DOCUMENT

Eligibility Criteria for Supernumerary Seat

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1. Introduction

India is a diverse pluralistic society comprising of people who are multilingual and multicultural across varied regions and geographies. People differ from each other on a number of parameters, such as in beliefs, ways of life, understanding of social relationships, languages, physical appearances, skills, competencies, and many other aspects. Some differences may arise from disability conditions and also from social and economic disadvantages.

Today, India is one of the youngest countries in the world with more than 62% of the population in the working-age group (15-59 years) and more than 54% of the total population below 25 years of age. Currently, we are the world's youngest nation with 1205.6 million youth in the age group of 15-24 years and an average of 29 years. Our country has a huge talent pool but millions remain unidentified and consequently unrecognized. However, there is a need for the identification and nurturance of such talents.

With respect to identification, it is important to determine what is to be identified and for what purpose. In the absence of proper criteria, the valuable potential of the student is not recognized and therefore appropriate nurturance of their talents is also not undertaken. The NEP 2020 also emphasizes drilling and encouraging creativity at the school level. Therefore, the need to develop criteria to identify the creative abilities is therefore very critical to promote each student's innate talents. Those with high abilities can be nurtured and educated to become proficient. The aim of the education of high-ability learners should be transforming high abilities into proficiency. In our vision, high-ability learners should be identified as early as possible and they should be provided with opportunities.

Many gifted students remain unidentified as high achievers as they are laid back and not counted probably due to the poor score in school but can be potentially high achievers. The purpose of the creation of 2 supernumerary seats for empowering gifted and talented students in AICTE approved institutions is to enhance the innate potentials to the fullest of such students who have scored less or didn't appear for the entrance test. The idea is to provide a stimulating learning environment to a high potential learner for overall well-being and optimum development.

Many times, the raw talent is left untouched or not channelized properly and without proper programs and challenges, they become underachievers/delinquents. Howard Gardner's theory of

multiple intelligence and subsequent work clearly highlights that an individual can have varying levels of intelligence in different domains. Gifted personalities from our history also tell us that individuals can be gifted in one or more than one domain.

2. Difference between Bright and Gifted children

The existing National Curriculum Framework (2005) does not allude to the nurturance of gifted students or participation of high-ability students in gifted programs. However, gifted students are found in all communities regardless of their cultural, socio-economic, or ethnic background.

The understanding and interpretation of what constitutes giftedness and talent vary considerably across cultures. Studies have also differentiated between a Gifted and Bright Child. Not all high achievers are gifted and not all gifted students are high achievers. The below-mentioned table can help to highlight the difference between a gifted and bright child:

Bright Child	Gifted Child
Is sincere and hardworking in studies	Is curious in studies
Gives quick answers to the questions	Discusses answers in detail beyond the scope of the question
Well read on syllabus	Read beyond syllabus
Scores high on well-practiced task	Careless mistakes in repetitive task
Among the high rankers	Beyond the class group
Enjoys classmates	Prefers peers
Absorbs information and ideas	Proposes new ideas
Responsive and alert in the class	Is keen observer in new learning activities
Is compliant to classroom norms	Speaks his/her own mind
Draws meaning	Draws inferences
Enjoys well-structured sequence of knowledge	Enjoys non-structured and non-routine problems

3. Understanding legacy issues

We must also acknowledge the prominent and legacy issues in gifted and talented education at the onset of this document. These issues include the challenges of disparities in gifted identification and programming for children from underprivileged backgrounds and those with twice-exceptionality, lack of culturally-relevant identification instruments and programming, and consequences of overly individualistic, needs-oriented approach to gifted education as seen in the Western countries.

Observations by parents and teachers in natural conditions have been predominant in studying and understanding the personality of gifted children as well as the challenges they face in school and society. Due to their advanced cognitive abilities such as memory, information processing, use of higher-order thinking skills like convergent and divergent thinking, gifted children are sometimes seen to have less developed social skills which lead to difficulties in relating to, and forming satisfying bonds with other children in their peer group, social isolation from same-aged peers, identification with adult or elder peers and frustration in class. The vulnerability of such children is often overseen by teachers in schools with large classroom sizes, because of a stereotypical belief that gifted and talented students are smarter than others and need less taking care of. Thus, equitable identification and nurturing opportunities for gifted children from all backgrounds are the requirements.

4. Why should giftedness be identified and nurtured?

In a situation where formal identification and recognition of talent and its nurturance is limited to only a small fraction of its population, talents remain untapped due to a classroom environment that does not prioritize the need for enriching and talent facilitating, or providing adequate support to nurture strengths. A general assumption or a myth is that academically talented children will be successful no matter what educational environment they are placed in. The notion that creativity, high ability, and talents are extra endowments for a child and that she/he is already "the lucky one" is prevalent in Indian society which expects such students to excel on their own with minimum additional support. Teachers and parents tend to believe that just because a child is creative or talented, she/he must be capable to continue being the best not just in the talent domain but in all aspects of life. Nevertheless, the indigenous talents in rural areas remain mostly unidentified and on the other hand, students displaying intense curiosity, fertile imagination, and a questioning attitude do not find a creative outlet in a society, where examination scores are still a predominant indicator of ability. Therefore, Gifted children need to be identified and nurtured.

5. Methodology

5.1 Sensitization and nomination of talented students

Sensitization of the teachers, parents, school administrators, and community who will play a significant role in identifying talent/gifted children is critical as nurturing them under the guidance and supervision of

experts on a regular basis is very important. Such students will be nominated/referred/encouraged to apply for the supernumerary seat in AICTE affiliated colleges.

5.2 Institutions eligible for getting 2 supernumerary seats for admitting gifted students

AICTE will announce the list of institutions eligible for admitting students under this scheme based on pre-determined criteria and the ability of institutions to nurture gifted students eg: NIRF/ARIIA Ranking, NBA accreditation, past performance of the institution, intake capacity, etc.

5.3 Eligibility criteria and requirements for the candidate seeking admission for supernumerary seat

a) Candidate must be an Indian citizen.

b) Candidates must have passed the Class XII Board examination with a minimum of 45% marks (40% marks in case of candidates belonging to reserved category) in the science stream. They need not have written any entrance examinations.

c) Candidates interested in getting admitted under gifted children supernumerary quota need to directly apply to the institution by submitting all the relevant documents along with the application form.

d) Students are also required to submit 3 letters of recommendations on a proper letterhead from the appropriate authority clearly stating that he/she is a gifted child and is eligible for the supernumerary seat in AICTE affiliated colleges. Candidates are also required to submit the 'Statement of Purpose'.

e) All the applications will undergo primary screening at the institution's level to check the validity of the submitted document as per the prescribed norms of the scheme.

f) Upon document scrutiny, the candidate may need to appear for the interview with a panel of experts appointed by the institutions to ascertain their truly gifted nature and eligibility for admission under this scheme. This will include several parameters (e.g: winner of renowned international or national level idea/innovation competitions/hackathons/Olympiads, scholarships holder, first author on publications or patents, startup founder, an App developer with a large number of downloads, etc.) The candidate MUST fulfill AT LEAST ONE of the above mention parameters (Refer to section 7 for details) to become eligible for consideration under the proposed supernumerary quota.

5.4 Detailed Criteria

Candidates must fulfill one or more of the following eligibility criteria:

- Candidate must be the prize winner of at least one of national/international level competitions organized by government or prestigious non-governmental institutions (Listed in Annexure I).
- Student receiving funding from government agencies for pursuing innovative projects (eg: DBT, DST, CSIR, NCERT, Ministry of Education, any Central or State Government agency, DRDO, Kishore Vaigyanik Protsahan Yojana, Jagadish Bose National Science Talent Search Junior Scholarship, Tribal Mensa Nurturing Programme, DST-INSPIRE, NASA Human Exploration Rover Challenge, Homi Bhabha Centre for Science Education, Kaveri Gifted Education Center, etc. (Notified by AICTE from time to time).
- Student receiving funding from highly reputed global companies/MNCs/NGOs for pursuing innovative projects eg: Google, Lockheed Martin STEM, Bell Labs, Intel, TCS, IBM, Tesla, Microsoft, Infosys, etc. will be considered (Notified by AICTE from time to time).
- Candidate must have High-quality original research article publications in peer-reviewed journals (listed under UGC-CARE-II) as the first author.
- Candidate must be the primary holder of a Patent granted by Indian or International patent office
- Candidate must have registered startup as per DPIIT norms and incubate within any recognized Technology Business Incubator.
- Candidate must have conceived and developed an Innovative project/ product recognized and reported by prestigious national or vernacular media (Print/TV/Digital).
- Candidate is an owner of Apps on Google/Apple/Windows stores or has launched or is in process of launching a technology-based innovative product in the market (with more than 10,000 downloads).

5.5 Admission Process

Admission for gifted students under the proposed supernumerary quota scheme will follow 2 steps process.

1) Institution Level Scrutiny

- Institutions with approved supernumerary quota will be responsible for identifying and selecting gifted students based on the criteria specified by the scheme.
- A ‘committee of experts’ needs to be appointed by institutions to thoroughly scrutinize the applications of candidates applying under this quota. If need be felt, the committee may interview the candidates to ascertain their credentials and giftedness.
- No applications fees will be charged to the candidates by the institution applying under this quota.
- After the primary scrutiny, institutions will submit details of the nominated candidates (under this quota) along with a detailed selection procedure including the names of the selection committee members on the central AICTE portal for final scrutiny and approval.

2) Final Scrutiny and Approval by AICTE

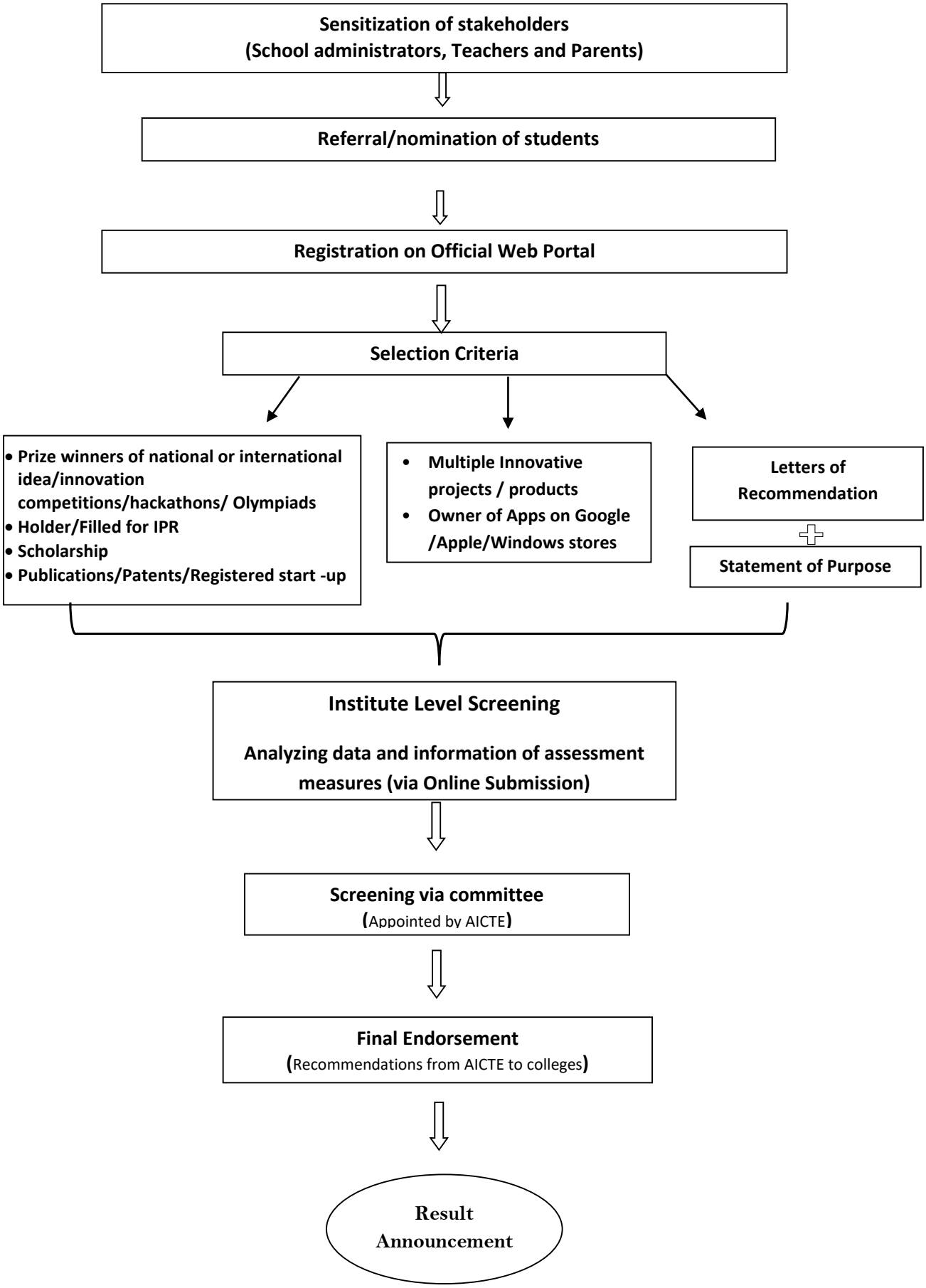
- AICTE will appoint a ‘committee of experts to thoroughly evaluate the credentials of candidates nominated/selected by institutions as per the prescribed norms of the scheme.
- If need be felt, the committee of experts may interview the candidates to ascertain their credentials and giftedness.
- Upon receiving the recommendations from the committee, AICTE will announce the list of selected candidates along with the details of the assigned institution on its official portal.

5.6 Fees Structure

1) Institute will charge an application processing fee of Rs 500 to candidates applying under this scheme.

2) **Complete Tuition Fee waiver**: Institutions admitting students under this scheme are committed to give complete tuition waiver to the admitted students. However, institutions may charge students fees for examination, hostel, library, transportation, laboratory, and other activity as per the prevailing norms.

Flow Diagram for Identification Process



Annexure I

S. No.	Name of the Competition	Organizer
1.	State/National level Hackathons	State or Central Government of India
2.	CSIR Innovation Award for School Children	CSIR, Ministry of Science & Technology
3.	INSPIRE MANAK award	Department of Science and Technology, Government of India
4.	Dr. A.P.J Abdul Kalam IGNITE Awards	DST & National Innovation Foundation - India
5.	National Innovation Foundation (NIF)	Department of Science and Technology, Government of India
6.	World Robot Olympiad India	India STEM Foundation
7.	Kishore Vaigyanik Protsahan Yojana (KVPY)	Department of Science and Technology of the Government of India
8.	Pradhan Mantri Innovative Learning Programme - DHRUV	Ministry of Human Resource Development, Government of India
9.	Google Science Fair	Google
10.	Atal New India Challenge Atal Innovation	Government of India
11.	Intel International Science & Engineering Fair (IRIS National Science Fair)	Exstemplar Education Linkers Foundation
12.	NASA Rover challenge	NASA
13.	FIRST LEGO League India	India STEM Foundation
14.	Destination Imagination	Destination Imagination
15.	First Tech Challenge	For Inspiration and Recognition of Science and Technology (FIRST)
16.	First Robotics Competition	For Inspiration and Recognition of Science and Technology (FIRST)
18.	Indian Robo Cup Junior	India RoboCup Junior Founation
19.	National Science Concours	National Science Concours

20.	NSS & NASA Space Settlement Contest	National Space Society
21.	F3.Space Global Web Design Challenge	F3.Space
22.	Imagine Cup	Microsoft
23.	Maker Faire	Make Magazine
24.	International Robotronics Competition (IRC)	IRC League
25.	International level Olympiads	State /Central govt. of India
26.	Any State / Central Government Innovative Start up award	State /Central govt. of India

- AICTE has jurisdiction to further revise the above-mentioned list.