing process and increasing the FDI cap, will stimulate the production of products by private actors in the defence sector.

Approved Equipment of Exports:

The government authorised the sale of artillery guns, indigenous Light Combat Aircraft, tanks and missiles, explosives, and anti-tank mines in February of 2021. The government has approved the export of 156 pieces of defence equipment in an effort to increase arms exports to friendly nations by 20 percent. Defence Research and Development Organisation disclosed the list of products. Previously, India had granted export permission for the Akash Missile, but now the Brahmos weapon system, Beyond Visual Range air-to-air missile Astra, and anti-tank guided missile Nag are ready for export.Defence equipment approved for export are:-

39

- 19 Aeronautical systems
- 16 Nuclear-biological-chemical equipment
- 41 Armament and combat systems
- 28 Naval systems
- 27 Electronic and Communications systems
- 10 Life Protection items
- Four Missile systems
- Four Micro-electronic devices and Others.

Policy on Defence Production and Export Promotion (DPEPP-2020)

The purpose of the policy is to create an industry ecosystem that is capable of indigenizing the important components, such as alloys, special materials, and sub-assemblies, for defence equipment and plateform manufactured in India, and to leverage this capability to create a component export market. Defence Production and Export Promotion Policy was created by the Ministry of Defence (MoD) (DPEPP-2020). The DPEPP 2020 is being developed as a broad-based directive document to provide India's defence industry a considerable boost. In the direction of the "Atmanirbhar Bharat Package," this is a step. All defence PSUs and Ordnance factories shall give preference to indigenous component over imported without compromise on quality and certification requirements. Objectives of DPEPP-2020 are:

- To develop an environment that encourages R&D, rewards innovation, creates Indian IP ownership, and promotes a healthy and self-sufficient industry.
- To increase India's self-sufficiency by decreasing its reliance on imports.
- To move the "Make in India" project forward.
- To boost the export of defence products and integrate into the global value chains of the defence industry.
- To develop a dynamic, robust, and competitive Indian defence sector, including the Aerospace and Naval Shipbuilding industries, in order to meet the needs of the Indian Armed Forces.
- To attain a revenue of Rs 1,75,000 Cr (US$ 25Bn) in Aerospace and Defence goods and services by 2025, including exports of Rs 35,000 Cr (US$ 5Bn).

40

The strategies are being used to reach the goal of Rs 35,000 crore in Defence Exports by 2025: -

➢ The Defence Attaché programme is tasked with and encouraged to increase the export of homegrown military hardware.

➢ DPSUs and OFB would be required to derive at least 25% of their revenue from exports.

➢ DDP would facilitate on boarding of Indian Offset Partners (IOPs) in the discharge of offset obligations by OEMs.

➢ Subject to strategic considerations, government-to-government agreements and Lines of Credit/Funding will be used to promote domestically made defence equipment.

➢ Aero India and the Defence Expo will be promoted as important international events to highlight India's defence industry and boost exports.

➢ The Defence Export Promotion Cell was established to facilitate the export of defence goods and services via the implementation of a strategy of coordinated action in service of the defence industry.

➢ The Department of Defence Production's whole export approval procedure will be improved upon to make it more streamlined and timely.

Optimize Resources

• The Department of Defence Production has given out an aim to achieve a revenue of Rs 1,75,000 crores in Aerospace and Defence Goods & Services by 2025. The share of domestic procurement in overall Def ence procurement is roughly 60%. In order to improve procurement from domestic industry, it is essential that procurement is doubled from the present Rs 70,000 crore to Rs 1,40,000 crore by 2025.[62] In addition, it seeks to allocate domestic capital procurement at a minimum rate of 15 percent each year for the following five years. OFB/DPSUs would be tasked with increasing productivity, enhancing quality, reducing costs, and ensuring all orders are executed on schedule.

• The government has decided to set up two defence industrial corridors. These corridors will help the economy grow and the country's defence industrial base expand. They go through Aligarh, Agra, Jhansi, Kanpur, Chitrakoot, and Lucknow in Uttar Pradesh; and Chennai, Hosur, Coimbatore, Salem, and Tiruchirappalli in Tamil Nadu. The

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[62] Rathore, B. S. (2021). Defence Expenditure of India: Efficacy and Effect on Economic Growth. IIPA, New Delhi.

41

Defencecorridors that will be built in these states will provide more help and also offer higher multipliers for offsetting emissions from investments that flow into the Defence corridors. According to the current FDI policy for the Defence sector, investments up to 49% will be made automatically, and investments above 49% will be made by the government.

- By using R&D capabilities across the country, both future service needs and critical gaps in related technologies can be met at the same time. Developing plans for artificial intelligence and robotics, such as gas turbine engines, hypersonic missiles, ballistic and cruise missiles, submarines, fifth-generation fighters, transport aircraft, secure communication equipment, cyber security infrastructure, surveillance systems, unmanned platforms, airborne sensors, and strategic materials.

- MSMEs are encouraged to use the "Zero defect, Zero effect" policy to improve quality. Through the Defence Testing Infrastructure Scheme, people would work to set up a testing infrastructure by helping the private sector set up common testing facilities.

In recent years, the government has taken several policy initiatives under the 'Make in India' programme to encourage indigenous design, development, and manufacture of defence equipment in the country, reducing imports. These initiatives include, among other things, giving priority to the acquisition of capital items from domestic sources in accordance with the Defence Acquisition Procedure (DAP) 2020; 18 major defence platforms have been announced as being available for industry-led design and development. Notification of two "Positive Indigenisation Lists," consisting of a total of 209 items of services, and two "Positive Indigenisation Lists," consisting of a total of 2851 items and 107 Line Replaceable Units (LRUs), respectively, of Defence Public Sector Undertakings (DPSUs), for which there would be an embargo on the import of the items beyond the timelines indicated against them; Simplifying the process of obtaining industrial licences while increasing their duration of validity; Liberalization of the Foreign Direct Investment (FDI) policy, allowing 74% of FDI under the automatic route; simplification of the Make Procedure; launch of the Innovations for Defence Excellence (iDEX) programme, which will include participation from start-ups and micro, small, and medium-sized businesses (MSMEs); the Public Procurement (Preference to Make in India) Order 2017, and its implementation; launch of an indigenisation portal known as SRIJAN, with the goal of easing the process of indigenisation for Indian businesses, particularly micro, small, and medium

42

enterprises; Offset policy reforms, with a focus on attracting investment and transferring technology for defence manufacturing through higher multipliers; and the establishment of two defence industrial corridors, one in Uttar Pradesh and one in Tamil Nadu.[63]

Some significant steps have been taken to strengthen the indigenisation:

- Foreign Direct Investment Rose to 74%

- A Framework for Strategic Alliances

- The new defence acquisition procedure and the defence procurement policy

- SRIJAN Portal

- Prohibition on importing 101 types of military equipment

- Innovation centers for the defence sector and defence industrial corridors to connect defence investment zones are the sixth set of recommendations.

- Institutional reforms, such as the Defence Acquisition Council to combat corruption and the Chief of Defence Staff to bring defence needs into harmony, the Defence planning committee, etc.

MSMEs and Defence Sector

Indian MSMEs have the potential to grow and want to do so. Most licences were given out for land systems, then naval systems, and then aeronautical systems. It is proposed that 5,000 of these things will be indigenous by 2025. The creation of an indigenisation site for DPSUs/OFBs/Services with an industry interface will provide development support to MSMEs Industry for import substitution. The government has also broken the monopoly of government owned public sector enabling private sectors to enter this essential sector of Military Industrial Complex to promote innovation, industry competitiveness and providing better economical military equipment and development of domestic supply-chain for the Indian Armed Forces. In addition, the Make-II process will be bolstered and supervised, easing the industry's ability to deliver indigenous solutions. The Department of Defence Production's Defence Investor Cell will assist MSMEs, investors, and suppliers in defence production in addressing disputes with the Central, State, and other authorities. MSMEs add value and bring new ideas because they are willing to take risks. They think that doing things in a different way is the best

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[63] PIB. (Release ID: 1812299). https://pib.gov.in/PressReleasePage.aspx?PRID=1812299

way to stay ahead of competitors and meet the ever-changing needs of the industry. In the 2019 fiscal year, there were 8,643 small and medium-sized enterprises (SME) vendors who manufactured defence equipment for the government. In the next fiscal year, this number will reach 10,506. Even though there are more Indian companies producing military hardware now than ever before, the country has not yet realised its full manufacturing potential. MSMEs in the defence industry generate employment opportunities for a large workforce that is either skilled or semi-skilled, and MSMEs in the defence industry form an ecosystem that is complementary to one another. According to data provided by the government, the amount of defence supplies purchased from micro and small enterprises (MSEs) reached an all-time high during the fiscal year 2021-22. The purchase of general goods and services from micro, small, and medium-sized enterprises (MSEs), including SC/ST and women-owned units, increased by 33.8 percent to 5,760 crore during the year, up from 4,303 crore in FY21[64]. In comparison to the period prior to the implementation of COVID, procurement during FY22 increased by 79.7 percent to a total of Rs 3,204 crore from the previous fiscal year's total of Rs 3,204 crore. This increase occurred in the context of the government's goal to increase self-reliance in defence production by promoting local defence manufacturing units including MSEs. When compared to the total value of Indian defence exports in FY21 (8,435 crore) and FY20 (9,116 crore), the value of Indian defence exports in FY22 (12,815 crore) was significantly higher[65]. It ensures uptake, encourages innovation, contributes to the development of infrastructure, and promotes economies of scale.

It is estimated SMEs businesses can generate about four times as many jobs as large corporations can from the same amount of investment. The economic impact of lowering defence imports from their current 70% was estimated in a report by the Vijay Kelkar Committee[66]. According to the data presented in the report, if defence imports were cut by just 25%, Rs 85 billion in foreign

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[64] Soni, Sandeep (2022). Make in India: Govt's Defence Purchases from Micro, Small Enterprises Hit Record High, Shows Govt. *Financial Express*. 01 August, 2022. https://www.financialexpress.com/industry/sme/msme-eodb-make-in-india-govts-defence-purchases-from-micro-small-enterprises-hit-record-high-shows-govt-data/2613786/
[65] Soni, Sandeep (2022). Make in India: Govt's defence purchases from micro, small enterprises hit record high, shows govt data. *Financial Express* (August, 2022). https://www.financialexpress.com/industry/sme/msme-eodb-make-in-india-govts-defence-purchases-from-micro-small-enterprises-hit-record-high-shows-govt-data/2613786/
[66]The government established the Vijay Kelkar Committee in 2004, with the former finance secretary serving as its chairperson. The committee's mandate was to make suggestions for modifying the procedures for the acquisition of military equipment by primarily involving the private sector.

currency would be saved, manufacturing GDP growth would increase by 8%, and 120,000 new jobs would be created.[67]

MSMEs exports of defence goods have been going up, which shows the importance of being part of the global supply chain. About 80% of the total contribution of private players comes from exports from the private sector, which includes exports from MSMEs. Also, a big part of the total exports of Defence Public Sector Undertaking (DPSU) and Ordnance Factory Board (OFB) comes from MSMEs that provide subsystems and parts. The MSMEs export primarily defence equipment, such as Mechanical parts, Fuze Point detonating M 572 (assembled without explosives), light mechanical engineering, Compass, Laser Range Finder, TIFCS, TIFCS Installation Kit, Ammunition, Bulletproof Vest, Fragmentation Jacket, Multipurpose Support Vessel, Secure Handheld Radio & Services, Cable Looms, Bulletproof Vest/ Plates, Helmets, Bulletproof Ceramic Panel. Work Packages/Forgings, Transmitting Tubes, Electronic Assemblies, Mechanical Parts, Vacuum Interrupter, etc.

Defence MSMEs' Challenges

Since the defence production goals change every year, getting parts and sub-assemblies from MSMEs is not a constant and ongoing process. So, for MSMEs to get around this problem, they will have to work with large private organisations to control the supply of parts. Also, it has to keep the quality up so it can sell the parts in other countries. Some of the main reasons why players in the field of defence production are behind are a lack of cutting-edge defence technology and poor production skills. There are many other things that make it hard for MSMEs to do their jobs. Some of the problems are poor infrastructure, a lack of knowledge about available technologies, high R&D costs, an unpredictable market, low volumes, high-tech equipment, strict legal requirements, a lack of money, and high processing, monitoring, and licencing costs[68].

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[67] Rathore, B. S. (2021). Defence Expenditure of India: Efficacy and Effect on Economic Growth. IIPA, New Delhi.
[68] MSME in Defence Sector: The Rising Star. Author- Kavita Nagpal. MSME In Defence: The Rising Stars (defproac.com)
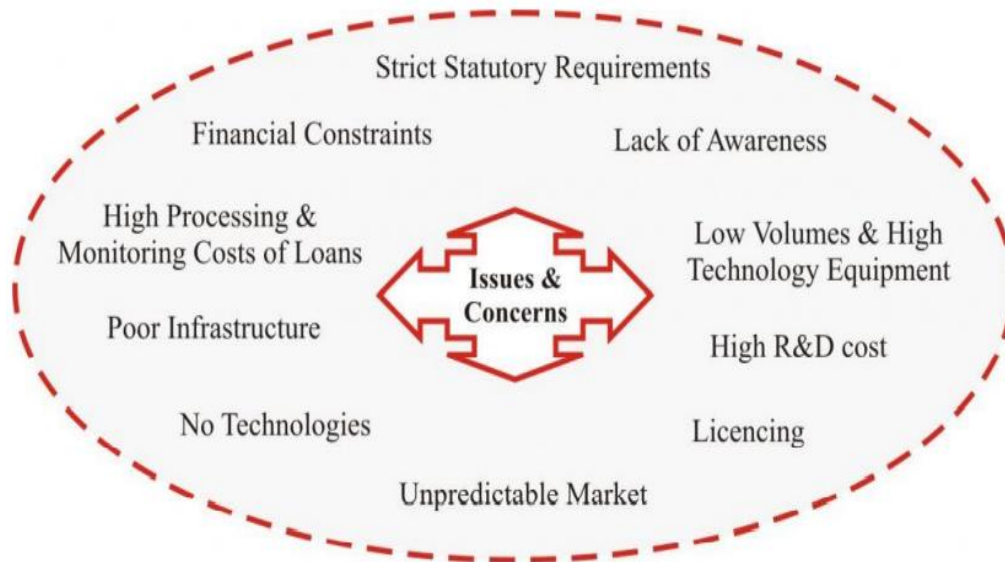
Source: MSME In Defence: The Rising Stars by Kavita Nagpal

- **Lack of Prior Information:**Defence projects require more time to complete than other commercial projects. The private sector and SMEs are unaware of purchase plans beforehand. They learn of it only when calls for proposals are solicited. This prevents the industry from doing a feasibility study, finding a foreign vendor to sign a memorandum of understanding, or establishing a joint venture. In addition, the private sector and MSMEs are not represented in procurement-related decision-making bodies such as the Services Capital Acquisition Plan Categorization Higher Committee (SCAPCHC), the Defence Procurement Board (DPB), and the Defence Acquisition Council (DAC).

- **Lack of Understanding:**MSMEs cannot comprehend military acquisition requests. Small vendors don't understand these high-tech terminology, thus they don't move forward. Lack of comprehension makes the Indian partner a burden, discouraging the international supplier.

- **Finance***:* Cost and getting money are two of the biggest problems. Even if these problems are solved, there is still the problem of collecting debts. The steps needed to label a loan as "non-performing" make it hard for the seller to get together the extra money that could help him avoid a trough.

- **Mapping- Supply Chain:**There is no comprehensive database of businesses that could one day be defence manufacturers, and most of the industry is decentralized. DefenceProduction has been tasked with finding and mapping potential development

46

and/or manufacturing agencies; however, their work so far has fallen short of their expectations.

- Intellectual Property: India doesn't safeguard international sellers' intellectual property. This is a major downside since it will force foreign suppliers to commit everything but for sought-after cutting-edge technologies. No OEM wants to give up its key technology, hence inbound offsets are poor.

Suggested Solution to the MSME Challenges

- ➢ Technology Perspective and Capability Roadmap (TPCR)
- ➢ Identify priority areas for technology transfer and methods for assessing technology transfers from foreign OEMs to Indian public and private enterprises[69].
- ➢ Assign budgetary projections for the short-, medium-, and long-term acquisition of specific systems.[70]
- ➢ Create a system for indexing technology prices to enable objective assessments of technology expenses.
- ➢ After consulting with Indian R&D centres and industry, develop realistic timelines for indigenisation (both public and private).[71]
- ➢ Determine prospective export markets for specific categories of weapons.
- ➢ Easy Entry and Exit
- ➢ Cost of Doing Business
- ➢ Single-Window Clearance MSMEs
- ➢ Develop asspciations, network and hubs to bring small businesses to gether to share best practices and resources.
- ➢ Labour exchange programmes
- ➢ Integrated supply chain
- ➢ Technology Development Fund
- ➢ Long Term Public-Private Partnership
- ➢ Provide time-to-time training
- ➢ Arrange workshop and seminars of successful MSMEs to share their story.

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[69] Jaishankar, Dhrua (2019). THE INDIGENISATION OF INDIA'S DEFENCE INDUSTRY. Brooking India.
[70] Ibid.
[71] Ibid.

- ➢ Partnering with large private sector organizations
- ➢ Incentives to private organizations to involve MSMEs in manufacturing
- ➢ Transparency and Database
- ➢ Flexible FDI Plan

Challenges to India's Indigenisation

- ▪ Lack of defense-planning expertise and institutional ability to make quick decisions on policy
- ▪ Not enough facilities for increased output, and a lack of logistical backing.
- ▪ The absence of a dispute settlement body to resolve issues hinders the process.
- ▪ Land acquisition restrictions

Products Developed in the Defence Sector through Indigenisation

After the mid-1980s, the government began investing extensively in R&D, giving DRDO the opportunity to take on additional public projects. One of the most pivotal moments in the movement toward increased defenceindigenisation was the 1983 approval of the Integrated Guided Missile Development Project (IGMDP)[72] by the government.

- ▪ **Prithvi (surface-to-surface):** The Prithvi missile system comprises various tactical Surface-to-Surface Short-Range Ballistic Missiles (SRBM). Prithvi-II is a Surface-to-Surface Missile Short-Range Ballistic Missile (SRBM) that was made in India. It has a range of about 250 km to 350 km and can carry a payload of one tonne. The Prithvi II class is a single-stage missile that uses liquid fuel and can carry a 500 kg to 1000 kg warhead. The missile is a tried-and-true system that can hit targets with a very high level of accuracy.The state-of-the-art missile uses an advanced inertial guidance system with manoeuvring trajectory to hit its target. It was first

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[72]IGMDP was a programme run by the Indian Ministry of Defence to study and make a wide range of missiles. Dr. APJ Abdul Kalam was in charge of the project from 1982 to 1983. Because of this programme, Dr. APJ Abdul Kalam became known as India's missile man.

made for the Indian Air Force, which was its main user. Later, it was also used by the Indian Army.

- **Akash (surface-to-air):** Akash is India's first medium-range surface-to-air missile that was made in India. It can be fired from battle tanks or wheeled trucks and can hit multiple targets from different directions. It is unusual that it can attack multiple targets either as a group or on its own. It has Electronic Fight-Counter Measures (ECCM) built in to fight against electronic systems that trick detection systems. The missile is supported by an in-country radar called "Rajendra." At 2.5 times the speed of sound, it can find and destroy targets low, medium, and high in the air. The missile is less expensive and more accurate than Patriot missiles because it uses solid fuel and has high-tech radars.

- **Trishul (the naval version of Prithvi)**

- **Dhanush :**First indigenous Long-range artillery gun.

- **Nag (anti-tank):** The NAG missile was made to hit and destroy enemy tanks with a lot of protection. It is also able to strike at night. ATGMs are missile systems that can hit armoured vehicles like tanks and destroy them. It has a range of at least 500 metres and maximum range of 4 km. As a "fire and forget" system of the third generation, NAG uses an infrared imaging seeker to lock on to the target before launch. In the top attack mode, the missile must quickly rise after launch, reach a certain height, and then drop on top of the target. In the direct attack mode, the missile goes lower and hits the target straight on. It can beat Main Battle Tanks (MBT) with composite and reactive armour.

- **Agni Ballistic missiles (with different ranges- I, II, III, IV, V, P, VI):** The Agni missile is a family of ballistic missiles made in India. Each missile in the family is named after one of nature's five elements. Agni missiles are surface-to-surface ballistic missiles with a long range that can carry nuclear weapons. Agni-I, the first missile in the series, was built and tested in 1989 as part of the Integrated Guided Missile Development Program (lGMDP). After it was successful, the Agni missile programme was taken out of the GMDP because of how important it was from a strategic point of view. It was put in India's defence budget as a special programme and gave enough money for further development.

49

Current Developments in Indigenisation of The Defence Sector

- **INS Vikrant:** The INS Vikrant is India's first indigenously designed and largest ship, which features aircraft carriers for the Indian Navy. Now, India is a member of the top nations, and it has a massive power ship. The name is inspired from the first aircraft carrier utilised by India in the 1971 war against Pakistan. The INS Vikrant is capable of carrying 30 aircraft, including MIG-29K fighter jets, MH-60R multirole helicopters, Kamov-31 advanced light helicopters, and combat aircraft.

- **Tejas aircraft**: DRDO is trying to develop an indigenous Kaveri engine for the aircraft.

- **Project 75:** The submarine programme of the Indian navy collaborated with France, Germany, Russia, Sweden, Spain, and Japan to construct six modern stealth submarines.

- **Arihant:** India's first indigenous nuclear submarine by BARC and DRDO. India's first nuclear-powered submarine, the indigenous INS Arihant, has completed its first deterrence patrol. The ship submersible ballistic nuclear (SSBN) submarine is part of the Eastern Naval Command of the Indian Navy. The name Arihant is derived from two words: Ari, which means adversary, and Hanth, which means to demolish. The INS Aridhaman, the second SSBN in the programme, is undergoing sea trials. The vessel was planned by the Submarine Design Bureau of the Indian Navy and developed by the Indian Navy, the Bhabha Atomic Research Centre (BARC), and the Defence Research and Development Organisation (DRDO). Now, India has joined a restricted group of nations (the United States, Russia, China, France, and the United Kingdom) that construct and deploy Ship Submersible Ballistic Nuclear Weapons.

- **Agni V:** The ICBM (intercontinental ballistic missile)

- **Pinaka multi-barrel rocket** launcher was developed by RDE, Pune.

- **Supersonic cruise missile** Brahmos was developed by a joint venture with Russia.

- **Arjun tank:** the third-generation main battle tank developed DRDO and produced by Indian Ordnance Factories.

- INS Kalvari, INS Khanderi, INS vela, S53,54, 55 are constructed by Mazagaon Dock Ltd in Mumbai.

- **Tapas Drone:** It is pre-designed to carry specific weaponry and can be transformed into a fighting platform. TAPAS is equipped with a variety of sensors for day and night operations, as well as autonomous takeoff and landing capabilities. TAPAS is outfitted with

an improved aerodynamic configuration, digital flight control, navigation system, communication intelligence, medium- and long-range electro-optical payloads, and synthetic aperture radar, allowing it to see through clouds. It is capable to carrying various combinations of payloads, including electronic intelligence systems and situational awareness equipment, depending on the mission goals. It features a satellite communication link to communicate the real-time battlefield situation.

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CONFERENCES AND SYMPOSIA

13th Plenary Session and meeting of the Executive Council of Asian Parliamentary Assembly (APA): The 13th Plenary Session of the Asian Parliamentary Assembly (APA) was held in Antalya, Turkey from 8 to 10 January 2023. The Executive Council and Standing Committees of APA also met on the sidelines of the Plenary. An Indian Parliamentary Delegation comprising of Smt. Preneet Kaur, Member of Lok Sabha and Shri Sujeet Kumar, Member of Rajya Sabha participated in the aforesaid meetings. During the Plenary Session, a General Debate was organized on the theme "*Promoting Multilateralism in the Changing Global Dynamics*" and at the end of the Plenary adopted an Outcome Document the "Antalya Declaration".

Virtual Meeting of the Bureau of the IPU Standing Committee on UN Affairs: Km. Diya Kumari, Member of Lok Sabha and member of the Bureau of the IPU Standing Committee on UN Affairs participated in the virtual meeting of the Standing Committee on 18 January 2023.

146th Assembly of the Inter-Parliamentary Union: The 146th IPU Assembly and related meetings were held in Manama, Bahrain from 11 to 15 March 2023. An Indian Parliamentary Delegation (IPD) led by Shri Om Birla, Hon'ble Speaker, Lok Sabha and consisting of Shri Bhartruhari Mahtab, Shri Vishnu Dayal Ram, Dr. Heena Vijaykumar Gavit, Km. Diya Kumari, Smt. Poonamben Maadam and Smt. Aparajita Sarangi, all members of Lok Sabha and Shri Tiruchi Siva, Dr. Sasmit Patra, Dr. Radha Mohan Das Agrawal, all the members of Rajya Sabha, and Shri Utpal Kumar Singh, Secretary General, Lok Sabha attended the Assembly. Shri Rajit Punhani, Secretary, Rajya Sabha Secretariat also attended the Assembly. Dr. Ajay Kumar, Joint Secretary, Lok Sabha Secretariat was Secretary to the Delegation.

Hon'ble Speaker, Lok Sabha addressed the Assembly in Hindi during the General Debate on the overall theme of *Promoting peaceful coexistence and inclusive societies: Fighting intolerance.* Dr. Sasmit Patra addressed the Youth Segment of the General Debate. After deliberations, the Assembly adopted an Outcome Document, the 'Manama Declaration' on the theme of the General Debate. The Assembly also adopted resolutions on the subjects (i) *Cyberattacks and cybercrimes: The new risks to global security* and (ii) *Parliamentary efforts in achieving negative carbon balances of forests* taken up by the Standing Committees on Peace and International Security and

on Sustainable Development, respectively. Dr. Heena Vijaykumar Gavit, was the co-rapporteur of the resolution of the Standing Committee on Sustainable Development.

In addition to the Assembly, Members of the Delegation also attended the plenary sessions of the various IPU bodies as well as *in-camera* meetings of their respective bureaus/boards *i.e.*, four Standing Committees, Committee to Promote Respect for International Humanitarian Law, Forum of Women Parliamentarians, Forum of Young Parliamentarians and Working Group on Science and Technology. The Members of the Delegation also participated in the meetings of the Governing Council and Executive Committee (Ex-Co).

The Members of the Delegation also attended Panel Discussions/Workshops organized during the Assembly *i.e.*, (i) Parliamentary action on biodiversity: Translating global commitments into national action (ii) Climate Oversight Action (iii) Parliamentary Solidarity with MPs at risk (iv) Workshop in preparation for the United Nations Summit of the Future (v) Sexual and Reproductive Health. Further, during the Assembly, Members of the Delegation also participated in the (i) Meeting of the Asia Pacific Geopolitical Group (APG) and (ii) Asian Parliamentary Assembly (APA) Coordinating Meeting. As a Member of the Ex-Co from the APG, Smt. Aparajita Sarangi briefed the Group about the deliberations at the meetings of Ex-Co.

On the sidelines of the Assembly, Hon'ble Speaker, Lok Sabha met with H.E. Duarte Pacheco, IPU President. He held bilateral meetings with some of the Presiding Officers of the G20 and guest countries under India's G20 Presidency and invited them for the 9th G20 Parliamentary Speakers' Summit (P20) to be hosted by Parliament of India in 2023. He met:

i.   H.E. Mr. Milton Dick, Speaker of the House of Representatives of Australia;

ii.   H.E. Mr. Sooroojdev Phokeer, Speaker of the National Assembly of Mauritius;

iii. H.E. Dr. Shirin Sharmin Chaudhury, Speaker of the Parliament of Bangladesh;

iv.   H.E. Sheikh Khalid Bin Hilal Al Maawali, Chairman of the Shura Council of Sultanate of Oman;

v.   H.E. Ms. Nosiviwe Mapisa Nqakula, Speaker of the National Assembly of South Africa; and

vi.   H.E. Mr. Hanafy El Gebaly, Speaker of the House of Representatives of Egypt.

In addition to the above bilateral meetings in the context of the 9th P20 Summit, Hon'ble Speaker Lok Sabha also met the following dignitaries:

i.   H.E. Ahmed Bin Salman Al Musalam, Speaker of the Council of Representatives of Bahrain;

ii.   H.E. Ali Bin Saleh Al Saleh, Speaker of the Shura Council of Bahrain; and

iii. H.E. Mr. Alen Simonyan, President of the National Assembly of the Republic of Armenia.

On behalf of the Hon'ble Speaker, Lok Sabha, Members of the IPD also met the Parliamentary Delegations of Canada, Russian Federation, Germany, Italy, Japan, Mexico, France, Spain, Brazil and Saudi Arabia and invited their respective delegations for the 9th P20 Summit.

Vacancies to various IPU bodies were also filled during the Assembly. Ms. Sumalatha Ambareesh, Member of Lok Sabha was unanimously elected to the post of the member of the High-Level Advisory Group on Countering Terrorism and Violent Extremism (HLAG-CTVE) from the Asia Pacific Group. Also, the tenure of the following MPs of our Parliament was renewed in their respective bureaus for another two years; Shri Bhartruhari Mahtab (Standing Committee on Peace and International Security); Shri Vishnu Dayal Ram (Standing Committee on Sustainable Development); and Km. Diya Kumari (Standing Committee on UN Affairs). Smt. Poonamben Maadam and Smt. Raksha Nikhil Khadse completed their respective tenures as Members of the *Bureau of the Forum of Women Parliamentarians* and the *Board of the Forum of Young Parliamentarians,* respectively.

Dr. Sasmit Patra was appointed as one of the co-rapporteurs for the next Resolution of the IPU Standing Committee on Sustainable Development for the subject item on *Partnerships for climate action: Promoting access to affordable green energy and ensuring innovation, responsibility and equity.*

Meeting with European Parliament *(virtual)***:**An Indian Parliamentary Delegation led by Shri Adhir Ranjan Chowdhury and consisting of Shri Sushil Kumar Singh and Dr. Mahesh Sharma, all members of the Lok Sabha, participated in a virtual meeting with the European Parliamentary delegation led by Mr. Morten Løkkegaard, Chair of Delegation for relations with India (D-In) in the European Parliament.

26th Conference of Speakers and Presiding Officers of the Commonwealth (CSPOC): An Indian delegation led by Shri Harivansh, Hon'ble Deputy Chairman, Rajya Sabha attended the 26th CSPOC held from 3 to 6 January 2023 at Canberra, Australia. Shri Harivansh was the key note Speaker for the Conference topic "Parliamentarians and the Pandemic".

The 83rd All India Presiding Officers' Conference (AIPOC): The 83rd All India Presiding Officers' Conference (AIPOC) was held on 11 and 12 January 2023 at the Rajasthan Vidhan Sabha, Jaipur.

On 11 January 2023, Shri Jagdeep Dhankhar, Hon'ble Vice-President and Chairman, Rajya

Sabha inaugurated and addressed the Conference. Shri Om Birla, Hon'ble Speaker, Lok Sabha and Chairperson, AIPOC; Shri Harivansh, Deputy Chairman, Rajya Sabha; Shri Ashok Gehlot, Chief Minister, Rajasthan; Dr. C.P. Joshi, Speaker, Rajasthan Vidhan Sabha and Shri Gulab Chand Kataria, Leader of Opposition, Rajasthan Vidhan Sabha, also addressed the Inaugural Session of the Conference. The messages by Hon'ble Prime Minister, Shri Narendra Modi and Shri Mallikarjun Kharge, Leader of Opposition, Rajya Sabha were also read out by Dr. C.P. Joshi, Speaker, Rajasthan Vidhan Sabha during the Inaugural Session. The Conference was attended by 35 Presiding Officers (including Chairmen/ Speakers/ Deputy Chairmen/ Deputy Speakers) of the State / Union Territory Legislatures.

Extensive deliberations were held on the four agenda topics of the Conference *viz.* (i) Leadership of India in G-20 as the Mother of Democracy; (ii) The need to make Parliament and Legislature more Effective, Accountable and Productive; (iii) Integration of State Legislatures with Digital Parliament; and (iv) The need to maintain a harmonious relationship between the Legislature and the Judiciary in accordance with the spirit of the Constitution. In addition, nine (9) Resolutions were adopted during the Conference.

The Valedictory Session of the Conference was held on 12 January 2023 and was addressed by Shri Kalraj Mishra, H.E. Governor of Rajasthan. Shri Om Birla; Hon'ble Speaker, Lok Sabha and Chairperson, AIPOC, Shri Ashok Gehlot, Chief Minister, Rajasthan; Shri Harivansh, Deputy Chairman, Rajya Sabha; Dr. C.P. Joshi, Speaker, Rajasthan Vidhan Sabha, and Shri Gulab Chandra Kataria, Leader of Opposition, Rajasthan Vidhan Sabha also addressed the distinguished gathering.

On the arrival day of the 83rd AIPOC, the Meeting of the Standing Committee of AIPOC was held on 10 January 2023. Shri Om Birla, Hon'ble Speaker, Lok Sabha, who is also the Chairman of the Standing Committee of AIPOC chaired the Meeting. Shri Harivansh, Deputy Chairman, Rajya Sabha and 5 Members of the Standing Committee along with 8 Presiding Officers as special invitees attended the Meeting. Shri Utpal Kumar Singh, Secretary General, Lok Sabha and Secretary to the Standing Committee Meeting, and Shri P.C. Mody, Secretary General, Rajya Sabha also attended the meeting.

On the same day, *i.e.*, 10 January 2023, the 59th Conference of Secretaries of Legislative Bodies in India was held. Shri Utpal Kumar Singh, Secretary General, Lok Sabha and Chairman of the Conference delivered the inaugural address. Shri P.C. Mody, Secretary General, Rajya Sabha, also

addressed the Conference. It was attended by 26 Principal Secretaries/Special Secretary/Secretaries of State/UT Legislatures. The Conference deliberated on three agenda topics *viz.* (i) Enforcing Executive Accountability by strengthening Committee system in State Legislature; (ii) Connecting legislative bodies in India through the use of digital technology; and (iii) Bringing legislative bodies in India closer to the people by expanding outreach.

CPA Executive Committee Meeting in Virtual Mode: The CPA Executive Committee Meeting was held on 19 January 2023 in virtual mode. The main Agenda of the meeting was to discuss the CPA Working Group on Governance Report regarding CPA Status and draft Relocation Benchmarks of CPA Headquarters, London to a prospective host Country. Shri Anurag Sharma, Member of Lok Sabha and Treasurer, CPA, attended the meeting.

Working Group on CPC Modalities: The CPA Working Group on CPC Modalities was held on 8 February 2023 in virtual mode. The main Agenda of the Meeting was to discuss the Draft Terms of Reference circulated by the CPA Headquarter, London that contained the recommendations that have been adopted in the 63rd CPC in Bangladesh, 2017 and implemented in the 64th CPC in Uganda, 2019 and 65th CPC in Halifax, Canada, 2022. Shri Anurag Sharma, Member of Lok Sabha attended the Meeting in his capacity as a Member of the Working Group.

The 19th Annual Zone-III Conference of CPA India Region: The 19th Annual Zone-III Conference of the Commonwealth Parliamentary Association (CPA) India Region was held from 22 to 26 February 2023 at Gangtok, Sikkim.

Shri Om Birla, Hon'ble Speaker, Lok Sabha and Chairman, CPA India Region inaugurated the Conference on 23 February 2023 and addressed the distinguished gathering during the event. Shri Harivansh, Deputy Chairman, Rajya Sabha; Shri Prem Singh Tamang, Chief Minister, Government of Sikkim; Shri Pasang D. Sona, Speaker, Arunachal Pradesh Legislative Assembly; and Shri Arun Kr. Upreti, Speaker, Sikkim Legislative Assembly also addressed the gathering. During the Conference, discussions were held on the following agenda items: (i) Making Parliament and Assembly more accessible to the Public / Citizen; (ii) Drug Abuse and way forward; and (iii) Cyber Bullying.

Shri Lakshman Prasad Acharya, Hon'ble Governor, Sikkim gave the Valedictory address of the Conference on 24 February 2023. Shri Om Birla, Hon'ble Speaker, Lok Sabha; Shri Harivansh, Deputy Chairman, Rajya Sabha; Shri Prem Singh Tamang, Chief Minister, Government of Sikkim; Shri Pasang D. Sona, Speaker, Arunachal Pradesh Legislative Assembly; and Shri Arun Kr. Upreti, Speaker, Sikkim Legislative Assembly also addressed the distinguished gathering. Shri Kunga Nima

Lepcha, Minister, Ministry of Parliamentary Affairs, Government of Sikkim proposed the vote of thanks during the valedictory function. The event was attended by Presiding Officers and delegates from Arunachal Pradesh, Assam, Himachal Pradesh, Punjab, Tripura and Uttarakhand Legislative Assemblies. The Legislative Assemblies of Meghalaya, Mizoram and Nagaland were represented by the officials of their respective Assembly Secretariats.

BIRTH ANNIVERSARIES OF NATIONAL LEADERS

On the birth anniversaries of national leaders whose portraits adorn the Central Hall of Parliament House, and also on the birth anniversaries of former Speakers of Lok Sabha, functions are organized under the auspices of the Indian Parliamentary Group (IPG) to pay tributes to the leaders. Booklets containing the profiles of these leaders, prepared by the Library and Reference, Research, Documentation and Information Service (LARRDIS) of the Lok Sabha Secretariat, are distributed on the occasion.

The birth anniversaries of the following leaders were celebrated during the period from 1 January to 31 March 2023:

Netaji Subhash Chandra Bose: On the occasion of the birth anniversary of Netaji Subhash Chandra Bose, a function was held on 23 January 2023 in the Central Hall of Parliament House. Prime Minister, Shri Narendra Modi; Lok Sabha Speaker, Shri Om Birla; Several Union Ministers; Leader of Opposition in Rajya Sabha, Shri Mallikarjun Kharge, Members of Parliament and former Members of Parliament paid floral tributes at the portrait of Netaji Subhash Chandra Bose.

Lala Lajpat Rai: On the occasion of the birth anniversary of Lala Lajpat Rai, a function was held on 28 January 2023 in the Central Hall of Parliament House. Leader of Opposition in Rajya Sabha, Shri Mallikarjun Kharge; Deputy Chairman, Rajya Sabha, Shri Harivansh, Members of Parliament and former members paid floral tributes at the portrait of Lala Lajpat Rai.

Shri M. Ananthasayanam Ayyangar: On the occasion of the birth anniversary of Shri M. Ananthasayanam Ayyangar, a function was held on 4 February 2023 in the Central Hall of Parliament House. Parliamentarians paid floral tributes at the portrait of the former Speaker of Lok Sabha, Shri M. Ananthasayanam Ayyangar.

Smt. Sarojini Naidu: On the occasion of the birth anniversary of Smt. Sarojini Naidu, a function was held on 13 February 2023 in the Central Hall of Parliament House. Lok Sabha Speaker, Shri Om Birla; Leader of Opposition in Rajya Sabha, Shri Mallikarjun Kharge; Deputy Chairman Rajya Sabha, Shri Harivansh, Members of Parliament and former Members paid floral tributes at the portrait of Smt. Sarojini Naidu.

Shri Morarji Desai: On the occasion of the birth anniversary of Shri Morarji Desai, a function was held on 28 February 2023 in the Central Hall of Parliament House. Parliamentarians paid floral tributes at the Portrait of Shri Morarji Desai.

Dr. Ram Manohar Lohia: On the occasion of the birth anniversary of Dr. Ram Manohar Lohia, a function was held on 23 March 2023 in the Central Hall of Parliament House. Lok Sabha Speaker, Shri Om Birla; Union Minister for Parliamentary Affairs, Coal and Mines, Shri Pralhad Joshi; Minister of Law and Justice, Shri Kiren Rijiju; Leader of Opposition in Rajya Sabha, Shri Mallikarjun Kharge; Deputy Chairman, Rajya Sabha, Shri Harivansh, Members of Parliament and former Members of Parliament paid floral tributes to Dr. Ram Manohar Lohia.

EXCHANGE OF PARLIAMENTARY DELEGATIONS

Foreign Parliamentary Delegation visiting India

Zambia: A Parliamentary Delegation led by Hon. Ms. Nelly Butete Mutti, Speaker of the National Assembly of the Republic of Zambia visited India from 1 to 5 February 2023. On 2 February 2023, the delegation called on Smt. Droupadi Murmu, Hon'ble President of India and Shri Jagdeep Dhankhar, Hon'ble Vice President of India & Chairman, Rajya Sabha. Shri Om Birla, Hon'ble Speaker, Lok Sabha and the visiting Speaker held bilateral Parliamentary dialogue on the same day, which was followed by a banquet lunch. The delegation also witnessed the proceedings of Lok Sabha and Rajya Sabha from the 'Special Box'. Besides Delhi, the delegation also visited Agra.

Bhutan: A Parliamentary Delegation led by H.E. Mr. Wangchuk Namgyel, Hon'ble Speaker of the National Assembly of Bhutan visited India from 5 to 11 February 2023. The delegation arrived Delhi on 5 February 2023. On 6 February 2023, the delegation called on Shri Jagdeep Dhankhar, Hon'ble Vice President of India & Chairman, Rajya Sabha. On the same day, the visiting Speaker held bilateral Parliamentary dialogue with Shri Om Birla, Hon'ble Speaker, Lok Sabha and

a Memorandum of Understanding (MoU) was signed to enhance parliamentary cooperation that was followed by a cultural programme and a banquet dinner. The delegation also witnessed the proceedings of the Lok Sabha and Rajya Sabha from the 'Special Box'. On 7 February 2023, the delegation called on Smt. Droupadi Murmu, Hon'ble President of India and met with Dr. Subrahmanyam Jaishankar, Hon'ble Minister of External Affairs. Besides Delhi, the delegation also visited Mumbai and Aurangabad.

Israel: A Parliamentary Delegation led by H.E. Mr. Amir Ohana, Hon'ble Speaker of the Knesset of the State of Israel visited India from 31 March to 4 April 2023. On 31 March 2023, the delegation called on Smt. Droupadi Murmu, Hon'ble President of India and Shri Jagdeep Dhankhar, Hon'ble Vice President of India & Chairman, Rajya Sabha. On the same day, the visiting Speaker held bilateral Parliamentary dialogue with Shri Om Birla, Hon'ble Speaker, Lok Sabha and a Memorandum of Understanding (MoU) was signed in order to enhance parliamentary interaction and exchanges that was followed by a banquet lunch. A Show-round of Parliament House Complex was organized for the visiting delegation. On 3 April 2023, the delegation held a meeting with Dr. S. Jaishankar, Hon'ble Minister of External Affairs. Besides Delhi, the delegation also visited Agra and Mumbai. At Mumbai, the visiting delegation called on Shri Ramesh Bais, Hon'ble Governor of Maharashtra and also met Hon'ble Speaker, Maharashtra Legislative Assembly, Shri Rahul Narwekar before their departure for Israel.

Indian Parliamentary Delegation visiting Abroad

Kenya and Tanzania: An Indian Parliamentary Delegation led by Shri Om Birla, Hon'ble Speaker, Lok Sabha, visited Kenya and Tanzania from 16 to 21 January 2023, under the bilateral exchange. This was the second visit by Hon'ble Speaker to any African nation but the first-ever bilateral Parliamentary visit to Africa. In 2019, Hon'ble Speaker led a composite delegation of Parliament of India and State Legislatures of India to attend the 64th Annual Commonwealth Parliamentary Conference at Kampala, Uganda.

The Members of the Delegation were *Sarvashri* Chirag Paswan and Manoj Kotak, Members of Lok Sabha and Ms. S. Phangnon Konyak, Member of Rajya Sabha and Shri Utpal Kumar Singh, Secretary General, Lok Sabha. Dr. Ajay Kumar, Joint Secretary, Lok Sabha Secretariat was Secretary to the Delegation.

On 16 January 2023, Hon'ble Speaker, Lok Sabha held delegation level talks with H.E. Mr. Moses M. Wetang'ula, Speaker of the National Assembly of Kenya. On the same day Dr. Alfred N. Mutua, Cabinet Secretary of Foreign & Diaspora Affairs called on the Hon'ble Speaker, Lok Sabha. The Delegation also called on H.E. Mr. Rigathi Gachagua, Deputy President of Kenya. Hon'ble Speaker also addressed a gathering of the Members of the Indian community during an interaction organized by the High Commission of India in Nairobi.

On 17 January 2023, the Delegation called on H.E. Dr. William Samoei Ruto, the President of Kenya and a meeting was held with H.E. Mr. Amason Jeffah Kingi, Speaker of the Senate. The delegation also visited the University of Nairobi where Hon'ble Speaker, Lok Sabha addressed the students and faculty and gifted 75 books to the University of Nairobi's Mahatma Gandhi Graduate Library commemorating the 75 years of India's Independence and the same was received by Dr. Vijoo Rattansi, the Chancellor of the University of Nairobi. The other Hon'ble Members of the delegation also addressed the gathering. The delegation also had an interaction with the Kenyan alumni of Indian Universities.

On 18 January 2023, the delegation visited the Commonwealth War Cemetery in Dar es Salaam, Tanzania. Hon'ble Speaker and Members of the delegation paid respects to the Indian soldiers who had lost their lives in World War I. A Bilateral Parliamentary Dialogue took place between the Hon'ble Speaker, Lok Sabha and H.E. Dr. Tulia Ackson, Speaker of Parliament of Tanzania. H.E. Mr. Zubair Ali Maulid, the Speaker of the House of Representatives of Zanzibar was also present during the dialogue.

The High Commission of India in Dar es Salaam had organized the interactions of the delegation with Tanzanian alumni of Indian Universities and with the Indian community. Hon'ble Speaker addressed both the gatherings. On 19 January 2023, the Delegation had a meeting with H.E. Mr. Kassim Majaliwa Majaliwa, Prime Minister of Tanzania. The Parliament of Tanzania on 20 January 2023, organized a cultural tour for the Delegation to the Serengeti National Park. The Delegation had a brief interaction with H.E. Dr. Stergomena Lawrence Tax, Minister of Foreign Affairs and East African Cooperation on 21 January 2023 prior to their departure for New Delhi.

Call-on Meeting with the Hon'ble Speaker, Lok Sabha

Germany: A delegation led by H.E. Mr. Ralph Brinkhaus, Chairperson of the Germany India Parliamentary Friendship Group of the German Bundestag called on Hon'ble Speaker, Lok Sabha

on 31 January 2023 in Parliament House.

South Africa: A delegation led by H.E. Mr. M. Hlengwa, Chairperson of the Standing Committee on Public Accounts (SCOPA) of the Parliament of South Africa called on Hon'ble Speaker, Lok Sabha, on 3 February 2023 in Parliament House.

Armenia: H.E. Mr. Hakob Arshakyan, Vice President of the Armenian National Assembly called on Hon'ble Speaker, Lok Sabha, on 2 March 2023 in Parliament House.

European Parliament: H.E. Mr. Morten Lokkegaard, Member of the European Parliament and Chair, European Parliament's Delegation for Relations with India called on Hon'ble Speaker, Lok Sabha, on 2 March 2023 in Parliament House.

France: A delegation led by H.E. Mr. Jean-Louis Bourlanges, Chairman of the Committee on Foreign Affairs of the National Assembly of France, had a Photo op with Hon'ble Speaker, Lok Sabha on 14 March 2023, in Parliament House.

Mexico: A delegation led by H.E. Mr. Salvador Caro Cabrera, President of the Mexico-India Friendship Group of the Parliament of Mexico called on Hon'ble Speaker, Lok Sabha on 20 March 2023 in Parliament House.

PARLIAMENTARY RESEARCH AND TRAINING INSTITUTE FOR DEMOCRACIES (PRIDE)

During the period from 1 January to 31 March 2023, the Parliamentary Research and Training Institute for Democracies (PRIDE) had organized the following Courses/ Programmes/ Events for Members/Delegates/Probationers/Dignitaries/Officials:

I. **Specialized International Training Programme in Legislative Drafting for Officials of Foreign Countries:** Forty-two foreign participants from twenty-seven countries attended the Specialized International Training Programme in Legislative Drafting for Officials of Foreign Countries from 9 to 20 January 2023.

II. **Programme for Members of Parliament:** (i) Eighty-eight Members of Parliament (both online and offline) attended the Interactive Session with the Padma Awardees for the benefit of Hon`ble Members of Parliament on 27 January 2023; (ii) Sixty-two Members of Parliament (both online and offline) attended the Lecture Sessions on Union Budget 2023; General Provisions of

Union Budget- Direct Taxes on 2 February 2023; and (iii) Thirteen Members of Parliament (both online and offline) attended the Lecture series on Union Budget 2023; Expenditure and Implications on 3 February 2023.

III.   Orientation Programme for Members of State Legislative Assembly: One hundred eighty-two Members of Gujarat Legislative Assembly attended the Orientation Programme at Gandhinagar, Gujarat from 15 to 16 February 2023.

IV.   Floral Tribute Programmes to Pay Homage to our National Leaders at Central Hall of Parliament House: Participation of six hundred and five Youths in Event of Floral Tribute Programme in Parliament to Pay Homage to National Leaders on the Birth Anniversary of Netaji Subhas Chandra Bose on 23 January 2023.

V.   National Youth Parliament Festival 2023: Eighty-five students attended the 4th Edition of National Youth Parliament Festival of the year 2023 from 1 to 2 March 2023 at Central Hall of Parliament House Complex. PRIDE had organised the National Youth Parliament Festival (NYPF) in association with the Ministry of Youth Affairs and Sports (MoYAS) since 2021.

VI.   Seminar on Seven Decades of the Constitution of India: On the Occasion of *Azadi Ka Amrit Mahotsav* (75 Years of Independence), a seminar was organized by the MEA in collaboration with PRIDE, Parliament of India. Two hundred Diplomats and Officials from diplomatic missions in New Delhi had attended the Programme on 28 March 2023.

VII.   Online Training Programme for PAs& PSs of MPs: Twenty-six PAs/PSs of Members of Parliament attended Training on "Digital Sansad" at PRIDE, New Delhi on 6 and 7 February 2023.

VIII. Appreciation Courses: Six Appreciation Courses in Parliamentary Processes and Procedures were organized for: (i) Thirty-three Officers Trainees of 72nd batch of Indian Revenue Service (IRS) and Fifty Probationers of Military Engineer Services (MES) and Officers of Indian Naval Material Management Service (INMMS) from 6 to 8 February 2023; (ii) One hundred eighty Officer Trainees of 74 RR Batch of the regular recruits of Indian Police Service (IPS) from 15 to 16 February 2023; (iii) Sixteen Officer-Trainees of Indian Telecommunication Service (ITS) from 27 February to 1 March 2023; (iv) Twelve probationers of Indian Railways Personnel Service (IRPS) from 14 to 15 March 2023; and (v) Seventy Officer Trainees of 76th Batch of Indian Revenue Service (IRS) from 15 to 17 March 2023.

IX. **Capacity Building Programme for officials of LokSabha/ Rajya Sabha and State Legislature Secretariats:** (i) One hundred twenty-four officials/participants of Lok Sabha Secretariat attended Online Computer Training Programme in MS-Excel and MS PowerPoint from 9 to 13 and 16 to 20 January 2023; (ii) Sixteen Officials of Lok Sabha Secretariat attended the Training Programme in Drafting of Demand for Grants (DFG) Report from 11 to 13 January 2023; (iii) Forty-two Officials of Lok Sabha Secretariat and Rajya Sabha Secretariat attended the Workshop on "Military Law" from 19 to 20 January 2023; (iv) Forty Officials of Lok Sabha Secretariat attended the Workshop on e-vehicles for staff car drivers on 24 January 2023; and (v) Four Officials/Staff from Bihar Legislative Assembly Secretariat attended Training on Demonstration Programme on 7 February 2023.

X. **Training Programme in Parliamentary Processes and Procedures for others:** (i) Thirty-three Assistant Section Officers (ASOs) of Ministry of Railways undergoing Training at ISTM, New Delhi attended one day Training Programme in Parliamentary Processes and Procedures on 6 March 2023; and (ii) One hundred sixty Assistant Section Officers (ASOs) attending Training Programme at Institute of Secretariat Training & Management (ISTM), New Delhi attended one day Training Programme on Parliamentary Work Management on 27 March 2023.

XI. **Know Your Parliament/*Samajh Sansad Ki* Programme:** The Programme 'Know your Parliament' or *Samajh Sansad Ki* was launched at Kota and Bundi District, Rajasthan on 6 September 2022. First stage of exam of the Programme 'Know your Parliament' was conducted on 1 December 2022. About 2.33 lakhs students of Kota & Bundi appeared in the first stage of Exam during the Programme. Second stage of exam of 'Know your Parliament' was conducted on 12 January 2023 at the designated Centers in Kota and Bundi District, Rajasthan. The Final Result of the Programme was declared on 25 January 2023.

XII. Study Visit (International) (i) Forty Indian Diaspora youths from different Countries participating in the 63rd Edition of Know India Programme (KIP) of Ministry of External Affairs (MEA), attended the Study Visit on 6 January 2023; (ii) Forty Indian Diaspora youths from different Countries participating in the 64th Edition of Know India Programme (KIP) of Ministry of External Affairs (MEA), attended the Study Visit on 6 January 2023; (iii) Twenty-six Foreign Delegates of the 7th batch "Gen-Next Democracy Network Programme" of ICCR, New Delhi, attended the Study Visit on 31 January 2023; (iv) Eight Members Parliamentary Delegation from Zambia attended the Study Visit on 3 February 2023; (v) ASeven Member Delegation of the

Committee of Parliamentary Board of Ghana attended the Training Programme from 13 to 17 February 2023; (vi) Twenty-seven Hon'ble Judges of the Circuit/County Courts (including their spouses) in the state of Illinois, USA, attended the Study Visit on 13 February 2023; (vii) A Forty-eight Member Delegation from the Parliament of Ethiopia attended Training Programme from 20 to 24 February 2023; (viii) Twenty-seven Diaspora youth of Indian Origin from different countries undergoing the 65th edition of Know India Programme (KIP) of Ministry of External Affairs (MEA), New Delhi, attended the Study Visit on 23 February 2023; (ix) Forty-four Foreign Delegates of 8th batch "Gen-Next Democracy Network Programme" of ICCR, New Delhi, attended the Study Visit at PRIDE on 7 March 2023; and (x) Forty-two Civil Servants from Bangladesh undergoing Capacity Building Programme at NCGG, Mussoorie attended the Study Visit on 9 March 2023.

VII. Study Visit (National): Sixty-two Study Visits (National) were organized during the period.

MEMBERS' REFERENCE SERVICE

Members' Reference Division caters to the information needs of the Members of Parliament, primarily in connection with their day-to-day parliamentary work. This Division brings out Reference Notes and Legislative Notes on important issues and Bills/Ordinances before the House.

During the period from 1 January to 31 March 2023, a total of 1140 Reference requests were received from Hon'ble MPs and disposed of, out of which 861References were Offline and 279 References were Online. 05 Reference Notes and 01 Legislative Note were prepared, uploaded on Parliament Library website as well as shared with Hon'ble Members through Members' Portal. 06 Briefing Sessions were organized for Hon'ble MPs during the same period on important legislative business before the House.

PRIVILEGE ISSUES

LOK SABHA

During the period 1 January to 31 March 2023, the Committee of Privileges held 2 sittings on 10 February and 10 March 2023.

The Committee of Privilege presented one report during the period.

Committee on Privileges

I

The Fifth Report of the Committee of Privileges, 17th Lok Sabha on the 'Notice of question of breach of privilege dated 7 November 2019 given by Shri Bandi Sanjay Kumar, Member of Parliament, against the In-charge Commissioner of Police, Shri Satyanarayana, Additional Deputy Commissioner of Police, Shri Sanjeev and certain other Police Officers for allegedly assaulting him while he was in a funeral ceremony of a TSRTC driver and Notice/Complaint/Email dated 3 January 2022 given by Shri Bandi Sanjay Kumar, Member of Parliament against Shri Satyanarayana, Commissioner of Police and three other Police officials of Karimnagar for forcefully arresting him in an illegal manner and for attempting to produce him before the Court for 'remand' in connection with filing of alleged false cases against him', was presented to the Hon'ble Speaker on 16 March 2023 and laid on the Table of the House on 24 March 2023.

In the said Report, the Committee in the light of their findings and conclusions recommended that in view of the unconditional apology tendered by the Police Commissioner, during his evidence before the Committee and his subsequent written submission containing the unconditional apology in both the above privilege matters, no further action is called for in the matter and the same may be treated as closed.

PROCEDURAL MATTERS

LOK SABHA

Instances when the Chair allowed Members to lay their written speeches on the Table of the House: On 8 February 2023, during discussion on the Motion of Thanks on the President's Address, the Chair permitted Members to lay their written speeches on the Table of the House. Accordingly, 94 Members laid their speeches on the Table of the House.

On 10 February 2023, during the General Discussion on the Union Budget 2023-24, the Chair permitted members to lay their written speeches on the Table of the House. Accordingly, 76 members laid their speeches on the Table of the House.

Observation from the Chair regarding Dignity of the House: Interruption during Question Hour is not fair: On 3 February 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, Question hour is of high importance. Today, in Question hour, important questions are to be asked regarding healthcare in the Country, G-20 and Defence. You get enough time and opportunity. You can fix the accountability of the Government during the Question Hour.

I request you all to go to your seats. You please let the Question Hour go on. All the democratic institutions of the Country have taken a pledge that the Question Hour should not be allowed to be postponed. This is not the dignity of the House. Important issues are being discussed in the House, but you do not want to discuss them during the Question Hour.

Hon'ble Members, this is not fair. There is a Motion of Thanks on the first address of Her Excellency the President. She is the Country's first woman President from a tribal community, who has delivered her address in the Central Hall but you don't want to thank her, don't want to have a discussion in the House. Hon'ble Members, this is not appropriate not to discuss the first address by Her Excellency the President.

Hon'ble Members, I request you all to go to your seats. We all want to thank Her Excellency the President for her address. This is her first address. What do you want to show the public from inside the House?

You please discuss the address of Her Excellency the President, discuss the budget, and discuss important topics. I will give you enough time and opportunity in the House. Please submit the notices of the topics you want to discuss upon. Raising slogans is not in accordance with the decorum of the House."

II

Observation from the Chair regarding Dignity of the House: Interruption in the functioning of the House by not abiding the Rules: On 6 February 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, the time of the Parliament is very important. Today, the question is about the labourers of the Country. You please ask question. Hon'ble Minister is ready to reply. This House sets the direction of the Nation. This House is meant for discussions and conversations. If you want to discuss and converse upon any subject, you should debate. It is not correct to force the House to adjourn in a planned manner without any debate. Whatever is your subject, whatever is the issue, you should come to my chamber and talk to me. I am ready to hold a debate on each of your subjects, each issue, but you are not willing to discuss and only resort to sloganeering in the Well. This is not correct. You take your seats. You should come to my chamber. I shall give you adequate opportunity for discussion and conversation on any subject. This is not correct that you come to the Well and force the House to adjourn in a planned manner.

Hon'ble Members, I would again urge you that raising slogans is not in the interest of the people of the Country. The people of the Country have elected you. A question related to labourers has been raised. You please allow them to raise questions related to the workers. Your Members are sitting over there; you are not allowing them to speak.

You have come here only to raise slogans. Have you been elected by the people to do such kind of things in the House every day? The people of the Country are watching you. You please talk about their basic questions, discuss them. I will give you enough time and opportunity to discuss and communicate on every issue.

You can have a comprehensive discussion on the Hon'ble President's Address. What is going on is wrong. Raising slogans is not in accordance with the decorum of the Parliament of India. You have ruled for many years. You are from a Party which is such an old one. This kind of behaviour is not appropriate.

Hon'ble Members, please go to your seats. Please let the Hon'ble Member ask question. Hon'ble Member wants to ask questions. Hon'ble Minister wants to answer. Do you not want the House to function? Don't you want to discuss in the House and ask questions in Question Hour?"

III

Observation from the Chair regarding Dignity of the House: Interruption in the functioning of the House: On 14 March 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, this House belongs to you. This House has always given sufficient time, sufficient opportunity to everyone. This is my humble request to all of you to please take your seats. I will give you sufficient time and opportunity to discuss every matter. You give notice under the rules and I will allow you…

Hon'ble Members, this is not the appropriate method. This is Parliament. Please maintain the decorum. It is not appropriate to bring the placards. I would like to humbly tell all the Hon'ble Members that this is improper.

This is your House. Please do not show the banners. Please take your seats and speak from there. You all please sit down. This is my intention that the House should function properly. Let the discussion and debates take place, and you put forth your points. This is wrong. Hon'ble members, I reiterate that the dignity of the House may please be maintained."

IV

Observation from the Chair regarding Dignity of the House: Comments on the Parliament:
On 15 March 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, I request you that this House is for discussion and conversation. We should talk about policies and hold fruitful discussions on public welfare as this House is meant for all these.

If we want to work for public welfare and consider this House as a temple of democracy, then I would request you not to make comments at least on this House. This is your temple of democracy and the centre of our faith. You should take care not to comment on the Parliament whether inside the House or outside the House since it is not appropriate.

I again request you that this House is for discussion, policies and discussions on the policies. You should talk about policies; speak on the policy and various issues. This is not appropriate to bring placards like this. I am again requesting you, warning you, this House is not for bringing placards like this, this House is for holding debate on the issues.

Please take your respective seats. I would give you sufficient time and opportunity to speak. This is a wrong practice. I humbly tell you that displaying placards and raising slogans in the House are not at all allowed.

This is House. The right to display placards and sloganeering is outside the House in the democracy. India is the largest democracy in the world. What message do you want to give to the country? Is it appropriate for you and is this conduct of the members appropriate? Hon'ble members, you all please take your seats."

V

Observation from the Chair regarding Dignity of the House: Proper decorum in the House: On 16 March 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, I want to run the House. I will give everyone a chance to speak. I have given sufficient opportunity to all but the House should be in order, House should function. I have given sufficient time and opportunity to all the Hon'ble Members.

Hon'ble Members, I will also give you the opportunity to speak. You come to the well and ask for an opportunity to speak. You please take your seats; I will give you an opportunity to speak. If the House comes in order, then I will give you the opportunity to speak. This (the well of the House) is not a place to debate.

You come to the well and want to have a discussion. You please go to your seats. You all please take your seats; I will also give you an opportunity to speak.

Hon'ble Members, do you not want to let the House function? Do you not want to discuss the Budget? Do you not want to have a discussion in the Question Hour? Do you want to indulge in sloganeering? Is it appropriate?

I ask them to sit down and also ask you to take your seats. I will give you an opportunity to speak. You please take your respective seats, then I would give you an opportunity to speak. You go outside and say that you are not given an opportunity to speak but you come to the well and indulge in sloganeering. This is a wrong practice. Parliament has its dignity which you should maintain. I will give you all an opportunity to speak."

VI

Observation from the Chair regarding Decorum in the House: On 17 March 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, I request you to let the House function. You have not been sent to the House for sloganeering. The people of the Country are watching, so I request you to let the House function. When the House comes back in order, I will give all of you the opportunity to speak.

If the House comes in order, I will give you the opportunity to speak but in this way, if the House doesn't come in order and you stand like this, then I will not give you the opportunity to speak. If the House comes in order, then I will give you the opportunity to speak, but House must come in order. Do you not want to let the House function? "

VII

Observation from the Chair regarding **Dignity of the House**: **Decorum in the House:** On 20 March 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, this is question hour. After question hour, I will give sufficient opportunity to all the members.

Let the Question Hour run, please give notice after that. The Hon'ble Members, who give notice under the Rules/Procedures, shall be allowed to speak. I am making this humble request to all of you in the House, therefore let the Question Hour run.

Hon'ble Members, this is your House. My request to you is that you all please sit down and let the House function. The nation wants to see the House function. Therefore, it is my request to you and to them also. You all please sit down. You have put up adjournment motion and I will give the ruling on the adjournment motion after the Question Hour as per the rules. The Members, whose adjournment motions come under the ambit of rules, will get sufficient opportunity to speak.

The House belongs to you. All have the right to speak but only under the Rules. You please take your seats. You also take your seats. Let the Question hour run.

Why are you indulging in sloganeering? Let the House function. Why are you raising slogans? Hon'ble Members, this House is not for sloganeering.

Hon'ble members, this is not appropriate.

Please sit down, let Parliament function. Will you bring placards to let Parliament function? Is this your way of seeing Parliament function? Parliament should function, are you bringing placards for this?

Hon'ble Members, please put down the placards, let the Parliament function. No one brings placards for this.

Do you not want to let the House function? Do you not want to let Question Hour function?

I will allow you, and of course I will allow. If I negate the adjournment motion under the rules after the Question Hour, then you have the right to speak.

This House belongs to everyone.

You please come, take your seats and discuss. Please come to the chamber and discuss. The ruling party should come. The Opposition should also come. We will find out a way to ensure functioning of the House. We will also discuss your specific issues.

I request you that if you allow the House to function, I will run the House."

VIII

Observation from the Chair regarding **Dignity of the House**: **Proper decorum in the House:**
On 21 March 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, I will give you chance to speak after Question Hour. You please take your seats.

Hon'ble Members, all of you please sit down.

Yesterday also I personally made requests to the leaders of all Parties and today again I urge upon them through the House that the House must run as the Budget session is an important session.

I will give all of you the opportunity to speak."

IX

Observation from the Chair regarding Dignity of the House: Smooth functioning of the House: On 23 March 2023, the Hon'ble Speaker made the following observation:

"Hon'ble Members, you please speak after the Question Hour.

Hon'ble Members, please do not get displeased, I will allow you to speak after the Question Hour.

You are a senior Member. I will allow you to speak after the Question Hour. I have not disallowed any Hon'ble Member from speaking. As per the Rules and procedures, you all Hon'ble Members have put forth your points in the House.

Today also, I would make requests to all of you that every Hon'ble Member has the freedom to speak. All the Hon'ble Members can speak in the House as per the Rules and procedures. This House belongs to you.

Do you not want to let the House function?

Hon'ble Members, the Country wants the House to function and also wants that their issues should be discussed, their difficulties should be discussed. It is my endeavor that the House should function. If you do not want to allow the House to function, if you want to raise slogans in the House, then the House is adjourned till 2 o'clock today."

PARLIAMENTARY AND CONSTITUTIONAL DEVELOPMENTS
(1 JANUARY TO 31 MARCH 2023)

Events covered in this Feature are based primarily on the information available in the public domain including the official websites of the Union and the State Legislatures, the Election Commission of India, and also reports appearing in daily newspapers. As such, the Lok Sabha Secretariat does not accept any responsibility for their accuracy, authenticity or veracity.

INDIA

DEVELOPMENTS AT THE UNION

Parliament Session: The Eleventh Session of the Seventeenth Lok Sabha and the Two Hundred and Fifty Ninth Session of the Rajya Sabha (the Budget Session of Parliament) commenced on 31 January 2023 with the Address by the President, Smt. Droupadi Murmu to the Members of both the Houses assembled together in the Central Hall of Parliament House. The Lok Sabha and the Rajya Sabha were adjourned for recess on 13 February 2023 till 12 March 2023 to enable the Departmentally-related Parliamentary Standing Committees to examine the Demands for Grants of various Ministries/Departments assigned to them and submit their reports to the House. Both the Houses were adjourned *sine die* on 6 April 2023. The President of India, Smt. Droupadi Murmu prorogued both the Lok Sabha and the Rajya Sabha on 10 April 2022.

Death of Lok Sabha Member(s): On 14 January 2023, Shri Santokh Singh Chaudhary, member of the Indian National Congress from Jalandhar, Punjab, passed away.

On 29 March 2023, Shri Girish Bhalchandra Bapat, member of the Bharatiya Janata Party from Pune, Maharashtra, passed away.

Disqualification of Lok Sabha Member: According to the Lok Sabha Secretariat separate Notifications dated 24 March 2023, which *inter alia* stated that "Consequent upon his conviction by the Court of Chief Judicial Magistrate, Surat in C.C./18712/2019, Shri Rahul Gandhi, Member of the Lok Sabha representing the Wayanad Parliamentary Constituency of Kerala stands disqualified from the membership of the Lok Sabha from the date of his conviction *i.e.* 23 March 2023 in terms of the provisions of Article 102(1)(e) of the Constitution of India read with Section 8 of the Representation of the People Act, 1951".

AROUND THE STATES

ANDHRA PRADESH

Oath of Governor: On 24 February 2023, Shri Justice (Retd.) S. Abdul Nazeer was sworn in as the Governor of Andhra Pradesh.

ARUNACHAL

Oath of Governor: On 16 February 2023, Lt. Gen. Kaiwalya Trivikram Parnaik PVSM, UYSM, YSM (Retired) was sworn in as the Governor of Arunachal Pradesh.

Assembly Bye-election Result: On 2March 2023, Smt. Tsering Lhamu of the Bharatiya Janata Party was declared elected from Lumla Assembly Constituency in the bye-election held on 27 February 2023.

ASSAM

Oath of Governor: On 22 February 2023, Shri Gulab Chand Kataria was sworn in as the Governor of Assam.

BIHAR

Oath of Governor: On 17 February 2023, Shri Rajendra Vishwanath Arlekar was sworn in as the Governor of Bihar.

CHHATTISGARH

Oath of Governor: On 23 February 2023, Shri Biswa Bhusan Harichandan was sworn in as the Governor of Chhattisgarh.

DELHI

Resignation of Ministers: On 28 February 2023, Cabinet Ministers, *Sarvashri* Manish Sisodia and Satyendar Jain resigned.

Oath of New Ministers: On 9 March 2023, Ms. Atishi and Shri Saurabh Bharadwaj were sworn in as Cabinet Ministers.

HARYANA

Resignation of Minister: On 1 January 2023, Minister of Sports and Youth Affairs, Shri Sandeep Singh resigned.

HIMACHAL PRADESH

Appointment of Speaker: On 5 January 2023, Shri Kuldeep Singh Pathania was elected as the Speaker of Himachal Pradesh Legislative Assembly.

Oath of New Ministers: On 8 January 2023, the Governor, Shri Rajendra Vishwanath Arlekar, administered oath of office and secrecy to seven newly-inducted Ministers, *Sarvashri*Chander Kumar, Harshwardhan Chauhan, Jagat Singh Negi, Rohit Thakur, Anirudh Singh, Vikramaditya Singh and Dr.(Col.) Dhani Ram Shandil.

Oath of Governor: On 18 February 2023, Shri Shiv Pratap Shukla was sworn in as the Governor of Himachal Pradesh.

JHARKHAND

Oath of Governor: On 18 February 2023, Shri C.P. Radhakrishnan was sworn in as the Governor of Jharkhand.

Assembly Bye-election Result: On 2 March 2023, Smt. Sunita Choudhary of the AJSU Party was declared elected from the Ramgarh Assembly Constituency in the bye-election held on 27 February 2023.

KERALA

Oath of Minister: On 4 January 2023, Shri Saji Cherian was sworn in as Minister. The Governor, Shri Arif Mohammed Khan, administered oath of office and secrecy to him.

LADAKH

Resignation of Lieutenant Governor: On 12 February 2023, Shri Radha Krishna Mathur resigned as the Lieutenant Governor of the Union Territory of Ladakh.

Oath of Lieutenant Governor: On 19 February 2023, Brigadier Dr. B.D. Mishra (Retd.) was sworn in as the Lieutenant Governor of the Union Territory of Ladakh.

MAHARASHTRA

Resignation of Governor: On 12 February 2023, Shri Bhagat Singh Koshyari resigned as the Governor of Maharashtra.

Oath of Governor: On 18 February 2023, Shri Ramesh Bais was sworn in as the Governor of Maharashtra.

Assembly Bye-election Result: On 2 March 2023, Shri Ashwini Laxman Jagtap of the Bharatiya Janata Party, and Shri Dhangekar Ravindra Hemrajof the Indian National Congress were declared elected from Chinchwad and Kasba Peth Assembly Constituencies, respectively, in the bye-election held on 26 February 2023.

MANIPUR

Oath of Governor: On 22 February 2023, *Sushri* Anusuiya Uikye was sworn in as the Governor of Manipur.

MEGHALAYA

Oath of Governor: On 18 February 2023, Shri Phagu Chauhan was sworn in as the Governor of Meghalaya.

Legislative Assembly Election Results: The Assembly Elections for 59 out of the 60 seats of Meghalaya Legislative Assembly were held on 27 February 2023. The results were announced on 2 March 2022. The party position following the election was as follows:

Name of the Party	Seats
National People's Party	26
United Democratic Party	11
All India Trinamool Congress	5
Indian National Congress	5
Voice of the People Party	4
Bharatiya Janata Party	2
Hill State People's Democratic Party	2
People's Democratic Front	2
Independent	2
Total	**59**

Oath of Chief Minister: On 7 March 2023, Shri Conrad K. Sangma was sworn in as the Chief Minister of Meghalaya for the second term.

Appointment of New Speaker: On 9 March 2023, Shri Thomas A. Sangma was elected as the Speaker of the Meghalaya Legislative Assembly.

NAGALAND

Oath of Governor: On 20 February 2023, Shri La. Ganesan was sworn in as the Governor of Nagaland.

Legislative Assembly Election Results: Assembly elections to the 60-seat Nagaland State Legislative Assembly were held on 27 February 2023. The results were announced on 2 March 2023. The party position following the elections was as follows:

Name of the Party	Seats
Nationalist Democratic Progressive Party	25
Bharatiya Janata Party	12
Nationalist Congress Party	7
National People's Party	5
Lok Janshakti Party (Ram Vilas)	2
Naga Peoples Front	2
Republican Party of India (Athawale)	2
Janata Dal (United)	1
Independent	4
Total	**60**

Oath of Chief Minister and Deputy Chief Ministers: On 7 March 2023, Shri Neiphiu Rio was sworn in as the Chief Minister of Nagaland for the fifth term.

On the same day, *Sarvashri* T. R. Zeliang and Yanthungo Patton also took oath as the Deputy Chief Ministers along with 9 Ministers.

Appointment of Speaker: On 20 March 2023, Shri Sharingain Longkumar was elected as the Speaker of the Nagaland Legislative Assembly for the second term.

ODISHA

Death of Cabinet Minister: On 29 January 2023, Minister for Health and Family Welfare, Shri Naba Kishore Daspassed away.

SIKKIM

Oath of Governor: On 16 February 2023, Shri Lakshman Prasad Acharya was sworn in as the Governor of Sikkim.

TAMIL NADU

Assembly Bye-election Result: On 2 March 2023, Shri E.V.K.S. Elangovan of the Indian National Congress was declared elected from the Erode (East) Assembly Constituency in the bye-election held on 27 February 2023.

TRIPURA

Legislative Assembly Election Results: Assembly elections to the 60-seat Tripura State Legislative Assembly were held on 16 February 2023. The results were announced on 2 March 2023. The party position following the elections was as follows:

Name of the Party	Seats
Bharatiya Janata Party	32
Tipra Motha Party	13
Communist Party of India (Marxist)	11
Indian National Congress	3
Indigenous People's Front of Tripura	1
Total	**60**

Oath of Chief Minister: On 8 March 2023, Shri Manik Saha was sworn in as the Chief Minister of Tripura along with 8 Ministers.

Appointment of New Speaker: On 24 March 2023, Shri Biswa Bandhu Sen was elected as the Speaker of the Tripura Legislative Assembly.

WEST BENGAL

Assembly Bye-election Result: On 2 March 2023, Shri Bayron Biswas of the Indian National Congress was declared elected from Sagardighi Assembly Constituency in the bye-election held on 27 February 2023.

EVENTS ABROAD

ANTIGUA AND BARBUDA

Oath of Prime Minister: On 19 January 2023, Mr. Gaston Browne was sworn in as the Prime Minister for the third term.

BRAZIL

Oath ofPresident: On 1 January 2023, Mr. Luiz Inacio Lula da Silva was sworn in as the President for the third term.

CHINA

Reappointment of President: On 10 March 2023, Mr. Xi Jinping was appointed as the President for the third term.

Appointment of Premier: On 11 March 2023, Mr. Li Qiang was appointed as the Premier of China.

CYPRUS

Oath of President: On 28 February 2023, Mr. Nikos Christodoulides was sworn in as the President of Cyprus.

CZECH REPUBLIC

Oath of President: On 9 March 2023, Mr. Petr Pavel was sworn in as the President of Czech Republic.

NEPAL

Oath of President: On 13 March 2023, Mr. Ram Chandra Paudel was sworn in as the President of Nepal.

NEW ZEALAND

Resignation of Prime Minister and New Prime Minister sworn in: On 25 January 2023, the Prime Minister, Ms. Jacinda Ardern resigned.

On the same day, Mr. Chris Hipkins was sworn in as the Prime Minister of New Zealand.

VIETNAM

Resignation of President: On 17 January 2023, the President, Mr. Nguyen Zuan Phuc resigned.

Oath of President: On 2 March 2023, Mr. Vo Van Thuong was sworn in as the President of Vietnam.

SEVENTEENTH LOK SABHA
ELEVENTH SESSION

The Eleventh Session of the Seventeenth Lok Sabha was held in two parts. The First Part of the Session commenced on 31 January 2023 and was adjourned on 13 February 2023to enable the Departmentally Related Standing Committees to examine the Demands for Grants of various Ministries/Departments and to submit their Reports. The Second Part of the Budget Session began on 13 March 2023 and concluded on 6 April 2023.

During the Session, the House had a total of 25 sittings spread over 45 hours and 55 minutes. During the Eleventh Session of the Seventeenth Lok Sabha, the House witnessed repeated disruptions and adjournments on numerous occasions and recorded 34 per cent productivity. The House was prorogued by the President of India on 10 April 2023.

A brief account of the important discussions and other business transacted during the Eleventh Session is given below.

A.DISCUSSIONS/STATEMENTS

President's Address to Parliament: On 31 January 2023, the President of India, Smt. Droupadi Murmu addressed the Members of both the Houses assembled together in the Central Hall of Parliament House. As a statement of policy of the Government, the Address outlined the activities and achievements of the Government during the previous year. It also underlined the policy priorities that the Government wishes to pursue in the forthcoming year.

Motion of Thanks on President's Address to the Members of Parliament: The Motion of Thanks to the President's Address was moved by Shri C.P. Joshi (BJP) on 7 February 2023, which was seconded by Shri Uday Pratap Singh (BJP).The discussion took place on 7 and 8 February 2023. The discussion lasted for 13 hours and 44 minutes. 143 members participated in the discussion.

Moving the Motion of Thanks on the President's Address, Shri C. P. Joshi (BJP) said that India has the honour of presiding over the G20. The theme of G-20 is 'One Earth-One Family-One Future'. The Country is celebrating *Amrut Mahotsava* of independence which is round the corner. This segment of time which has been afforded the sobriquet of "AMRUT KAAL" is indicative of and has its ligand to our glorious past of thousands of years. Today the country is on the pathway to become 'Vishwa Guru'. The ensuing period of 25 years is the culmination of duties for all of us and for each and every citizen of the country. For the period up to 2047,

keeping in mind the future of the country and the interests of the future generation, the Government has been performing well.

Shri Joshi also said that the Prime Minister Narendra Modi has worked for the upliftment of the poor, has perceived the pains and sufferings of the farmer in an empathetic spirit and ensured the disbursement of Rs. 6000 a year to them, and the Government has provided assistance of Rs. 2.25 lakh crore. A total of 70 countries have supported the Millet Year on the call of Hon'ble Prime Minister. Approximately, 38 crore farmers have benefited from the *Pradhan Mantri Fasal Bima Yojana*, 1260 e-Mandis have been developed and a sincere initiative has been resorted to in order to make *Annadata* self-sufficient through MSP.

He said that the Prime Minister rolled out the *Ayushman Bharat Yojana*. The Government has made a provision of Rs. 86,200 crore in the year 2022-23. Today more than 9000 Jan Aushadhi Kendras have been opened across the country. From the year 2019, the Government started the work pertaining to the 'Jal Jeevan Mission' due to this major initiative as many as 11 crore families have an easy access to pure drinking water today. Over the past few years, the Government has built houses for more than three and a half crore poor households. Today 2,82,00,000 houses have been built under *Pradhan Mantri Awas Yojana*. About 1,22,00,000 houses are being constructed under it. The Budgetary allocation for the NREGA scheme, in the year 2013 had been mere Rs 33,000 crore which has been increased by 121 percent. In the *Amrit Mahotsav* of Independence, 75 Amrit Sarovars have been constructed in all the districts, which will act as a catalyst to increase water level in the hamlets concerned.

He further said that in the year 2013 the foreign exchange reserve was $304 billion which has witnessed phenomenal increase by 185 per cent and has swollen to $564 billion in the year 2022-23. The Government took a bold step like introducing GST. In this way, our taxpayers are playing an important role in the growth of country's economy. Today Van Dhan has become a major means of livelihood. A Welfare and Development Board has been formed for the nomadic tribe and the Government has also provided 10 percent reservation for the economically backward people. The Government has introduced a host of schemes for women and for the girl child of the nation.Even in 'Ayushman Bharat Yojana', 50 percent of the beneficiaries are the mothers and sisters. Recruitment of women has been opened in every sector from mining to the front lines of the army. Today the maternity leave has been increased from 12 weeks to 26 weeks. 70 percent of the beneficiary entrepreneurs of Mudra Yojana are the mothers and sisters. Today more than 9 crore women are associated with 'Self Help Groups' and 'Aajeevika Yojana'. He also expressed gratitude to the Prime Minister for his endeavourers to increase the number of IITs, IIMS, AIIMS, Navodaya/Kendriya Vidyalayas.

Seconding the motion Shri Uday Pratap Singh (BJP) said that the country is moving forward on the path of progress under the leadership of the Prime Minister. He reminded that the Hon'ble President in her Address has envisioned a self-reliant India and a strong India. Under the leadership of the Prime Minister, important schemes were launched to alleviate poverty. To substantiate, *Ayushman Yojna* has been rolled out to provide healthcare facilities to the poor under which they can receive treatment involving the expenditure upto Rs 5 lakh a year. The work of constructing 3.5 crore houses through the Pradhan Mantri Awas Yojana has been carried out over the last 9 years. The government is making transfer of Rs. 75 thousand crore into the accounts of farmers every year under the *Kisan Samman Nidhi*. Ration has been made available to every poor through PM Garib Kalyan Anna Yojana. In 2013-14, the MSP (Minimum Support Price) of paddy was Rs.1310 and today it is Rs.2040. In the year 2014, the support price of wheat was at Rs 1400, today the government of India is providing Rs 2150. Today about 69.55 lakh hectares of farming have been covered under micro irrigation in the year 2022. Kisan Rail Yojana runs on 167 routes. In the year 2021-22, our export has increased by more than one and a half time.

He also said that 260 crore vaccines have been administered in the country. There has been 55% increase in the National Highways. Earlier there were 64 airports; today 147 airports are operational and significant progress has been made in the infrastructure of National Highways. The country is constantly moving forward in the field of health and education. In the case of medical treatment, the provision of medicine and treatment has reached the poor through *Pradhan Mantri Jan Aushadhi Kendras*. The Government provided facilities for the education of daughters. The government has worked towards increasing the participation of our women in the army.

[1]*Participating in the discussion, Shrimati* Kanimozhi Karunanidhi (DMK) said that the Governor of Tamil Nadu has delayed assent to around 20 Bills passed by the Tamil Nadu

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[1]**Others who participated in the discussion:** *Sarvashri* Rahul Gandhi, Kalyan Banerjee, Kaushlendra Kumar, Pinaki Misra, Prataprao Jadhav, Hasnain Masoodi, Benny Behanan, Dilip Ghosh, S.S. Palanimanickam, Pratap Chandra Sarangi, Ram Mohan Naidu Kinjarapu, E.T. Mohammed Basheer, Karti P. Chidambaram, Ramprit Mandal, Hanuman Beniwal, Ravi Shankar Prasad, Asaduddin Owaisi, Uttam Kumar Reddy, Pocha Brahmananda Reddy, Prince Raj, Girish Chandra, Indra Hang Subba, K. Subbarayan, N.K. Premachandran, M. Badruddin Ajmal, Thomas Chazhikadan, Naba Kumar Sarania, Vijay Kumar Hansdak, Adhir Ranjan Chowdhury, Dilip Saikia, Dushyant Singh, Ramcharan Bohra, Gopal Shetty, Bhartruhari Mahtab, Jaswantsinh Sumanbhai Bhabhor, Mohanbhai Kundariya,Vinayak Bhaurao Raut, D.M. Kathir Anand, Rajesh Naranbhai Chudasama, Sumedhanand Saraswati, Arun Kumar Sagar, Vishnu Dayal Ram, Sudarshan Bhagat, Sunil Kumar Singh, Sunil Soren, Kesineni Srinivas, Vinod Lakhamashi Chavda, Lavu Sri Krishna Devarayalu, V.K. Sreekandan, Parbatbhai Sawabhai Patel, Santosh Kumar, Chandeshwar Prasad, Naranbhai Kachhadiya, Ashok Kumar Rawat, Jagdambika Pal, A.K.P. Chinraj, S. Gnanathiraviam, P.R. Natarajan, Ritesh Pandey, P.P. Chaudhary, Hasmukhbhai S. Patel, Mitesh Patel (Bakabhai), Gajanan Kirtikar, S. Jagathrakshakan, S.R. Parthiban, Bidyut Baran Mahato, Bellana Chandra Sekhar, Anubhav Mohanty, Saptagiri Sankar Ulaka, Balubhau alias Suresh Narayan Dhanorkar, Kuldeep Rai Sharma, Devaji Patel, DileshwarKamait, Krishanpal Singh Yadav, Sanjay Seth, Nihal Chand Chouhan, Raju Bista, Ratan Singh Magansingh Rathore, Manoj Kotak, Ravi Kishan, Om Pavan Rajenimbalkar, Dipsinh Shankarsinh Rathod, Ganesh

Legislature. It is not that just Tamil Nadu stands alone in this fight. The Government is curtailing the freedom of speech vehemently both inside and outside of the Parliament. The Government does not understand that the Parliament here is to legislate. The Government believes in bulldozing all the businesses. She also said that there are no pre-consultation policies. Parliamentary Committees' recommendations are unheeded and every time, they have to repeat their recommendations. Most of the Bills are not circulated in advance to the. Members. So, there is no opportunity for the Members to be able to research, read and understand the Bills. The number of days the Parliament functions is shrinking.

She said that from 63rd position in Global Hunger Index, our country has slipped to 107th rank. Nearly four crore Indian youth are looking for jobs. They are unemployed. The Public Sector undertakings, whether they are profit-making or not, the Government does not come forward to help them, and make sure that they are run. The Government want to close them down. She asked as to why the Government going out of its way to support it, when it comes to a private corporate.

She further said that the Government talk about women empowerment, but nothing has been done about the Women's Reservation Bill. She said that the Prime Minister keeps on talking about the greatness of Tamil language but as far as the issue of fund allocation is concerned, the Central Sanskrit University gets Rs. 198.83 crore whereas the Central Institute of Tamil Classical Studies got only Rs. 11.86 crore. This Rs. 11.86 crore does not even cover the administrative expenses. The Finance Minister promised an on-site museum at Adichannalur in three years but they have not got it. The Central Government talks about 260 medical colleges but in the case of the Madurai AIIMS Hospital, whose foundation stone was laid by the Prime Minister four years ago, nothing has happened. As far as the NIPER is concerned, theyhave been waiting for the last 13 years after giving 116 acres of land free of cost to the Union Government. They are still waiting and the work has not started due to lack of fund allocation. Same is the

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Singh, Ram Shiromani Verma, Anto Antony, Unmesh Bhaiyyasaheb Patil, Vijaykumar alias Vijay Vasanth, K. Navaskani, Shrirang Appa Barne, Abdul Khaleque, Jamyang Tsering Namgyal, Mansukhbhai Dhanjibhai Vasava, Sukhbir Singh Jaunapuria, Ashok Mahadeorao Nete, Adv. A.M. Ariff, Adv. Adoor Prakash, Adv. Dean Kuriakose, Dr.Talari Rangaiah, Dr. Amol Ramsing Kolhe, Dr. Nishikant Dubey, Dr. Sukanta Majumdar, Dr. Alok Kumar Suman, Dr. Heena Vijaykumar Gavit, Dr. Chandra Sen Jadon, Dr. T. Sumathy alias Thamizhachi Thangapandian, Dr. T.R. Paarivendhar, Dr. Umesh G. Jadav, Dr. D. Ravikumar, Dr. DNV Senthilkumar S, Dr. (Prof.) Kirit Premjibhai Solanki, Dr. Shrikant Eknath Shinde, Dr. Arvind Kumar Sharma, Dr. Manoj Rajoria, Dr. Bharatiben D. Shyal, Dr. Gautham Sigamani Pon, Dr. Sanjay Jaiswal, Kunwar Danish Ali, Kunwar Pushpendra Singh Chandel, Kumari Goddeti Madhavi, Shrimati Dimple Yadav, Shrimati Harsimrat Kaur Badal, Shrimati Navneet Ravi Rana, Shrimati Jaskaur Meena, Shrimati Ranjanben Bhatt, Shrimati Gitaben V. Rathva, Shrimati Sharda Anil Patel, Shrimati Aparupa Poddar, Shrimati Sangeeta Azad, Shrimati Rama Devi, Shrimati Riti Pathak, ShrimatiRanjeeta Koli, Shrimati Supriya Sadanand Sule, Shrimati Poonamben Maadam, Sushri Mahua Moitra, Sushri Diya Kumari, Sushri S. Jothimani, Shrimati Smriti Zubin Irani (the Minister of Women and Child Development and the Minister of Minority Affairs) and Shri Kiren Rijiju (the Minister of Law and Justice).

story when it comes to CIPET. The Government told that they are bringing NEET to regulate the fee but today, the colleges are giving seats to only those children who can afford the exorbitant fees of these colleges. Fishermen issues in Tamil Nadu are unresolved.

Replying to the discussion, the Prime Minister, Shri Narendra Modi thanked and congratulated the hon'ble President for her address. He further said that the Hon'ble President has not only brought glory to the tribal community but today, after so many years of independence, this House as well as the country is grateful to her for making the tribal community feel proud and giving a boost to their self-confidence. The Prime Minister said that the country and its identity are being recognized for fast development and decisions taken with far-reaching vision. Even in the environment of the pandemic crisis, the way the country has been handled, the whole country is brimming with confidence and pride.

He said that there is an atmosphere of war, instability, severe inflation, unemployment, and food crisis in the world and that condition is prevailing in the neighbourhood as well. In such a situation, he asked as to which Indians would not take pride in the fact that even in such times the country has become the fifth largest economy of the world. Today, there is positivity about India in the whole world, there is hope and trust. India has also got the opportunity of presiding over the world's group of richest countries, G-20. It is a matter of pride for the country. Made in India vaccine was prepared during the Corona period. India had launched the world's largest vaccination campaign. Vaccination of crores of citizens was done free of cost. Not only this, we have delivered medicines to more than 150 countries during this crisis. Today many countries proudly thank India on the global platform. The whole world is studying the speed with which India's digital infrastructure has shown its strength in this very crisis. The country is moving forward with great force in the field of technology. India is emerging as a manufacturing hub today. The world is seeing its prosperity in this prosperity of India. In the world of Startups, the country has reached the third position in the world. A huge Startup ecosystem has reached even in Tier-2 and Tier-3 cities of the country. In such a short span of time and during the critical period of corona, 108 Unicorns have come into existence. This remarkable achievement is largely attributed to the youth of this country. India has become the second largest country in mobile manufacturing in the world. The country has reached the third position in the world in terms of domestic air passengers and domestic air traffic. India has reached the third position in energy consumption as a consumer in the world. The country ranks fourth in the world in terms of renewable energy capacity. India is moving forward in every field including education. For the first time, the number of people enrolled in higher education has crossed 4 crores. 'One Nation, One Ration Card' has enabled the poor beneficiaries to avail themselves of this facility anywhere across the country without any spatial intervention of whatever description. Money is directly transferred to the Bank Accounts of 11 crore farmers, pucca houses have been

constructed and handed over to more than 3 crore people. LPG connections have been afforded to nine crore people for free. As many as 11 crore sisters have been equipped with 'IZZAT GHAR' (lavatories) as a mark of respect to them, 8 crore households have been facilitated with the supply of piped water. With the roll out 'AYUSHMAN BHARAT' Scheme 2 crore families have been benefited. The Government has always stood by the people of the country in the need of hour. Inclusion of 9 crore sisters in Self Help Groups, allowing induction of women across sectors from mining to defence are ascribed to the Government.

All the amendments moved were negatived. The Motion was adopted.

The Union Budget - 2023-2024: On 1 February 2023, the Minister of Finance and Minister of Corporate Affairs, Smt. Nirmala Sitharaman presented the Union Budget2023-2024.

While presenting the Budget, Smt. Nirmala Sitharaman said that as the first Budget in *Amrit Kaal*, the Budget hopes to build on the foundation laid in the previous Budget, and the blueprint drawn for India@100. She said that in the 75th year of Independence, the world has recognised the Indian economy as a 'bright star'. She informed that despite the massive slowdown globally caused by Covid-19 and a war, India's current year's economic growth is estimated to be at 7 per cent which is the highest among all the major economies. She said that our vision for *Amrit kaal* is - "an empowered and inclusive economy". The economic agenda for achieving this vision focuses on three things: first, facilitating ample opportunities for citizens, especially the youth, to fulfil their aspirations; and second, providing strong impetus to growth and job creation; and third, strengthening macro-economic stability.

She said that to service these focus areas in the journey to India@100, four opportunities can be transformative during *Amrit Kaal*, which includes first, Economic Empowerment of Women; second, PM *VIshwakarma KAushal Samman* (PM VIKAS); third, Tourism and fourth, Green Growth. She said that the Budget adopts the following seven priorities which complement each other and act as the 'Saptarishi' guiding us through the *Amrit Kaal*. They are: 1) Inclusive Development 2) Reaching the Last Mile 3) Infrastructure and Investment 4) Unleashing the Potential 5) Green Growth 6) Youth Power and 7) Financial Sector.

General Discussion on the Budget

General Discussion on the Union Budget for 2023-2024 took place on 8, 9 and 10 February 2023 and lasted for 14 hours and 45 minutes. In all, 145 Members took part in the debate.

Initiating the discussion on the Union Budget 2023-2024 on 7 February 2022, Shri Gaurav Gogoi (INC) said that on the one hand, our population is increasing while on the other

hand, unemployment is increasing. There has been talk about the fastest growing economy and the largest economy. China's per capita income is 6 times and America's per capita income is 35 times higher than India's per capita income. He asked as to when the Government will make a job oriented budget. He further said that no more money is being given to Public Sector Enterprises. Many semi-skilled people work in the Navratnas and Miniratnas. Two-three years ago, the Corporate Tax was 30 per cent, now it has been reduced to 22 per cent. About 50 per cent ofthe farmers depend on rainfall but they have reduced the budget of the agricultural irrigation scheme. They reduced the budget of MGNREGA and said that it is demand-based, and will be given when demand arises. The worker does not get wages on time. In this financial year, the number of pending wages worth Rs. 690 crore is due. Imports from China are increasing. China is enhancing relations with the neighbouring countries, Sri Lanka, Bangladesh, Nepal and Maldives. He suggested to the Government to focuson traditional industries. He demanded that two plantations, specifically tea and rubber, to be taken out from the Ministry of Commerce and put in the Ministry of Agriculture so that the small farmers can get access to subsidies, training and high quality planting material. He further suggested to focus on sustainable tourism.

Participating in the discussion[2], Shri P.P. Chaudhary (BJP) said that this budget is an infrastructure based and a long-term Budget. According to the International Monetary Fund, India will have the fastest expanding economy in 2023. India's economy is increasing at a rate of 7%. The concept of 'Ease of Doing Business' and 'Ease of Living' is being fulfilled very well. Dignity of honest taxpayer has been ensured. Money reaches directly to the account of the poor of the country and due to a stable and transparent system, about 27 lakh crore rupees have reached the beneficiaries. Due to 'Make in India' and *Atmanirbhar Bharat*, manufacturing capacity has increased and GDP has also increased. The Country's exports are expected to be around $5.8 million in 2022. Khadi and Village industries have a combined turnover of around one lakh crore rupees and khadi sales have climbed fourfold. Small enterprises

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[2]**Others who participated in the discussion were:** *Sarvashri* T.R. Baalu, Margani Bharat, Shrirang Appa Barne, Mahabali Singh, Bhartruhari Mahtab, Shrinivas Dadasaheb Patil, M.K. Raghavan, Sudheer Gupta, Jayadev Galla, P.C. Mohan, Hasnain Masoodi, Rajkumar Chahar, Syed Imtiaz Jaleel, Gurjeet Singh Aujla, K. Subbarayan, Lavu Srikrishna Devarayalu, Jagdambika Pal, Chandeshwar Prasad, N.K. Premachandran, Ram Kripal Yadav, Ramshiromani Verma, Sunil Soren, Hanuman Beniwal, Pradyut Bordoloi, Thomas Chazhikadan, Tejasvi Surya, Su. Thirunavukkarasar, Dileshwar Kamait, Ramesh Bidhuri, K. Navaskani, Malook Nagar, Manoj Kotak, Anto Antony, D.M. Kathir Anand, Vijay Baghel, M. Badruddin Ajmal, Ram Mohan Naidu Kinjarapu, Shankar Lalwani, Naba Kumar Sarania, Saumitra Khan, Rahul Kaswan, Adhir Ranjan Chowdhury, Er. Guman Singh Damor, Adv. A.M. Ariff, Adv. Dean Kuriakose, Dr. M.P. Abdussamad Samadani, Dr. Kakoli Ghosh Dastidar, Dr. Shafiqur Rahman Barq, Dr. Tholthirumaavalavan, Dr. Amar Singh, Dr. (Prof.) Kirit Premjibhai Solanki, Dr. Mohammad Javed, Dr. K. Jayakumar, Prof. Sougata Ray, Sardar Simranjit Singh Mann, Shrimati Sangeeta Azad, Shrimati Gomati Sai, Shrimati Harsimrat Kaur Badal, Shrimati Riti Pathak, Shrimati Sandhya Ray, Shrimati Supriya Sadanand Sule, Shrimati Navneet Ravi Rana, Shrimati Mativanga Geetha Viswanath, Sushri S. Jothimani, Sushri Sunita Duggal and Minister of State in the Ministry of Micro, Small and Medium Enterprises, Shri Bhanu Pratap Singh Verma.

have access to formal banking. They are receiving low-interest loans through the PM Nidhi Scheme. In terms of startups, there are 90000 in 2022, with 107 being unicorn businesses. He further said that this is a budget for the long term, and will create more jobs by encouraging MSMEs and other small businesses. Capital expenditure has increased by about 37% from the previous year. Out of Rs. 10 lakh crore capital expenditure, 4000 crore rupees converts into labour component. A provision of around Rs 79590 crore has been provided under social initiatives, representing a 66 percent increase. Outlay for the rural area has increased by 66%. Allocation for the *Pradhan Mantri Awas Yojana* has increased by 66%. For rural areas, a provision of around Rs 54,487 crore has been made. Taking millets to the world level and promoting them is extremely advantageous to farmers. The Prime Minister's mission for tribal upliftment is to build their houses and provide them with jobs. Approximately 38800 teachers and staff have been appointed in Eklavya Model Residential Schools. The *Mahila Samman* savings certificate will earn 7.5% interest, and there is provision included in the Budget for self-help groups. The National Digital Library will be available to our children. 150 additional nursing colleges have been planned.

Replying to the discussion, the Minister of Finance and Minister of Corporate Affairs, Smt. Nirmala Sitharaman said that as a result of pandemic and after that the Russia-Ukraine war, there were distinct inflationary pressures, particularly on the emerging markets and it was globally felt. The monetary policy decisions by RBI led to a slew of measures being taken. The Consumer Price Index came down to below 6 per cent level and it was within the tolerance band. Despite all these, Indian economy is still the fastest growing major economy and shall continue to be so even in 2023-24. The Budget of 2023-24 astutely balances the requirement for India's development imperatives within the limits of fiscal prudence. In the current Budget, she informed that there is an allocation of Rs. 1.3 lakh crore to the States as interest free capital expenditure loan which will run for 50 years. There is a proposal to provide an increased credit of Rs. 2 lakh crore at a lower interest rate to MSMEs which are the biggest job creators. The *Vivad Se Vishwas* Scheme is for the MSMEs and also to encourage timely payment. The Government wants to encourage the payment of MSMEs because they are the ones who generate a lot of local jobs. In respect of agriculture, she said that the agricultural credit target has been enhanced to Rs.20 lakh crore. India will be developed as a global hub for *Shree Anna*, that is, the millets. Then we have the Agricultural Accelerator Fund for agri start-ups. There is a major increase in storage facilities through cooperatives. Regarding rural population, she said that there is a huge increase in the outlay for *Pradhan Mantri Awas Yojana*. There is an increase of 66 per cent, and Rs.79,000 crore is being given for the *PM Awas Yojana*. Rs.15,000 crore has been earmarked for the Particularly Vulnerable Tribal Groups Development Mission. For health, 157 new nursing colleges are being created. For green growth, a fund of Rs.35,000 crore has been sanctioned for capital investment in energy security, energy transition, which is being

given to the Ministry of Petroleum and Natural Gas, and energy storage projects. In this Budget for 2023-24, the projection for food subsidy was Rs.1.97 lakh crore. Regarding fertilizer subsidy, she said that it has been raised to Rs. 2.25 lakh crore. Maintenance of buffer stock for onions and pulses, rationalisation of import duties on raw materials used by the manufacturing sector, imposition of 20 per cent export duty on rice, brown rice, semi milled rice as well as wholly milled rice etc. are cases in point. For the poorest of the poor, *Garib Kalyan Anna Yojana* has been extended from 1st January 2023 entailing the supply of free foodgrains to 80 crore beneficiaries. She also informed that the Central Government has decided to provide 1.5 million tons of chana to States and Union Territories at a discounted rate that would facilitate the import of lentil at cheaper rate. Insofar as the allocation for Health and Education sector is concerned, the former has been increased by Rs 3.552 crore as against the previous year and the budgetary allocation for the latter has been increased from Rs. 1.04 lakh crore to Rs.1.13 lakh crore. As regards Eklavya School, she informed that 740 Eklavya Schools are scheduled to be established across the country out of which 690 Eklavya Model Schools have already been sanctioned and the rest are remaining to be sanctioned on receipt of land details from the States concerned. She said that the Government is committed to the holistic development of every citizen of the country carrying forward the mantra of *'Sabka Saath, Sabka Vikas'*.

The discussion was concluded.

C.   QUESTION HOUR

The Eleventh Session of the Seventeenth Lok Sabha commenced on 31 January 2023. It was scheduled to conclude on 6 April 2023. The House adjourned *sine-die* immediately after assembling on 6 April 2023 and Question Hour did not take place on that day. Consequently, the Questions listed for 6 April 2023 were treated as lapsed.

The actual number of notices of Starred and Unstarred Questions tabled by Members were 31307 (SQ 14682 + USQ 16625). However, as a result of splitting of a few questions, where two or more Ministries were involved, the number of notices of Starred and Unstarred Questions increased to 31498. Twelve (12) Short Notice Questions (SNQs) were also received from the Members. The maximum number of notices of Questions included for Ballot in a day was 1365 (SQ 664 + USQ 701) for the Sitting held on 20 March 2023. The minimum number of notices of Questions included for ballot in a day was 1048 (SQ 482 + USQ 566) for the Sitting scheduled to be held on 6 April 2023. The maximum and minimum number of Members whose names were included for the Ballot were 334 and 257 for Sittings held on 20 March 2023 and 5 April 2023, respectively.

Notices were examined in the light of Rules of Procedure and Conduct of Business in Lok Sabha, Directions by the Speaker, Parliamentary conventions and past precedents to decide their admissibility. Out of 31510 notices of Starred, Unstarred and Short Notice Questions received (including split questions), 480 Questions were included in the lists of Starred Questions and 5520 Questions in the lists of Unstarred Questions.

Twelve (12) Short Notice Question notices were received during the Session and all the notices were disallowed/lapsed.

The Ministry-wise break-up of admitted notices of Questions shows that the Minister of Health and Family Welfare answered the maximum number of questions (Starred and Unstarred), *i.e.* 382, followed by the Minister of Education who answered 316 Questions (Starred and Unstarred).

Names of 401 Members were included in the Lists of Starred and Unstarred Questions. The maximum number of Questions by any Member admitted/clubbed was 60 against the name of Dr. Pritam Gopinathrao Munde.

The maximum and minimum number of Members whose names appeared in the Lists of Questions were 302 and 243 on 22 March 2023 and 5 April 2023 respectively.

Two (02) Half-an-Hour Discussion Notices were received during the Session and the same were disallowed.

Five (05) Statements were made by the Ministers correcting the replies already given to Questions in Lok Sabha.

A total of 29 Starred Questions were orally replied during the Session. The average number of Starred Questions answered orally per Sitting was 1.208. The maximum number of Starred Questions answered orally in a single day by a Minister (Health and Family Welfare) was 04 (Four) on 10 February 2023 and the minimum number of Starred Questions answered orally in a single day was 1 (One) on 3 February 2023.

The average number of Unstarred Questions appearing in the Lists was 230 per day during the Session.

5971 (451+5520) written replies to Starred and Unstarred Questions were laid on the Table.

D. OBITUARY REFERENCES

During the Session, Obituary References were made to the passing away of two sitting members of Lok Sabha, *viz.Sarvashri* Santokh Singh Chaudhary and Girish Bhalchandra Bapat

and eleven former members of Lok Sabha, *viz.Sarvashri* Basavanagoud Kolur, Satyanarayana Kaikala, Sharad Yadav, Brijendra Pal Singh, Anand Ratna Maurya, Siddheshwar Prasad, Satya Brata Mookherjee, Sohan Potai, Rangaswamy Dhruvanarayana, Innocent and Shrimati J. Jamuna.

Members stood in silence for a short while as a mark of respect to the memory of the departed.

RAJYA SABHA
TWO HUNDRED AND FIFTY-NINTH SESSION[*]

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The Two Hundred and Fifty-ninth Session of the Rajya Sabha commenced on 31 January 2023. The Session was held in two parts. The first part concluded on the 13 February 2023, and the second part, which commenced on the 13 March 2023, concluded on 6April 2023, as per the schedule. The sittings of the House for two days *i.e,* on 22 March 2023 and 31 March 2023, were cancelled, during the second part of the Session. The Session had 25 sittings in all and the House sat for 32 hours and 15 Minutes. The House was prorogued by the President on the 10 of April 2023.

A resume of some of the important discussions held and other business transacted during the Session is given below:

A. STATEMENTS/DISCUSSIONS

Motion of Thanks on the President's Address to the Members of Parliament*:* On 31 January 2023, the President of India, Smt. Droupadi Murmu addressed the Members of both Houses of Parliament assembled together in the Central Hall of Parliament. The Motion of Thanks on the President's Address was moved by Dr. K. Laxman on 7 February 2023 and seconded by Shri Prakash Javadekar. The discussion took place on 7, 8 and 9 February 2023.

Moving the Motion of Thanks to the President's Address, Dr. K. Laxman (BJP) stated that the Members of the Rajya Sabha assembled in this Session are deeply grateful to the President for the Address which she has delivered to both Houses of Parliament assembled together on January 31, 2023.

He talked about the Government's focus on national development, especially vision of the Government in the next 25 years in the *Amrit Kaal.* He also talked about the economic development and aim of the Government to make India poverty free in the next 25 years. He stressed that the Government is committed to the development of all the communities and regions and quoted the Prime Minister's mantra "*Sabka Saath, Sabka Vikas, Sabka Vishwas and Sabka Prayas*". On the cultural development, he talked about the vision of the Government to revive the ancient glorious history and sacrifices made by the freedom fighters, leaders and unsung heroes during *Azadi Ka Amrit Mahotsav* Celebrations. He said that the celebration of the 400th Prakash Purab of Guru Teg Bahadur, the 150th Birth Anniversary of Sri Aurobindo, the

150th Birth Anniversary of Chidambaram Pillai, and the 125th Birth Anniversary of Netaji Subhas Chandra Bose will not only inspire the younger generations but also make them committed to the nation. He said that as far as the New Education Policy is concerned, the regional languages have been promoted almost in all the states and thanked the Governments for teaching in six Indian languages in 19 engineering colleges and in ten States.

He talked about *'Swach Bharat Abhiyan'* under which nearly 1,34,396 villages were declared 100 percent Open Defecation Free (ODF) by December 2022 and under *'Pradhan Mantri Awas Yojana'*, within a span of nine years, houses were built for three and a half crore poor families in rural and urban areas. Under the *Pradhan Mantri Swanidhi Yojana*', financial assistance was provided to street vendors who lost their employment during the Corona period. *'Ayushman Bharat Yojana'* is the world's largest health security programme and aims to provide health insurance to the poor people. About 50 crore population is being treated free of cost under this scheme. The Government has also established 9,000 *Jan Aushadhi Kendras* across the country where people can buy generic medicines at normal price. He talked about women empowerment and said that it is at the core of all schemes that being implemented by the Government. He added that under *'Beti Bachao, Beti Padhao'*, the health of female population has improved and their number has also increased. The Government has also focused on girls' education and has taken measures, like, building separate toilets for girls in Government schools; providing access to sanitary pads; facilitating opening of savings bank accounts under *'Sukanya Samridhi Yojana'*. The dropout ratio of girls has also reduced in the Government schools. The maternity leave has also been increased from 12 weeks to 26 weeks. Under *'Mudra Yojana'*, Rs. 7.74 lakh crore has been given to around 16 crore applicants across the country in the unorganized sector.

In terms of physical infrastructure, the network of rural roads has increased to more than seven lakh kilometers in the country. The National Highways network has grown by more than 55 per cent during the last few years. More than 550 districts are being connected under Bharatmala Project. The numbers of airports have now increased to 147 under UDAN Yojana. A modern semi-high-speed train has become a part of Indian Railways in the form of 'Vande Bharat'. As far as agriculture is concerned, to make agriculture profitable and lessen the burden of farmers, the Government has introduced the *'Pradhan Mantri Kisan Samaan Nidhi Yojana'*, and almost 11 crore farmers of this country, and, particularly three lakh womenfarmers got benefitted from this scheme. Coming to Millets 'Sri Anna', the Government has convinced the U.N. to declare the year 2023 as the International Year of Millets. 'Sri Anna' grains are highly nutritious and available in the market. About 90 per cent of farmers in our country are small and

marginal farmers. Significant consumption of 'Sri Anna' will financially help these small farmers.

On MNREGA, he said that the Government spent Rs. 2.70 lakh crore between 2014-2019 to provide employment to the rural unemployed youths. Respecting the manual scavengers and their services to the nation, the Government has decided to convert all the manholes into machine-holes. The country is now seeing the benefits of 'Make in India' and *'Atmanirbhar Bharat'* with an increase in manufacturing capacity. Today, we are making things indigenously, which are as varied as hair pin to aeroplane, under 'Make in India'. The import of mobile phones has decreased as India has become a major exporter of mobile phones. The defence exports have also increased by six times with the successful introduction of the first indigenously developed aircraft carrier 'INS Vikrant'. He said that the Government has been decisive in matters of national security, and India is now showing the world the solutions to the problems, especially through its Presidency of G-20 and the role it played in the Ukraine war and being the pharmacy hub of the world.

Seconding the motion, Shri Prakash Javadekar (BJP), while expressing his appreciation said that India has become 5th largest economy form 10th largest within a span of nine years when this Government came to power. He further stated that this is a government that is stable, fearless, decisive and relentless in its efforts to achieve big dreams. In our country, there is 70 per cent voting whereas even in many developed countries, voting takes place only in the range of 30 to 45 per cent. Today, inflation in the world ranges from 10 percent to 40-50 percent, but in India it is less than 6 percent. India's prestige has increased in the world. All the countries appreciate the way India handled the Covid crisis.

He added that the Hon'ble Prime Minister's principle of "Nation First" and "*Antyodaya*" imply that poor and disadvantaged people must be a part of our growth story. Most of the areas have been declared as Open Defecation Free (ODF). The increased focus on sanitation has led to decline in the cases of communicable diseases. The Central Government has provided drinking water to every household under "*Har Ghar Jal*" scheme. In the same way, the power supply has been extended to all households. The Ayushman cards have been given to millions of poor people. Besides 24 crores of beneficiaries under *Jeevan Jyoti Yojana*, about 47 crores of *Jan Dhan* accounts were also opened. A renowned technocrat, Mr. Nandan Nilekani was entrusted with a responsibility to link the Indian population under UID scheme. Thus, number of Aadhaar card holders went up from 30 crores to 130 crores within last 9 years.

He said that the British legacy of compulsory attestation of documents by a gazetted officer has been done away with. Now, the people can submit self-attested documents. The

Government has worked tirelessly to promote Yoga, Ayurveda at global level. The efforts have been made to popularize the millets as well. For youths, the schemes like, *Khelo India* and *Fit India* have been launched. The participants and achievers are publicly appreciated. The low profile but much deserving persons are getting due recognition and they are being awarded *Padam Shri, Padam Bhushan* and *Padam Vibhushan*. Today, the stolen or smuggled out ancient artifacts are being brought back to India. Under *Amrit Mahotsav* celebrations, the unsung freedom fighters are being respectfully remembered. The national broadcasters are also asked to make the citizens aware of those unknown heroes. Each and every state is given due recognition under the principle of *Ek Bharat, Shreshth Bharat*. All the regional languages are being sincerely promoted. He added that in 2014, there were around 4-5 thousand Start-ups in India, today there are around 80 thousand Start-ups. Under 'Stand-up India', loans upto Rs 1 crore are given to entrepreneurs belonging to Scheduled Castes, Scheduled Tribes and women entrepreneurs at 3 per cent interest rate without any collateral guarantee.

Participating in the discussion[1], Shri Digvijaya Singh (INC) shared his views on the President's address and stated that there has been a 121 per cent growth during the time of Covid in the income of certain people in the Country. He added that there are people in the Country who are paying only 3 percent GST. He said that loans were waived off for certain class between 2014 and 2022, whereas such relief was not provided to farmers and poor people. Mentioning about the Hindenberg Report he said that it is being discussed throughout the world today, but we cannot discuss them in our Parliament. Discussions have taken place in the case of scams in the stock market. Such a huge scam has taken place, but none of our regulatory authorities, SEBI, nor any other agency has come forward. He asked why the SEBI and the Regulatory Authorities are not coming out with a statement. During the time of Covid, when everyone's wealth was decreasing, how did the share of Rs 130 with some specific people reach Rs 4,000? He requested that it should be investigated by the Joint Parliamentary Committee so that all the facts come out.

He talked about SC/STs, and said that much has been said regarding the Scheduled Castes/Tribes also, but the Tribal Sub Plan and the Scheduled Castes Component Plan have been abolished. There is a demand for inclusion of Ladakh in the Sixth Schedule. But the

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[1]**Others who participated in the discussion were:** *Sarvashri* V. Vijayasai Reddy, Surendra Singh Nagar, Mallikarjun Kharge, Jawhar Sircar, N.R. Elango, Niranjan Bishi, Bikash Ranjan Bhattacharyya, Aneel Prasad Hegde, Gulam Ali, Ramdas Athawale, Ajit Kumar Bhuyan, Vivek Thakur, K.C. Venugopal, Abir Ranjan Biswas, Manas Ranjan Mangaraj, A.D. Singh, Sandosh Kumar, Abdul Wahab, Birendra Prasad Baishya, Ghanshyam Tiwari, Ram Chander Jangra, Rwngwra Narzary, Brijlal, Pabitra Margherita, Ramji, Jaggesh, Bhupender Yadav, Prof. Manoj Kumar Jha, Dr. Sasmit Patra, Dr. John Brittas, Dr. M. Thambidurai, Dr. Radha Mohan Das, Dr. Sonal Mansingh, Dr. Fauzia Khan, Dr. Dharmasthala Veerendra Heggade, Shrimati Jaya Bachchan, Shrimati Sulata Deo, Shrimati S. Phangnon Konyak, Shrimati Mahua Maji, Shrimati Rajani Ashokrao Patil, Ms. Kavita Patidar and Ms. Indu Bala Goswami.

Government is not paying attention to it. The Sixth Schedule is the right of the Scheduled Tribes. The Fifth and Sixth Schedules should be implemented in all the Scheduled Areas of the country.

Replying to the discussion, the Prime Minister, Shri Narendra Modi stated that the Hon'ble President presented a blueprint of a developed India and a road-map for the resolution of a developed India. He added that banks were nationalized with an aim that the poor should get the right to banking. However, more than half of the people of this country could not reach the door of the bank. A permanent solution was found out through the facility of '*Jan Dhan* Account'. In last 9 years alone, 48 crore *Jan Dhan* bank accounts were opened. Of these, 32 crore bank accounts are opened in rural areas and towns. An attempt was made to take the example of progress to the villages of the country. He said that before 2014 there were only 14 crore LPG connections even though there was a huge demand from the people for LPG connections. Even after several decades of independence, there were more than 18,000 villages in this country which did not have access to electricity. These villages were mostly villages of tribal settlements, villages of people living on our mountains, tribal villages, villages of North-East, but that did not fit into the previous Governments' electoral calculus, hence it was not their priority. The Government took a pledge to electrify every village and within the timelimit, it electrified 18,000 villages. The true strength of this country's agriculture lies in the small farmers. 80-85 percent of people with one acre or two acres of land belong to this class. These small farmers were neglected; there was no one to listen to their voice. The Government linked small farmers with formal banking. Today, thrice a year, *'PM Kisan Samman Nidhi'* is directly deposited in the account of the small farmer. Those small farmers, who depend on rain water, cultivate coarse grains,are given special place. The Government wrote to the UN to celebrate Millet Year. To enable women to continue working even after becoming a mother, the period of maternity leave has been increased which is more than some of the developed countries. Sainik schools for girls have been opened. Mothers, daughters and sisters were given gas connections through *'Ujjwala Yojana'* so that they do not suffer from wood smoke. *Jan Dhan* accounts were opened for women empowerment so that they can keep their small savings safe in banks. The Government has taken a new initiative in the field of infrastructure by setting up *Gati Shakti* University. The Government has created Energy University for new developments in the field of renewable energy and it is working towards preparing the youth in this field. Due to the expansion of the economies in the last 9 years, new possibilities of employment have increased in new sectors. The country is moving forward in the green economy, due to which many possibilities of green employment have come to the fore. The expansion of Digital India has also opened up a new sector of the digital economy, which has created many new employment opportunities.

All the amendments moved were negatived. The Motion of Thanks on the President's Address was adopted.

The Union Budget 2023-2024: The Union Budget 2023-24 was laid on the Table of the House by the Minister of Finance and the Minister of Corporate Affairs Smt. Nirmala Sitharaman on 1 February 2023. The discussion on the Union Budget took place on 9 and 10 February 2023.

Initiating the discussion, Shri Arun Singh (BJP) praised the Budget and opined that Indian economy remains a bright spot in South Asia. He stated that this budget is for all sectors and all individuals. The Indian economy was ranked tenth in the world in the year 2014. Now the Country has become the fifth largest economy in the world. When the budget was prepared, seven priorities were mentioned that included - Development should reach to the last mile, the country's infrastructure should be improved, investment process should be further strengthened, capabilities should be expanded, green growth, youth power and financial sectors should be managed. Under the leadership of the Prime Minister, the per capita income has doubled as compared to 2014. Earlier, the size of the budget was not above Rs. 30 lakh crore, now it has become Rs. 45 lakh crore. Fiscal deficit was 6.4 per cent in 2022-23, which will be 5.9 per cent in 2023-24 and 4.5 per cent in 2025-26. In 2013-14, 3.6 crore income tax returns were filed, today these returns have increased to 6.5 crore. The direct tax-GDP ratio was 5.6 per cent in 2013- 14, which has now gone up to 6 per cent. The indirect tax-GDP ratio was 4.4 per cent in 2013-14, now it is 5.1 per cent. During Covid-19, when the economy of countries around the world was shaken, India under the leadership of the Prime Minister kept it almost under control and the pace of economic development of India was also fast. The NPA, which increased by 50 per cent in 2013, has come down to 11.5 per cent in 2018. Today, the gross NPA is 3.9 per cent and the net NPA is less than 1 per cent at 0.61 per cent. In 2013-14, only Rs. 7,300 crore was kept for National Highways, today the money kept for National Highways is Rs. 2 lakh 58 thousand crore, which is 36 times more. The way the network of infrastructure is spread in every nook and corner of the country, it takes less time for people to travel from one place to the other. It is also beneficial for the farmers. Now they can have quick transportation of their crops, vegetables. Through the 'PM Gati Shakti National Master Plan', work is also being done to complete various pending projects at the earliest. The Railway is lifeline of the country. The Railways budget in 2013-14 was Rs. 28,174 crore, but the Railway's budget for 2023-24 is Rs. 2,41,000 crore. Till 2014, there were only 74 airports in the country. Now this number has increased to 142. This budget has made provision for 50 more new airports to be built. With this, there will be facility of airport in every corner of the country.

Participating in the discussion,[2] Shri M. Mohamed Abdulla (DMK) said that the Union Budget is not aimed at growth or welfare of the people of this country. The Budget lacks vision to create jobs, tackle inflation and remove inequality. The CMIE data reveals that total number of people employed in India, at the end of December, 2022, was lower than the total number of people employed at the start of 2016. But Budget fails to address the issue of unemployment and reduces allocation for NREGA by 33 per cent. The Budget has cut down the Union Government's expenditure to reduce the fiscal deficit, while giving further tax concessions to rich. No direct taxes or rates of GST have been reduced. There is no cut in numerous surcharges and Cesses which are not shared with the States. Making new tax regime, the default option is grossly unfair to the ordinary taxpayer depriving him of the social security he may get under the old tax regime.

Joining the discussion, Shri Sujeet Kumar (BJD) complimented the Hon'ble Finance Minister for the growth focus of the Budget. The allocation for the phase III of the e-court project has been Rs.67,000 crores, which is very laudable. Capital expenditure has been hiked by 37.4 per cent which will, certainly, have a trickle-down impact and help the country in building physical infrastructure and increase connectivity. He also commended the steps taken by the Government to boost the green energy ecosystem in the country. The National Green Hydrogen Mission will facilitate transition to a low-carbon-emission economy and will reduce Country's dependency on the fossil fuel imports.

Replying to the discussion, Smt. Nirmala Sitharaman, the Minister of Finance and the Minister of Corporate Affairs said that the Budget was presented at a time when India was facing the twin challenge of recovering from the impact of the pandemic and strengthening of the economy for sustained growth which is the only sure way to remove the disparity. She said that most of the Government's policies are framed with the principle of *'Sabka Saath, Sabka Vikas, Sabka Vishwas* and *Sabka Prayaas'* in the mind and that is where the responsibility of the Governments in the Centre and the States and also the people of India to build India's economy lies. The Budget of 2023 balances very delicately the developmental objectives as much as keeping the fiscal prudence. The Budget has carefully managed to deal with the challenges if they emerge. At the same time, it also brings in more futuristic opportunities for the youth in terms of skills, in terms of AI centres that we are creating, in terms of providing the industry equal opportunity to use all the labs and facilities for science and so on. Regarding poverty alleviation, she said that both the UNDP and the IMF have spoken elaborately on the free food under the PM *Garib Kalyan Ann Yojana* which has actually saved people from getting into poverty and die of poverty. India's well-tailored programme, carried out over past two years to

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[2]**Others who participated in the discussion were:** *Sarvashri* Shaktisinh Gohil, Birendra Prasad Baishya, Iranna Kadadi, Ajit Kumar Bhuyan, Ramji, Dr. Santanu Sen, Dr. Amar Patnaik and Shrimati Shanta Chhetri.
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support people and ensure that they do not run the risk of slipping into poverty, seems to have made an impact on the ground. On the IFSC, she stated that the IFSC does not get any privilege which commercial and other places get. It is a financial Special Economic Zone. It is an SEZ for financial things. So, the rules and the regulations which are being relaxed or provided for in their favour are given because India should also have a global standard SEZ, which deals with financial matters.

C. QUESTIONS

During the 259th Session, 11847 Notices of Questions (6821 Starred and 5026 Unstarred) were received. Out of these, 374 Questions were listed as Starred and 3997 Questions were listed as Unstarred. 24 Starred Questions were orally answered. The total number of Questions received in Hindi was 2178.

Daily average of Questions: The list of Starred Questions for 13 February 2023 contained 14 Questions. Rest of the list of Starred Questions contained 15 Questions each. The list of Unstarred Questions on 13 February 2023 and 6 March 2023 contained 158 and 159 Questions, respectively. Rest of the list of Unstarred Questions contained 160 Questions each.

Half-an-Hour Discussion: Nil.

Short Notice Questions: Nil.

D. OBITUARY REFERENCES

During the 259th Session, obituary references were made on the passing away of *Sarvashri* Sharad Yadav, Shanti Bhushan, Abdul Samad Siddiqui, Narendra Pradhan, Karnendu Bhattarcharjee, Dr. D. Masthan and Dr. Ramkripal Sinha, all former Members.

Members stood in silence for a short while as a mark of respect to the memory of the deceased.

ASSAM LEGISLATIVE ASSEMBLY[1]

The Eighth Session of the Fifteenth Assam Legislative Assembly commenced on 10 March 2023 and was adjourned *sine die* on 6 April 2023. There were 14 sittings in all.

Legislative Business: During the Session the following twenty-one Bills were introduced, considered and passed:- (i) The Assam Collage Employees (Provincialisation) (Amendment) Bill, 2023; (ii) The Assam Elementary and Secondary School Teachers' (Regulation of Posting and Transfer) (Amendment) Bill, 2023; (iii) The Indian Partnership (Assam Amendment) Bill, 2023; (iv) The Assam Science and Technology University (Assam Amendment) Bill, 2023; (v) The Assam Public Safety (Measures) Enforcement Bill 2023; (vi) The Assam Electricity Control (Emergency Power) (Repealing) Bill, 2023; (vii) The Assam Appropriation (No. I) Bill, 2023; (viii) The Assam Appropriation (No. II) Bill, 2023; (ix) The Assam Appropriation (No. III) Bill, 2023; (x) The Assam Appropriation (No. IV) Bill, 2023; (xi) The Assam Appropriation (No. V) Bill, 2023; (xii) The Assam Appropriation (No.VI) Bill; 2023; (xiii) The Assam Appropriation (No.VII) Bill, 2023; (xiv) The Assam Appropriation (No. VIII) Bill, 2023; (xv) The Assam Appropriation (No. IX) Bill, 2023; (xvi) The Assam Appropriation (No. X) Bill, 2023; (xvii) The Assam Appropriation (No. XI) Bill, 2023; (xviii) The Assam Appropriation (No. XII) Bill, 2023; (xix) The Assam Appropriation (No. XIII) Bill, 2023; (xx) The Assam Appropriation (No. XIV) Bill, 2023; and (xxi) The Assam Appropriation (No. XV) Bill, 2023.

HIMACHAL PRADESH LEGISLATIVE ASSEMBLY[2]

The First Session of the Fourteenth Himachal Pradesh Legislative Assembly commenced on 4 January 2023 and was adjourned *sine die* on 6 January 2023. There were 3 sittings in all.

Election of Speaker: On 5 January 2023, Shri Kuldeep Singh Pathania was elected as the Speaker of the Himachal Pradesh Legislative Assembly.

Address by the Governor: Being the First Session of the year, the Governor, Shri Rajendra Vishwanth Arlekar addressed the Members of the House on 5 January 2023.

On 6 January 2023, the Motion of Thanks to the Governor for the Address was moved by the Member of Legislative Assembly, Shri Sanjay Rattan and seconded by Shri Chander

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[1] Material provided by the Assam Legislative Assembly Secretariat.
[2] Material provided by the Himachal Pradesh Legislative Assembly Secretariat.

Shekhar. Eleven Members participated in the debate. The Deputy Chief Minister, Shri Mukesh Agnihotri replied to the debate. The Motion of Thanks to the Address of the Governor was passed by the House on the same day.

Legislative Business: During the Session the following two bills were introduced, considered and passed. (i) The Himachal Pradesh Fiscal Responsibility and Budget Management (Amendment) Bill, 2023; and (ii) The Himachal Pradesh Goods and Services Tax (Amendment) Bill, 2023.

NAGALAND LEGISLATIVE ASSEMBLY[3]

The First Session of the Fourteenth Nagaland Legislative Assembly commenced on 20 March 2023 and was adjourned *sine die* on 28 March 2023. There were 5 sittings in all.

Election of Speaker: On 20 March 2023, Shri Sharingain Longkumar was elected as the Speaker of the Nagaland Legislative Assembly.

Address by the Governor: Being the First Session of the year, the Governor, Shri La Ganesan addressed the Members of the House on 21 March 2023. The Motion of Thanks to the Governor for the Addressed was moved by the Member of Legislative Assembly, Shri Tongpang Ozukum and seconded by Shri H. Tovihoto Ayemi. Four Members participated in the debate. The Chief Minister, Shri Neiphiu Rio replied to the debate. The Motion of Thanks to the Address of the Governor was adopted by the House.

Legislative Business: During the Session the following five bills were introduced, considered and passed. (i) The Nagaland Fire and Emergency Services Bill, 2021; (ii) The Nagaland Goods and Services Tax (Sixth Amendment) Bill, 2022; (iii) The Nagaland Municipal Act 2001 (Repeal) Bill, 2023; (iv) The Nagaland Appropriation (No. I) Bill, 2023; and (v) The Nagaland Appropriation (No. II) Bill, 2023.

Financial Business: During the Session, the Chief Minister, Shri Neiphiu Rio, who also holds Finance portfolio, presented the Supplementary Demands for Grants for the year 2022-23. They were put to vote and passed by the House.

The Chief Minister presented the Budget for the year 2023-24. Thirteen Members participated in the discussion. The Chief Minister replied to the debate.

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[3] Material provided by the Nagaland Legislative Assembly Secretariat.

Obituary References: During the Session, obituary references were made on the passing away of Dr. Imtiwapang Aier and Shri Y.M. Yellow Konyak, both former Members of Nagaland Legislative Assembly.

PUDUCHERRY LEGISLATIVE ASSEMBLY[4]

The Fourth Session of the Fifteenth Puducherry Legislative Assembly commenced on 9 March 2023 and was adjourned *sine die* on 31 March 2023. There were 17 sittings in all.

Address by the Governor: On 9 March 2023, the Lieutenant Governor, Dr. Tamilisai Soundararajan addressed the Members of the House and the Motion was adopted after the voting.

Legislative Business: During the Session the Appropriation (No.II) Bill, 2023 was introduced, considered and passed.

Financial Business: During the Session, the Chief Minister, Shri N. Rangasamy, who also holds Finance portfolio presented the Annual Financial Statement for the year 2023-24, followed by the General Discussion on the Budget and discussion and voting on Demands for Grants for the year 2023-24.

Obituary References: During the Session, obituary references were made on the passing away of Shri K. Natarajan, former Member of the Legislative Assembly and the people died in the Turkey-Syria Earthquake.

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[4] Material provided by the Puducherry Legislative Assembly Secretariat.

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APPENDIX-I

STATEMENT SHOWING THE WORK TRANSACTED DURING THE ELEVENTH SESSION OF THE SEVENTEENTH LOK SABHA

1.	PERIOD OF THE SESSION	31.01.2023 to 06.04.2023
2.	NUMBER OF SITTINGS HELD	25
3.	TOTAL NUMBER OF SITTING HOURS	45 Hours 55 Minutes
4.	TIME LOST DUE TO INTERRUPTIONS/FORCED ADJOURNMENTS	96 Hours 14 Minutes
5.	HOUSE SITTING LATE TO COMPLETE LISTED BUSINESS	10 Hours and 24 Minutes
6.	GOVERNMENT BILLS	
(i)	Pending at the commencement of the Session	09
(ii)	Introduced	08
(iii)	Laid on the Table as passed by the Rajya Sabha	Nil
(iv)	Returned by the Rajya Sabha with any amendment/ Recommendation and laid on the Table	01
(v)	Discussed	06
(vi)	Passed	06
(vii)	Withdrawn	Nil
(viii)	Negatived	Nil
(ix)	Part-discussed	Nil
(x)	Returned by the Rajya Sabha without any Recommendation	04
(xi)	Pending at the end of the Session	11
7.	PRIVATE MEMBERS' BILLS	
(i)	Pending at the commencement of the Session	580
(ii)	Introduced	Nil
(iii)	Discussed	Nil
(iv)	Passed	Nil
(v)	Withdrawn	Nil
(vi)	Negatived	Nil
(vii)	Removed from the Register of Bills pending	01
(viii)	Part-discussed	01
(ix)	Pending at the end of the Session	579
8.	NUMBER OF DISCUSSIONS HELD UNDER RULE 184	
(i)	Notice received	Nil
(ii)	Admitted	Nil
(iii)	Discussed	Nil
9.	NUMBER OF MATTERS RAISED UNDER RULE 377	436
10.	NUMBER OF MATTERS RAISED ON URGENT PUBLIC IMPORTANCE DURING ZERO HOUR	133
11.	NUMBER OF DISCUSSIONS HELD UNDER RULE	

	193	
(i)	Notice received	10
(ii)	Admitted	Nil
(iii)	Discussion held	Nil
(iv)	Part-discussed	Nil
12.	NUMBER OF STATEMENTS MADE UNDER RULE 197	Nil
13.	STATEMENTS MADE BY MINISTERS	23
14.	ADJOURNMENT MOTION	
(i)	Notice received	211
(ii)	Brought before the House	Nil
(iii)	Admitted	Nil
15.	NUMBER OF MATTERS RAISED BY WAY OF CALLING ATTENTION	Nil
16.	GOVERNMENT RESOLUTIONS	
(i)	Notice received	Nil
(ii)	Admitted	Nil
(iii)	Moved	Nil
(iv)	Adopted	Nil
(v)	Negatived	Nil
(vi)	Part-discussed	Nil
17.	PRIVATE MEMBERS' RESOLUTIONS	
(i)	Notice received	09
(ii)	Admitted	09
(iii)	Discussed	01
(iv)	Adopted	Nil
(v)	Negatived	Nil
(vi)	Part-discussed	01
18.	GOVERNMENT MOTIONS	
(i)	Notices received	1
(ii)	Admitted	11
(iii)	Moved & Discussed	11
(iv)	Adopted	11
(v)	Negatived	Nil
(vi)	Withdrawn	Nil
(vii)	Part-discussed	Nil
19.	PRIVILEGES MOTIONS	
(i)	Notice received	08
(ii)	Brought before the House	02
(iii)	Consent withheld by Speaker	Nil
(iv)	Observation made by Speaker	02
20.	TOTAL NUMBER OF VISITER PASSES ISSUED DURING THE SESSION	15109
21.	TOTAL NUMBER OF VISITORS TO THE PARLIAMENT MUSEUM DURING THE SESSION	--
22.	TOTAL NUMBER OF QUESTIONS ADMITTED	

(i)	Starred	480
(ii)	Unstarred	5520
(iii)	Short Notice Questions	Nil
(iv)	Half-an-Hour discussions	Nil

23. WORKING OF PARLIAMENTARY COMMITTEES

S.N.	Name of the Committee	No. of Sittings	No. of Reports
(i)	Business Advisory Committee	3	3
(ii)	Committee on Absence of Members from the Sitting of the House	2	2
(iii)	Committee on Empowerment of women	2	-
(iv)	Committee on Estimates	7	6
(v)	Committee on Ethics	-	-
(vi)	Committee on Government Assurances	3	4
(vii)	Committee on Member of Parliament Local Area Development Scheme (MPLADS)	-	-
(viii)	Committee on Papers Laid on the Table	4	16
(ix)	Committee on Petitions	2	7
(x)	Committee on Private Members' Bills and Resolutions	-	-
(xi)	Committee on Privileges	3	1
(xii)	Committee on Public Accounts	8	-
(xiii)	Committee on Public Undertakings	8	1
(xiv)	Committee on Subordinate Legislation	7	4
(xv)	Committee on the Welfare of Scheduled Castes and Scheduled Tribes	4	3
(xvi)	General Purpose Committee	-	-
(xvii)	House Committee	-	-
(xviii)	Library Committee	1	-
(xix)	Railway Convention Committee	-	-
(xx)	Rules Committee	-	-

JOINT/SELECT COMMITTEE

S.N.	Name of the Committee	No. of Sittings	No. of Reports
(i)	Joint Committee on Offices of Profit	1	-
(ii)	Joint Committee on Salaries and Allowances of Members of Parliament	-	-

DEPARTMENTALLY RELATED STANDING COMMITTEES

S.N.	Name of the Committee	No. of Sittings	No. of Reports
(i)	Committee on Agriculture, Animal Husbandry and Food Processing	9	6
(ii)	Committee on Chemicals and Fertilizers	7	4
(iii)	Committee on Coal, Mines and Steel	4	3
(iv)	Committee on Defence	4	7
(v)	Committee on Energy	8	3
(vi)	Committee on External Affairs	7	1
(vii)	Committee on Finance	8	5
(viii)	Committee on Food, Consumer Affairs and Public Distribution	5	3
(ix)	Committee on Communication and Information Technology	7	10
(x)	Committee on Labour, Textiles and Skill Development	8	3
(xi)	Committee on Petroleum and Natural Gas	4	2
(xii)	Committee on Railways	2	1
(xiii)	Committee on Rural Development and Panchayati Raj	4	3
(xiv)	Committee on Social Justice & Empowerment	7	4
(xv)	Committee on Housing and Urban Affairs	3	2
(xvi)	Committee on Water Resources	5	5

APPENDIX-II

STATEMENT SHOWING THE WORK TRANSACTED DURING THE TWO HUNDRED AND FIFTY NINTH SESSION OF THE RAJYA SABHA

1.	PERIOD OF THE SESSION	31.01.2023 to 13.02.2023 & 13.03.2023 to 06.04.2023
2.	NUMBER OF SITTINGS HELD	25
3.	TOTAL NUMBER OF SITTING HOURS	32 Hours 15 Minutes
4.	NUMBER OF DIVISIONS HELD	Nil
5.	GOVERNMENT BILLS	
(i)	Pending at the commencement of the Session	26
(ii)	Introduced	Nil
(iii)	Laid on the Table as passed by the Lok Sabha	06
(iv)	Returned by the Lok Sabha with any amendment	Nil
(v)	Referred to Select Committee by the Rajya Sabha	Nil
(vi)	Referred to Joint Committee by the Rajya Sabha	Nil[1]
(vii)	Referred to Department-related Standing Committee	Nil
(viii)	Reported by Select Committee	Nil
(ix)	Reported by Joint Committee	02
(x)	Reported by the Department-related Standing Committees	Nil
(xi)	Discussed	06
(xii)	Passed/Returned	06
(xiii)	Withdrawn	Nil
(xiv)	Negatived	Nil
(xv)	Part-discussed	Nil
(xvi)	Returned by the Rajya Sabha without any Recommendation	04[2]
(xvii)	Discussion postponed	Nil
(xviii)	Pending at the end of the Session	26
6.	PRIVATE MEMBERS' BILLS	
(i)	Pending at the commencement of the Session	130
(ii)	Introduced	Nil
(iii)	Laid on the Table as passed by the Lok Sabha	Nil
(iv)	Returned by the Lok Sabha with any amendment and laid on the Table	Nil
(v)	Reported by Joint Committee	Nil
(vi)	Discussed	Nil
(vii)	Withdrawn	Nil
(viii)	Passed	Nil

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[1] Rajya Sabha concurred in the motion adopted by the Lok Sabha for reference of the Forest Conservation (Amendment) Bill, 2023 to the Joint Committee and nominated Members of Rajya Sabha on the said Committee.
[2] One Money Bill, namely, the Finance Bill, 2023 as passed by Lok Sabha, was passed by Rajya Sabha without any recommendation.

(ix)	Negatived	Nil
(x)	Circulated for eliciting opinion	Nil
(xi)	Part-discussed	Nil
(xii)	Discussion postponed/adjourned/deferred/terminated	Nil
(xiii)	Motion for circulation of Bill negatived	Nil
(xiv)	Referred to Select Committee	Nil
(xv)	Lapsed due to retirement/resignation/death of Member-in-charge of the Bill	Nil
(xvi)	Pending at the end of the Session	130
7.	NUMBER OF DISCUSSIONS HELD UNDER RULE 176 (MATTERS OF URGENT PUBLIC IMPORTANCE)	
(i)	Notice received	15
(ii)	Admitted	Nil
(iii)	Discussions held	Nil
8.	NUMBER OF STATEMENT MADE UNDER RULE 180 (CALLING ATTENTION TO MATTERS OF URGENT PUBLIC IMPORTANCE)	
(i)	Statement made/laid on the Table by Ministers	Nil
(ii)	Half-an-hour discussions held	Nil
9.	STATUTORY RESOLUTIONS	
(i)	Notices received	Nil
(ii)	Admitted	Nil
(iii)	Moved	Nil
(iv)	Adopted	Nil
(v)	Negatived	Nil
(vi)	Withdrawn	Nil
10.	GOVERNMENT RESOLUTIONS	
(i)	Notices received	Nil
(ii)	Admitted	Nil
(iii)	Moved	Nil
(iv)	Adopted	Nil
11.	PRIVATE MEMBERS' RESOLUTIONS	
(i)	Received	12
(ii)	Admitted	10
(iii)	Discussed	Nil
(iv)	Withdrawn	Nil
(v)	Negatived	01
(vi)	Adopted	Nil
(vii)	Part-discussed	01
(viii)	Discussion Postponed	Nil
12.	GOVERNMENT MOTIONS	
(i)	Notices received	Nil
(ii)	Admitted	Nil
(iii)	Moved & discussed	Nil
(iv)	Adopted	Nil
(v)	Part-discussed	Nil
13.	PRIVATE MEMBERS' MOTIONS	

(i)	Received	Nil
(ii)	Admitted	Nil
(iii)	Moved	Nil
(iv)	Adopted	Nil
(v)	Part-discussed	Nil
(vi)	Negatived	Nil
(vii)	Withdrawn	Nil
14.	MOTIONS REGARDING MODIFICATION OF STATUTORY RULE	
(i)	Received	02
(ii)	Admitted	02
(iii)	Moved	Nil
(iv)	Adopted	Nil
(v)	Negatived	Nil
(vi)	Withdrawn	Nil
(vii)	Part-discussed	Nil
(viii)	Lapsed	Nil
15.	NUMBER, NAME AND DATE OF PARLIAMENTARY COMMITTEE CREATED, IF ANY	Nil
16.	TOTAL NUMBER OF VISITORS' PASSES ISSUED	1979
17.	MAXIMUM NUMBER OF VISITORS' PASSES ISSUED ON ANY SINGLE DAY, AND DATE ON WHICH ISSUED	250 on 05.04.2023
18.	TOTAL NUMBER OFQUESTIONS ADMITTED	
(i)	Starred	374
(ii)	Unstarred	3997
(iii)	Short-Notice Questions	Nil
19.	DISCUSSIONS ON THE WORKING OF MINISTRIES	Nil

20.	WORING OF PARLIAMENTARY COMMITTEES		
S.N.	Name of the Committee	No. of Sittings	No. of Reports
(i)	Business Advisory Committee	04	--
(ii)	Committee on Ethics	01	Nil
(iii)	Committee on Government Assurances	02	Nil
(iv)	Committee on Member of Parliament Local Area Development Scheme (MPLADS)	Nil	Nil
(v)	Committee on Papers Laid on the Table	02	01
(vi)	Committee on Petitions	02	01
(vii)	Committee on Privileges	06	Nil
(viii)	Committee on Subordinate Legislation	04	02
(ix)	General Purpose Committee	Nil	Nil
(x)	House Committee	Nil	Nil
(xi)	Committee on Information and Communication	02	--

	Technology Management in Rajya Sabha		
(xii)	Rules Committee	Nil	Nil

21.	DEPARTMENTALLY RELATED STANDING COMMITTEES		
S.N.	Name of the Committee	No. of Sittings	No. of Reports
(i)	Commerce	07	05
(ii)	Home Affairs	05	03
(iii)	Education, Women, Children, Youth and Sports	04	04
(iv)	Industry	03	03
(v)	Science and Technology, Environment, Forests and Climate Change	04	14
(vi)	Transport, Tourism and Culture	09	09
(vii)	Health and Family Welfare	05	03
(viii)	Personnel, Public Grievances, Law and Justice	06	05

22.	NUMBER OF MEMBERS GRANTED LEAVE OF ABSENCE	03
23.	PETITIONS PRESENTED	Nil

24.	NAME OF NEW MEMBERS SWORN IN WITH DATES		
S.N.	Name of Members sworn	Party Affiliation	Date on which sworn
	Nil	--	--

25.	OBITUARY REFERENCES	
S.N.	Name	Sitting Member/ex-Member
1.	Shri Sharad Yadav	ex-Member
2.	Shri Shanti Bhushan	ex-Member
3.	Shri Abdul Samad Siddiqui	ex-Member
4.	Shri Narendra Pradhan	ex-Member
5.	Shri Karnendu Bhattacharjee	ex-Member
6.	Dr. D. Masthan	ex-Member
7.	Dr. Ramkripal Sinha	ex-Member

STATEMENT SHOWING THE ACTIVITIES OF THE LEGISLATURES OF THE STATES AND THE UNION TERRITORIES
DURING THE PERIOD FROM 1 JANUARY TO 31 MARCH 2023

Legislatures	Duration	Sittings	Govt. Bills [Introduced (passed)]	Private Bills [Introduced (passed)]	Starred Questions [Received (admitted)]	Unstarred Questions [Received (admitted)]	Short Notice Questions [Received (admitted)]
1	2	3	4	5	6	7	8
Andhra Pradesh L.A.	14.03.2023 to 24.03.2023	8	27(27)	-	135(135)	4(4)	2(2)
Andhra Pradesh L.C.	14.03.2023 to 24.03.2023	8	27(27)	-	236(169)	17(17)	2(2)
Arunachal Pradesh L.A.**	-	-	-	-	-	-	-
Assam L.A.	10.03.2023 to 06.04.2023	14	22(21)	3	782(781)	390(388)	14(6)
Bihar L.A.	27.02.2023 to 05.04.2023	22	3(3)	-	4364(3259)	(535)	282(94)
Bihar L.C.**	-	-	-	-	-	-	-
Chhattisgarh L.A.	01.12.2022 to 04.01.2023 01.03.2023 to 23.03.2023	3 14	10(10)	1	920(807)	873(795)	-
Goa L.A.**	-	-	-	-	-	-	-
Gujarat L.A.	23.02.2023 to 29.03.2023	27	7(7)	10	3533(2475)	-	1(3)
Haryana L.A.**	-	-	-	-	-	-	-
Himachal Pradesh L.A.**	-	-	-	-	-	-	-
Jharkhand L.A.	27.02.2023 to 23.03.2023	16	6(5)	-	515(736)	(106)	763(283)
Karnataka L.A.	10.02.2023 to 24.03.2023	11	7(13)	-	135(135)	1240(1240)	-
Karnataka L.C.	10.02.2023 to 24.03.2023	11	13(13)	-	764(135)	293(922)	-
Kerala L.A.**	-	-	-	-	-	-	-
Madhya Pradesh L.A.	27.02.2023 to 21.03.2023	12	6(6)	-	1849(1756)	1855(1761)	-
Maharashtra L.A.	27.02.2023 to 25.03.2023	18	17(17)	-	7981(506)	53(21)	9
Maharashtra L.C.	27.02.2023 to 25.03.2023	18	(17)	-	1856(705)	3(3)	7(1)

** Information not received from State/Union Territory Legislature

Manipur L.A.**	-	-	-	-	-	-	-
Meghalaya L.A.**	-	-	-	-	-	-	-
Mizoram L.A.**	-	-	-	-	-	-	-
Nagaland L.A.	20.03.2023 to 28.03.2023	5	5(5)	-	-	-	-
Odisha L.A.	20.02.2023 to 31.03.2023	23	7(1)	-	2269(2024)	2664(3875)	1
Punjab L.A.	03.03.2023 to 22.03.2023	7	6(6)	-	591(413)	228(167)	2
Rajasthan L.A.**	-	-	-	-	-	-	-
Sikkim L.A.**	-	-	-	-	-	-	-
Tamil Nadu L.A.**	-	-	-	-	-	-	-
Telangana L.A.**	-	-	-	-	-	-	-
Telangana L.C.**	-	-	-	-	-	-	-
Tripura L.A.	24.03.2023 to 28.03.2023	3	8(8)	-	-	-	2
Uttar Pradesh L.A.	20.02.2023 to 14.03.2023	11	3(3)	-	1190(317)	2005(1797)	167(2)
Uttar Pradesh L.C.	20.02.2023 to 03.03.2023	11	3(3)	-	237(227)	175(172)	33(31)
Uttarakhand L.A.**	-	-	-	-	-	-	-
West Bengal L.A.	08.02.2023 to 13.03.2023	13	9(9)	-	345(248)	10(7)	-
UNION TERRITORIES							
Delhi L.A.	16.01.2023 to 19.01.2023 17.03.2023 to 29.03.2023	4 8	4(4)	-	20(20)	128(127)	-
Puducherry L.A.	09.03.2023 to 31.03.2023	17	1(1)	-	738(733)	323(318)	-

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** Information not received from State/Union Territory Legislature

**COMMITTEES AT WORK/ NUMBER OF SITTINGS HELD AND NUMBER OF REPORTS PRESENTED
DURING THE PERIOD FROM 1 JANUARY TO 31 MARCH 2023**

State/ Union Territory	Business Advisory Committee	Committee on Government Assurances	Committee on Petitions	Committee on Private Members' Bills and Resolutions	Committee of Privileges	Committee on Public Undertakings	Committee on Subordinate Legislation	Committee on the Welfare of SCs and STs	Committee on Estimates	General Purposes Committee	House/Accommodation Committee	Library Committee	Public Accounts Committee	Rules Committee	Joint/Select Committee	Other Committees
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Andhra Pradesh L.A.	1(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Andhra Pradesh L.C	1(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Arunachal Pradesh L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Assam L.A.	3(3)	1	2(1)	-	-	2(5)	2	-	1(2)	-	-	-	2(2)	-	-	3(5)[(a)]
Bihar L.A.	4(3)	8	6	-	-	7	10(2)	7	42	-	6	7	10	-	-	100(5)[(b)]
Bihar L.C.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Chhattisgarh L.A.	2(2)	-	1(2)	-	-	-	-	-	1(1)	-	-	-	1(27)	-	-	-
Goa L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gujarat L.A.	2(2)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Haryana L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Himachal Pradesh L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jharkhand L.A.	-	-	3	6	-	-	11	9(1)	-	7	-	-	9	-	-	77[(c)]
Karnataka L.A.	1	2	2(1)	-	-	4(2)	2	3(1)	5	-	-	2	5(2)	-	4(1)	8(2)[(d)]
Karnataka L.C.	-	9	9	1	9	-	-	-	-	-	10	-	-	-	-	6[(e)]
Kerala L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Madhya Pradesh L.A.	2(2)	4(3)	-	2(1)	-	1(5)	1	1	1	-	1	-	4(5)	-	-	5(1)[(f)]

** Information not received from State/Union Territory Legislature

State/ Union Territory	Business Advisory Committee	Committee on Government Assurances	Committee on Petitions	Committee on Private Members' Bills and Resolutions	Committee of Privileges	Committee on Public Undertakings	Committee on Subordinate Legislation	Committee on the Welfare of SCs and STs	Committee on Estimates	General Purposes Committee	House/Accommodation Committee	Library Committee	Public Accounts Committee	Rules Committee	Joint/Select Committee	Other Committees
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Maharashtra L.A.	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Maharashtra L.C.	1	1(1)	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Manipur L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Meghalaya L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mizoram L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nagaland L.A.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Odisha L.A.	2(2)	2	2	-	-	-	-	1	5	-	-	2	2	-	-	67(1)(g)
Punjab L.A.	1(1)	3(1)	7	-	10	7(2)	6	9(1)	7(1)	-	3	5(24)	7(3)	-	-	-
Rajasthan L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sikkim L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tamil Nadu L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telangana L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telangana L.C.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tripura L.A.	1(1)	-	-	-	2	-	-	-	-	-	1	-	-	-	-	-
Uttar Pradesh L.A.	3(3)	5	7	-	4	13(10)	8(2)	9(2)	5	-	1	-	13(5)	4(1)	-	30(h)
Uttar Pradesh L.C.	1	-	-	-	4	-	-	-	-	-	-	-	-	-	-	14(i)
Uttarakhand L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
West Bengal L.A.	5(5)	11	7(1)	-	6	11(2)	7	-	11(1)	-	10	6	6	1(1)	-	251(8)(j)
UNION TERRITORIES																
Delhi L.A.	1(1)	-	5(3)	-	4	-	-	6	-	-	-	-	-	-	-	10(2)(k)
Puducherry L.A.*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

** Information not received from State/Union Territory Legislature

* Information received from the State/Union Territory Legislature contained Nil Report

(a)	Local Fund Committee-1(2), Employment Review Committee- 1(2) and OBC & MOBC- 1(1)
(b)	Question & Calling Attention Committee-6, Zila Parishad & Panchayati Raj Committee-8, Nivedan Committee-5, Internal Resource Committee-9, Women & Child Welfare Committee-8, Agricultural Development Industries Committee-18, Tourism Development Committee-6, Zero Hour Committee-7(5), Ethic Committee-7, Bihar Heritage Development Committee-6, Committee on Private Members Bills and Resolutions- 7 Minority Welfare Committee-7 and Environment Conservation and Pollution Control Committee-6
(c)	Internal Resources Revenue and Central Aid Committee-6, Environment and Pollution Control Committee-6, Woman Welfare & Children Development Committee-7, Fund Monitoring Committee- 8, Library Development Youth Culture Sports and Tourism Committee-5, Zila Parishad and Panchayati Raj Committee- 7, Question and Call Attention and Implementation of Untadble Question Committee- 7, Anagat Prashn Kriyanvayan Samiti- 9, Shunyakal Samiti- 8, Gair Sarkari Sankalp Samiti-7 and Sadachar Samiti-7
(d)	Committee on Papers Laid on The Table- 4(1), Committee on Welfare of Backward Classes and Minorities-3 and Committee on Local Bodies and Panchayat Raj Institutions-1(1)
(e)	RDPR Committee-1, Special House Committee (Nursing Committee)- 1and Ganga Kalyana House Committee-4
(f)	Committee on Avedan/Abhyaavedan- 1(1), Committee on Welfare for Backward Classess-2, Ethics Committee-1 and Shishaachaar evan sammaan Anurakshan Samiti-1
(g)	House Committee on Environment-1, House Committee on Power Generation-1, House Committee on Submission-2, House Committee on Ethics-1(1), Standing Committee-I-2(3), Standing Committee-II-3(3), Standing Committee-III-3(5), Standing Committee-IV-5(5), Standing Committee-V-1(4), Standing Committee-VI-2(3), Standing Committee-VII-2(7), Standing Committee-VIII-2(4), Standing Committee-IX-2(2) and Standing Committee-X-1(3)
(h)	Question & Reference Committee -1, Committee on Parliamentary Research Reference & Studies- 1, Ethics Committee-1, Committee Relating to Examination of Audit Reports of the Local Bodies of the State-4, Joint Committee Relating to Women & Child Welfare- 6, Panchayati Raj Committee-11 and Parliamentary Monitoring Committee-6
(i)	Committee on Question & Reference-2, Committee on Rules Revision-2, Committee on Parliamentary Study- 2, Committee on Enquiry of Housing Complaints of U.P. Legislature-1, Committee on Control of Irregularities in Development Authorities, Housing Board, Zila Panchayats & Municipal Corporation-4 and Committee on Commercialization of Education-2
(j)	Committee on Bidhayak Elaka Unnayan Prakalpa-10, Committee on Local Fund Accounts-12, Committee on Papers Laid on the Table-6, Committee on the Entitlements of the Members-1, Committee on Reforms and Functioning of the Committee System-6, Standing Committee on Agriculture, Agricultural Marketing and Food Processing Industries & Horticulture-7, Standing Committee on Industry, Commerce and Enterprises-8, Standing Committee on Fisheries and Animal Resources Development-7, Standing Committee on Higher Education-10(1), Standing Committee on School Education-7, Standing Committee on Environment, Forests and Tourism-9(1), Standing Committee on Finance and Planning-6(2), Standing Committee on Food& Supplies-8(1), Standing Committee on Health & Family Welfare-10, Standing Committee on Home, Personnel & Administrative Reforms, Correctional Administration, Law and Judicial-7, Standing Committee on Housing, Fire & Emergency Services and Disaster Management-9, Standing Committee on Information & Cultural Affairs and Youth Services & Sports-8, Standing Committee on Irrigation & Waterways and Water Resources Investigation & Development-6,

	Standing Committee on Labour-10, Standing Committee on Urban Development and Municipal Affairs-8, Standing Committee on Panchayats and Rural Development and Sunderban Affairs-11(1), Standing Committee on Power & Non-Conventional Energy Sources-7, Standing Committee on Public Works and Public Health Engineering-11, Standing Committee on Information Technology and Technical Education-11(1), Standing Committee on Self Help Group & Self Employment-10, Standing Committee on Women & Child Development and Social Welfare-8, Standing Committee on Transport-11(1), Standing Committee on Backward Classes Welfare-6, Standing Committee on Minority Affairs-5, Standing Committee on Land & Land Reforms-10 and Standing Committee on Co-Operation and Consumer Affairs-6
(k)	Committee of Government Undertakings-2, Committee on Unauthorized Colonies-1, Department Related Standing Committee on Finance and Transport-2, Committee on Salary and Other Allowances of Members of Legislative Assembly-1, Department Related Standing Committee on Welfare-1, Department Related Standing Committee on Public Utilities and Civic Amenities-1 and Department Related Standing Committee on Development-2(2)

Select/Joint Committees:

Karnataka LA	Joint House Committee Constituted to Inquire into the Irregularities in Installation and Maintenance of Pure Drinking Water Units in the State-4(1)

APPENDIX – IV

LIST OF BILLS PASSED BY THE HOUSES OF PARLIAMENT AND ASSENTED TO
BY THE PRESIDENT
DURING THE PERIOD 1 JANUARY TO 31 MARCH 2023

Sl. No.	Title of the Bill	Date of Assent by the President
1.	The Appropriation Bill, 2023	29.03.2023
2.	The Appropriation (No.2) Bill, 2023	29.03.2023
3.	The Jammu and Kashmir Appropriation (No.2) Bill, 2023	29.03.2023
4.	The Jammu and Kashmir Appropriation Bill, 2023	29.03.2023
5.	The Finance Bill, 2023	31.03.2023
6.	The Competition (Amendment) Bill, 2023	11.04.2022

APPENDIX-V

LIST OF BILLS PASSED BY THE LEGISLATURES OF THE STATES AND THE UNION TERRITORIES
DURING THE PERIOD 1 JANUARY TO 31 MARCH 2023

	ANDHRA PRADESH
1.	The Andhra Pradesh Value Added Tax (Amendment) Bill, 2023
2.	The Andhra Pradesh Para Veterinary and Allied Council Bill, 2023
3.	The Andhra Pradesh Dotted Lands (Updation in Re-Settlement Register) (Amendment) Bill, 2023
4.	The Andhra Pradesh Rights in Land and Pattadar Pass Books (Amendment) Bill, 2023
5.	The Andhra Pradesh (Andhra Area) Inams (Abolition and Conversion into Ryotwari) (Amendment) Bill, 2023
6.	The Andhra Pradesh Education (Amendment) Bill, 2023
7.	The Andhra Pradesh Public Libraries (Amendment) Bill, 2023
8.	The Andhra Charitable and Hindu Religious institutions and Endowments (Amendment) Bill, 2023
9.	The Andhra Pradesh State Minorities Commission (Amendment) Bill,
10.	The Registration (Andhra Pradesh Amendment) Bill, 2023
11.	The Andhra Pradesh Excise (Amendment) Bill, 2023
12.	The Andhra Pradesh Prohibition (Amendment) Bill, 2023
13.	The Andhra Pradesh Advocates' Welfare Fund (Amendment) Bill, 2023
14.	The Andhra Pradesh Commission for Backward Classes other than Scheduled Castes and Scheduled Tribes in the State of Andhra Pradesh (Amendment) Bill, 2023
15.	The Andhra Pradesh Milk Procurement (Protection of Farmers) and Enforcement of Safety of Milk Standards Bill, 2023
16.	The Andhra Pradesh Grama Schivalayams and Ward Sachivalayams (GSWS) Bill, 2023
17.	The Andhra Pradesh Scheduled Castes Sub-Plan and Tribal Sub-Plan (Planning, Allocation and Utilization of Financial Resources) (Amendment) Bill, 2023
18.	The Andhra Pradesh State Commission for Scheduled Castes (Amendment) Bill, 2023
19.	The Andhra Pradesh Public Services Delivery Guarantee (Amendment) Bill, 2023
20.	The Andhra Pradesh Municipal Laws (Amendment) Bill, 2023
21.	The Andhra Pradesh Municipal Laws (second Amendment) Bill, 2023

22.	The Andhra Pradesh State Commission for Scheduled Tribes (Amendment) Bill, 2023
23.	The Andhra Pradesh Women's Commission (Amendment) Bill, 2023
24.	The Andhra Pradesh Inland Waterways Authority Bill, 2023
25.	The Andhra Pradesh Lokayukta (Amendment) Bill, 2023
26.	The Andhra Pradesh Appropriation Bill, 2023
27.	The Andhra Pradesh Appropriation (No. 2) Bill, 2023

ASSAM	
1.	The Assam Collage Employees (Provincialisation) (Amendment) Bill, 2023
2.	The Assam Elementary and Secondary School Teachers' (Regulation of Posting and Transfer) (Amendment) Bill, 2023
3.	The Indian Partnership (Assam Amendment) Bill, 2023
4.	The Assam Science and Technology University (Assam Amendment) Bill, 2023
5.	The Assam Public Safety (Measures) Enforcement Bill 2023
6.	The Assam Electricity Control (Emergency Power) (Repealing) Bill, 2023
7.	The Assam Appropriation (No. I) Bill, 2023
8.	The Assam Appropriation (No. II) Bill, 2023
9.	The Assam Appropriation (No. III) Bill, 2023
10.	The Assam Appropriation (No. IV) Bill, 2023
11.	The Assam Appropriation (No. V) Bill, 2023
12.	The Assam Appropriation (No.VI) Bill, 2023
13.	The Assam Appropriation (No.VII) Bill, 2023
14.	The Assam Appropriation (No. VIII) Bill, 2023
15.	The Assam Appropriation (No. IX) Bill, 2023
16.	The Assam Appropriation (No. X) Bill, 2023
17.	The Assam Appropriation (No. XI) Bill, 2023
18.	The Assam Appropriation (No. XII) Bill, 2023
19.	The Assam Appropriation (No. XIII) Bill, 2023
20.	The Assam Appropriation (No. XIV) Bill, 2023
21.	The Assam Appropriation (No. XV) Bill, 2023

BIHAR	
1.	*Bihar Viniyog Vidheyak, 2023*
2.	*Bihar Viniyog (Sankhya-2) Vidheyak, 2023*
3.	*Bihar Naukaghaat Bandobasti evam Prabandhan Vidheyak, 2023*

CHHATTISGARH	
1.	*Chhattisgarh Nagar Palika (Sanshodhan) Vidheyak, 2023*
2.	*Chhattisgarh Nagar Palika Nigam (Sanshodhan) Vidheyak, 2023*
3.	*Chhattisgarh Viniyog (Kramank-1) Vidheyak, 2023*
4.	*Chhattisgarh Vidhan Sabha Sadasya Vetan, Bhatta tatha Pension (Sanshodhan) Vidheyak, 2023*
5.	*Chhattisgarh Bakaya kar, Byaaj evam Shaasti Vidheyak, 2023*
6.	*Chhattisgarh Viniyog (Kramank-2) Vidheyak, 2023*
7.	*Chhattisgarh Maal aur Seva Kar (Sanshodhan) Vidheyak, 2023*
8.	*Chhattisgarh Nagariya Kshetron ke Awaasheen Vyakti ko Pattadhriti Adhikar Vidheyak, 2023*
9.	*Chhattisgarh Mediakarmi Suraksha Vidheyak, 2023*
10.	*Chhattisgarh Bhu-Rajasva Sanhita (Sanshodhan) Vidheyak, 2023*

DELHI	
1.	The Delhi Goods & Services Tax (Amendment) Bill, 2023
2.	The Delhi Appropriation (No.1) Bill, 2023
3.	The Delhi Appropriation (No. 2) Bill, 2023
4.	The Delhi Appropriation (No. 3) Bill, 2023

GUJARAT	
1.	The Gujarat Public Examination (Prevention of Unfair Means) Bill, 2023
2.	The Gujarat Regularisation of Unauthorised Development (Amendment) Bill, 2023
3.	The Gujarat Compulsory Teaching and Learning of Gujarati Language Bill, 2023
4.	The Gujarat (Supplementary) Appropriation Bill, 2023
5.	The Gujarat Appropriation Bill, 2023
6.	The Gujarat Appropriation (Excess Expenditure0 Bill, 2023

7.	The Gujarat Private Universities (Amendment) Bill, 2023

	KARNATAKA
1.	The Bruhat Bengaluru Mahanagra Palika (Amendment) Bill, 2023
2.	The Karnataka Appropriation Bill, 2023
3.	The Karnataka Appropriation (Vote on Account) Bill, 2023
4.	The Factories (Karnataka Amendment) Bill, 2023
5.	The BMS University Bill, 2023
6.	The Karnataka Tax on Profession, Trades, Callings and Employments (Amendment) Bill, 2023
7.	The Karnataka Prohibition of Violence Against Advocates Bill, 2023
8.	Rajya Vokkaligara Sangha University Bill, 2022
9.	The Kishkinda University Bill, 2022
10.	The G.M. University Bill, 2022
11.	The T. John University Bill, 2022
12.	The Sapthagiri NPS University Bill, 2022
13.	The Acharya University Bill, 2022
14.	The Kannada Language Comprehensive Development Bill, 2022

	MADHYA PRADESH
1.	*Madhya Pradesh Nagarpalika Vidhi (Sanshodhan) Vidheyak, 2023*
2.	*Madhya Pradesh Nagariya Kshetron ke Bhoomiheen Vyakti (Pattadhriti Adhikaaron ka Pradaan Kiya Jaana) Sanshodhan Vidheyak, 2023*
3.	*Madhya Pradesh Udyogon ki Sthapana evam Parichalan ka Saralikaran Vidheyak, 2023*
4.	*Gwalior Vyapaar Mela Pradhikaran (Sanshodhan) Vidheyak, 2023*
5.	*Madhya Pradesh Viniyog Vidheyak, 2023*
6.	*Madhya Pradesh (Kramank-2) Vidheyak, 2023*

	MAHARASHTRA
1.	The Mumbai Municipal Corporation and Maharashtra Municipal Corporations (Amendment) Bill, 2023
2.	The Maharashtra Village Panchayats (Amendment) Bill, 2023

3.	The Dr. Babasaheb Ambedkar Technological University and Maharashtra COPE Technological University (Amendment) Bill, 2023
4.	The Maharashtra Industry, Trade and Investment Facilitation Bill, 2023
5.	The Maharashtra Medical Goods Procurement Authority Bill, 2023
6.	The Maharashtra Police (Amendment) Bill, 2023
7.	The Maharashtra (Supplementary) Appropriation Bill, 2023
8.	The Maharashtra Essential Services Maintenance Bill, 2023
9.	The Pandharpur Temples (Amendment) Bill. 2023
10.	The Maharashtra Fire Prevention and Life Safety Measures (Amendment) Bill, 2023
11.	The Maharashtra Cooperative Societies (Amendment) Bill, 2023
12.	The Maharashtra Settlement of Arrears of Tax, Interest, Penalty or Late Fee Bill, 2023
13.	The Maharashtra State Tax on Professions, Trades, Callings and Employments (Amendment) Bill. 2023
14.	The Maharashtra Unaided Private Professional Educational Institutions (Regulation of Admission and Fees) (Amendment) Bill, 2023
15.	The Maharashtra State Board of Technical Education (Amendment) Bill, 2023
16.	The Maharashtra Appropriation Bill, 2023
17.	The Maharashtra *Gauseva Ayog* Bill, 2023

NAGALAND	
1.	The Nagaland Fire and Emergency Services Bill, 2021
2.	The Nagaland Goods and Services Tax (Sixth Amendment) Bill, 2022
3.	The Nagaland Municipal Act 2001 (Repeal Bill, 2023)
4.	The Nagaland Appropriation (No.1) Bill, 2023
5.	The Nagaland Appropriation (No.2) Bill, 2023

ODISHA	
1.	The Odisha Appropriation Bill, 2023

PUDUCHERRY	
1.	The Appropriation (No.II) Bill,2023

	PUNJAB
1.	The Punjab Appropriation (No.1) Bill, 2023
2.	The Punjab Appropriation (No.2) Bill, 2023
3.	The Punjab Appropriation (No.3) Bill, 2023
4.	The Salaries and Allowances of Chief Whip in Punjab Legislative Assembly Bill, 2023
5.	The Punjab State Commission for Scheduled Castes (Amendment) Bill, 2023
6.	The Punjab Agricultural Produce Markets (Amendment) Bill, 2023

	TRIPURA
1.	The Tripura Appropriation (No.1) Bill, 2023
2.	The Tripura Appropriation (No.5) Bill, 2023
3.	The Tripura Appropriation (No.6) Bill, 2023
4.	The Tripura Appropriation (No.7) Bill, 2023
5.	The Tripura Appropriation (No.2) Bill, 2023
6.	The Aryavart International University Bill, 2023
7.	The Techno India University Bill, 2023
8.	The Indian Stamp (Tripura Sixth Amendment) Bill, 20023

	UTTAR PRADESH
1.	The Uttar Pradesh Sheera Niyantran (Sanshodhan) Vidheyak,2023
2.	The Uttar Pradesh State Legislature (Member's Emoluments and Pention) (Amendment) Bill, 2023
3.	The Uttar Pradesh Appropriation Bill, 2023

	WEST BENGAL
1.	The West Bengal Agricultural Income-Tax (Notices) (Repealing) Bill, 2023
2.	The West Bengal Lokayukata (Amendment) Bill, 2023
3.	The West Bengal Maintenance of Public Order (Amendment) Bill, 2023
4.	The West Bengal Land Reforms (Amendment) Bill, 2023
5.	The West Bengal Land Laws (Repealing) Bill, 2023
6.	The West Bengal Appropriation (No.1) Bill, 2023

7.	The West Bengal Appropriation (No.2) Bill, 2023
8.	The West Bengal Finance Bill, 2023
9.	The Bengal Orphanages and Widows' Homes (Repealing) Bill, 2023

APPENDIX-VI

ORDINANCES PROMULGATED BY THE UNION AND
STATE GOVERNMENTS DURING THE PERIOD
1 JANUARY TO 31 MARCH 2023

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Sl. No.	Title of Ordinance	Date of Promulgation	Date on which laid before the House	Date of Cessation	Remarks

ANDHRA PRADESH

Sl. No.	Title of Ordinance	Date of Promulgation	Date on which laid before the House	Date of Cessation	Remarks
1.	The Andhra Pradesh Scheduled Castes Sub-Plan and Tribal Sub-Plan (Planning, Allocation and Utilization of Financial Resources) (Amendment) Ordinance, 2023	21.01.2023	16.03.2023	--	--
2.	The Andhra Pradesh Rights in Land and Pattadar Pass Book (Amendment) Ordinance, 2023	28.01.2023	16.03.2023	--	--
3.	The Andhra Pradesh Charitable and Hindu Religious Institutions and Endowments (Amendment) Ordinance, 2023	02.02.2023	16.03.2023	--	--

UTTAR PRADESH

Sl. No.	Title of Ordinance	Date of Promulgation	Date on which laid before the House	Date of Cessation	Remarks
1.	The Uttar Pradesh Sheera Niyantran (Sanshodhan) Ordinance, 2023	06.02.2023	20.02.2023	--	Replaced by Legislation

Sl. No.	States/UTs	No. of Seats	BJP	INC	DMK	AITC	YSRCP	SS	JD(U)	BJD	BSP	TRS	LJSP	NCP	SP	CPI(M)	IUML	JKNC	TDP	AD(S)	AIMIM
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)
1.	Andhra Pradesh	25	-	-	-	-	22	-	-	-	-	-	-	-	-	-	-	-	3	-	-
2.	Arunachal Pradesh	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	Assam	14	9	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	Bihar	40	17	1	-	-	-	-	16	-	-	-	6	-	-	-	-	-	-	-	-
5.	Chhattisgarh	11	9	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	Goa	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Gujarat	26	26	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	Haryana	10	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	Himachal Pradesh	4	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	Jammu & Kashmir[1]	6	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-
11.	Jharkhand	14	11	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	Karnataka	28	25	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13.	Kerala	20	-	14	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-
14.	Madhya Pradesh	29	28	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	Maharashtra	48	22	1	-	-	-	18	-	-	-	-	-	4	-	-	-	-	-	-	1
16.	Manipur	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17.	Meghalaya	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18.	Mizoram	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	Nagaland	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	Odisha	21	8	1	-	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-
21.	Punjab	13	2	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22.	Rajasthan	25	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23.	Sikkim	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24.	Tamil Nadu	39	-	8	24	-	-	-	-	-	-	-	-	-	-	2	1	-	-	-	-
25.	Telangana	17	4	3	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1
26.	Tripura	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27.	Uttar Pradesh	80	64	1	-	-	-	-	-	-	10	-	-	-	3	-	-	-	-	2	-
28.	Uttarakhand	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29.	West Bengal	42	17	2	-	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30.	A & N Islands	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31.	Chandigarh	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
32.	Dadra & Nagar Haveli[2]	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
33.	Daman & Diu[2]	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34.	NCT of Delhi	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35.	Lakshadweep	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
36.	Puducherry	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	543	302[3]	51	24	23	22	19	16	12	10	9	6	5	3	3	3	3	3	2	2

[1]Bifurcated into Union Territory of Jammu & Kashmir and Union Territory of Ladakh

[2] Merged into one Union Territory of Dadra and Nagar Haveli and Daman and Diu

[3] including Hon'ble Speaker, Lok Sabha.

Sl. No.	States/UTs	CPI	SAD	AIADMK	SAD (A) (SSM)	AIUDF	AJSU	NPF	MNF	JD (S)	JMM	VCK	SKM	KC (M)	NDPP	NPP	RSP	RLP	Ind.	Nom.	Total	Vacancies
(1)	(2)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)
1.	Andhra Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	-
2.	Arunachal Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
3.	Assam	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	14	-
4.	Bihar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	-
5.	Chhattisgarh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	-
6.	Goa	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
7.	Gujarat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	26	-
8.	Haryana	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	-
9.	Himachal Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-
10.	Jammu & Kashmir[1]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-
11.	Jharkhand	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	14	-
12.	Karnataka	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	28	-
13.	Kerala	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	19	1
14.	Madhya Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	29	-
15.	Maharashtra	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	47	1
16.	Manipur	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	2	-
17.	Meghalaya	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	2	-
18.	Mizoram	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	-
19.	Nagaland	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	-
20.	Odisha	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	-
21.	Punjab	-	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	1
22.	Rajasthan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	25	-
23.	Sikkim	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-
24.	Tamil Nadu	2	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	39	-
25.	Telangana	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	-
26.	Tripura	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
27.	Uttar Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-
28.	Uttarakhand	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-
29.	West Bengal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42	-
30.	A & N Islands	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
31.	Chandigarh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
32.	Dadra & Nagar Haveli[2]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
33.	Daman & Diu[2]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
34.	NCT of Delhi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	-
35.	Lakshadweep	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
36.	Puducherry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
	TOTAL	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	-	540	3

[1] Bifurcated into Union Territory of Jammu & Kashmir and Union Territory of Ladakh

Abbreviations Used for Parties:

Bharatiya Janata Party (BJP); Indian National Congress (INC); Dravida Munnetra Kazhagam (DMK); All India Trinamool Congress (AITC); Yuvajana Sramika Rythu Congress Party (YSRCP); Shiv Sena (SS); Janata Dal (United) [JD(U)]; Biju Janata Dal (BJD); Bahujan Samaj Party (BSP); Telangana Rashtra Samithi (TRS); Lok Jan Shakti Party (LJSP); Nationalist Congress Party (NCP); Samajwadi Party (SP); Communist Party of India (Marxist) [CPI(M)]; Indian Union Muslim League (IUML); Jammu & Kashmir National Conference (JKNC); Telugu Desam Party (TDP); Apna Dal (Soneylal) [AD(S)]; All India Majlis-e-Ittehadul Muslimeen (AIMIM); Communist Party of India (CPI); Shiromani Akali Dal (SAD); All India Anna Dravida Munnetra Kazhagam (AIADMK); Shiromani Akali Dal (Amritsar) (Simranjit Singh Mann) – [SAD (A) (SSM)]; All India United Democratic Front (AIUDF); Ajsu Party (AJSU); Naga Peoples Front (NPF); Mizo National Front (MNF); Janta Dal (Secular) [JD(S)]; Jharkhand Mukti Morcha (JMM); Viduthalai Chairuthaigal Katchi (VCK); Sikkim Krantikari Morcha (SKM); Kerala Congress (M) [KC(M)]; Nationalist Democratic Progressive Party (NDPP); National People's Party (NPP); Revolutionary Socialist Party (RSP); Rashtriya Loktantrik Party (RLP) & Independents (IND).

SI. No.	State/ Union Territory	Seats	INC	BJP	SP	CPI(M)	JD(U)	AIADMK	BSP	CPI	*Others	IND.	Total	Vacancies
	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]
1.	Andhra Pradesh	11	-	1	-	-	-	-	-	-	10[(a)]	-	11	-
2.	Arunachal Pradesh	1	-	1	-	-	-	-	-	-	-	-	1	-
3.	Assam	7	-	4	-	-	-	-	-	-	2[(b)]	1	7	-
4.	Bihar	16	1	4	-	-	5	-	-	-	6[(c)]	-	16	-
5.	Chhattisgarh	5	4	1	-	-	-	-	-	-	-	-	5	-
6.	Goa	1	-	1	-	-	-	-	-	-	-	-	1	-
7.	Gujarat	11	3	8	-	-	-	-	-	-	-	-	11	-
8.	Haryana	5	1	3	-	-	-	-	-	-	-	1	5	-
9.	Himachal Pradesh	3	-	3	-	-	-	-	-	-	-	-	3	-
10.	Jharkhand	6	1	3	-	-	-	-	-	-	2[(d)]	-	6	-
11.	Karnataka	12	5	6	-	-	-	-	-	-	1[(e)]	-	12	-
12.	Kerala	9	1	-	-	4	-	-	-	2	2[(f)]	-	9	-
13.	Madhya Pradesh	11	3	8	-	-	-	-	-	-	-	-	11	-
14.	Maharashtra	19	3	8	-	-	-	-	-	-	8[(g)]	-	19	-

B. PARTY POSITION IN RAJYA SABHA (AS ON 30 MAY 2023)

No.	State/UT													
15.	Manipur	1	-	1	-	-	-	-	-	-	-	-	1	-
16.	Meghalaya	1	-	-	-	-	-	-	-	-	1[(h)]	-	1	-
17.	Mizoram	1	-	-	-	-	-	-	-	-	1[(i)]	-	1	-
18.	Nagaland	1	-	1	-	-	-	-	-	-	-	-	1	-
19.	Odisha	10	-	1	-	-	-	-	-	-	9[(j)]	-	10	-
20.	Punjab	7	-	-	-	-	-	-	-	-	7[(k)]	-	7	-
21.	Rajasthan	10	6	4	-	-	-	-	-	-	-	-	10	-
22.	Sikkim	1	-	-	-	-	-	-	-	-	1[(l)]	-	1	-
23.	Tamil Nadu	18	1	-	-	-	-	4	-	-	13[(m)]	-	18	-
24.	Telangana	7	-	-	-	-	-	-	-	-	7[(n)]	-	7	-
25.	Tripura	1	-	1	-	-	-	-	-	-	-	-	1	-
26.	Uttarakhand	3	-	3	-	-	-	-	-	-	-	-	3	-
27.	Uttar Pradesh	31	-	25	3	-	-	-	1	-	1[(o)]	1	31	-
28.	West Bengal	16	2	-	-	1	-	-	-	-	12[(p)]	-	15	1
Union Territories														
29.	The NCT of Delhi	3	-	-	-	-	-	-	-	-	3[(q)]	-	3	-
30.	Jammu & Kashmir	4	-	-	-	-	-	-	-	-	-	-	-	4
31.	Puducherry	1	-	1	-	-	-	-	-	-	-	-	1	-
32.	Nominated	12	-	5	-	-	-	-	-	-	-	5	10	2

	TOTAL												
		245	31	93	3	5	5	4	1	2	86	8	238	7

Others (Break-up of Parties/Groups)	
(a)	TDP-1, YSRCP-9
(b)	AGP-1, UPP (L)-1
(c)	RJD-6
(d)	JMM-2
(e)	JD(S)-1
(f)	IUML-1, KC (M)-1
(g)	NCP-4, SS-3, RPI (ATWL)-1
(h)	NPP-1
(i)	MNF-1
(j)	BJD -9
(k)	AAP-7
(l)	SDF-1
(m)	DMK-10, MDMK-1, PMK-1, TMC(M)-1
(n)	BRS-7
(o)	RLD-1
(p)	AITC-12
(q)	AAP-3

C. PARTY POSITION IN THE STATE/ UNION TERRITORY LEGISLATURES

State/Union Territory	Seats	INC	BJP	CPI (M)	CPI	NCP	BSP	Janata Dal (U)	Janata Dal (S)	Other Parties	Independent	Total	Vacancies
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh L.A.	175	-	-	-	-	-	-	-	-	175[(a)]	-	175	-
Andhra Pradesh L.C.	58	-	-	-	-	-	-	-	-	54[(b)]	4	58	-
Arunachal Pradesh L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Assam L.A.	126	27	63	1	-	-	-	-	-	34[(c)]	1	126	-
Bihar L.A.	243	19	78	2	2	-	-	45	-	96[(d)]	1	243	-
Bihar L.C.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Chhattisgarh L.A.	90	71	14	-	-	-	2	-	-	2[(e)]	1	90	-
Goa L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Gujarat L.A.	182	17	156	-	-	-	-	-	-	6[(f)]	3	182	-
Haryana L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Himachal Pradesh L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Jharkhand L.A.	82	16	25	-	-	-	-	-	-	38[(g)]	2	81	-

** Information not received from State/Union Territory Legislature

State/Union Territory	Seats	INC	BJP	CPI (M)	CPI	NCP	BSP	Janata Dal (U)	Janata Dal (S)	Other Parties	Independent	Total	Vacancies
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Karnataka L.A.	225	69	116	-	-	-	1	-	31	2[(h)]	2	221	4
Karnataka L.C.	75	26	37	-	-	-	-	-	8	1[(i)]	1	73	2
Kerala L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Madhya Pradesh L.A.	230	96	127	-	-	-	2	-	-	1[(j)]	4	230	-
Maharashtra L.A.	288	45	105	1	-	53	-	-	-	71[(k)]	13	288	-
Maharashtra L.C.	78	8	22	-	-	9	-	1	-	13[(l)]	4	57	21
Manipur L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Meghalaya L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Mizoram L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Nagaland L.A.	60	-	12	-	-	7	-	1	-	36[(m)]	4	60	-
Odisha L.A.	147	9	22	1	-	-	-	-	-	113[(n)]	1	146	1
Punjab L.A.	117	18	2	-	-	-	1	-	-	95[(o)]	1	117	-
Rajasthan L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-

** Information not received from State/Union Territory Legislature

State/Union Territory	Seats	INC	BJP	CPI (M)	CPI	NCP	BSP	Janata Dal (U)	Janata Dal (S)	Other Parties	Independent	Total	Vacancies
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Sikkim L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Tamil Nadu L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Telangana L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Telangana L.C.**	-	-	-	-	-	-	-	-	-	-	-	-	-
Tripura L.A.	59	3	31	11	-	-	-	-	-	14[(p)]	-	58	1
Uttar Pradesh L.A.	403	2	255	-	-	-	1	-	-	143[(q)]	-	401	2
Uttar Pradesh L.C.	100	-	74	-	-	-	1	-	-	15[(r)]	2	92	8
Uttarakhand L.A.**	-	-	-	-	-	-	-	-	-	-	-	-	-
West Bengal L.A.	294	1	75	-	-	-	-	-	-	216[(s)]	1	293	1
UNION TERRITORIES													
Delhi L.A.	70	-	8	-	-	-	-	-	-	62[(t)]	-	70	-
Puducherry L.A.	33	2	9	-	-	-	-	-	-	16[(u)]	6	33	-

(a)	Yuvajana Sramika Rythu Congress Party (YSRCP)-151, Telugu Desam Party (TDP)- 23 and Janasena Party (JSP)-1
(b)	Yuvajana Sramika Rythu Congress Party (YSRCP)-28, Telugu Desam Party (TDP)-15, Progressive Democratic Front (PDF)-3 and Nominated-8
(c)	AGP-9, UPPL-7, AIUDF-15 and BPF-3

** Information not received from State/Union Territory Legislature

(d)	Rashtriya Janta Dal (RJD)-79, Communist Party of India (Marxist Leninist) (Liberation)-12, Hindustani Awaam Morcha (Secular)-4 and All India Majlis-e-Ittehadul Muslimeen-1
(e)	Janta Congress Chattisgarh (Jogi) (J.C.C.) (J.)-2
(f)	Aam Aadami Party-5 and Samajwadi Party-1
(g)	Adhyaksh-1, Jharkhand Mukti Morcha-29, Jharkhand Vikas Morcha-2, Aajsu Party-2, C.P.I.-1, Rashtriya Janta Dal-1 Nationalist Congress Party-1 and Nominated-1
(h)	Speaker-1 and Nominated Member-1
(i)	Chairman-1
(j)	Samajwadi Party-1
(k)	Shivsena Party-56, Peasant's and Workers Party-1, Bahujan Vikas Aaghadi-3, All India Majalis-A-Ittehadul Muslimin-2, Prahar Janshkti Party-2, Maharashtra Navnirman Sena-1, Samajwadi Party-2, and Rashtriya Samaj Party-1, Swabhiman Party-1, Jansurajya Shakti Party-1 and Krantikari Shetkari Party-1
(l)	Shivsena-11, Peasants and Workers Party of India-1 and Rashriya Samaj Paksh-1
(m)	Nationalist Democratic Progressive Party (NDPP)-25, Naga Peoples Front (NPF)-2, Lok Janshakti Party (RV)-2, National People's Party-5 and Republican Party of India(A)-2
(n)	B.J.D.-113,
(o)	Aam Aadmi Party-92 and Shiromani Akali Dal-3
(p)	I.P.F.T-1 and T.M.P-13
(q)	Samajwadi Party-109, Apna Dal (Soneylal)-11, Rashtriya Lok Dal-9, Nirbal Indian Shoshit Humara Aam Dal-6, Suheldev Bhartiya Samaj Party-6 and Jansatta Dal Loktantrik-2
(r)	Samajwadi Party-9, Apna Dal (Soneylal) Party-1, Nirbal Indian Shoshit Hamara Aam Dal-1, Jansatta Dal Loktantrik-1 Shikshak Dal (Non-Political)-1 and Independent Group-2
(s)	All India Trinamool Congress-215 and Rashtriya Secular Majlis Party-1
(t)	Aam Aadmi Party-62
(u)	All India N.R. Congress-10 and Dravida Munnetra Kazhagam-6