Department of School Education & Literacy

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan (SSA) is implemented as a Centrally Sponsored Scheme in partnership with State Governments and Union Territories (UTs) for universalizing <mark>elementary education</mark> across the country and is operational since 2000-2001. The goals of SSA, which are consistent with the Sustainable Development Goals (SDGs), the National Policy on Education 1986/92 and the Right Of Children to Free and Compulsory Education (RTE) Act 2009, are: (a) Universal access and retention; (b) Bridge all gender and social category gaps at primary and upper primary levels; (c) Universal retention; and (d) Elementary education of satisfactory quality. The broad strategies central to the SSA design are: (a) Decentralized planning and implementation; (b) Emphasis on special focus groups; (c) Community ownership; (d) Thrust on quality; (e) Institutional reforms; and (f) Sustainable financing.

2. From the year 2010-11, the scheme is implemented in accordance with the legal framework/provisions of the RTE Act, 2009 in all States and UTS except Jammu and Kashmir. The framework for implementation of SSA has accordingly been amended in September 2010 to align it with the provisions of the RTE Act, 2009. SSA is now the primary vehicle and designated centrally sponsored scheme for meeting the objectives of the RTE Act, 2009.

3. The RTE Act, 2009 represents the consequential legislation to Article 2 IA inserted in the Constitution of India through the Constitution (86th Amendment) Act, 2002. Article 21 A and the RTE Act, 2009 have become operative with effect from 1st April 2010. Article 2 IA states that "the State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the State may, by law, determine". The Act mandates that every child of the age of six to fourteen years shall have the right to free and compulsory elementary education in a neighbourhood school till the completion of his or her elementary education.

4. The SSA programme is being implemented in all the districts of 36 States and UTS of the country. SSA provides support to a variety of interventions, including inter alia, opening of new schools, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement.

2. PROGRAMME COMPONENTS

The major components are as under:

Sl. No.	Component		Activity
2	ACCESS AND RETENTION	2.	School and social mapping
		3.	Opening new primary schools
		4.	Opening upper primary schools/ sections
		5.	Residential Schools
		6.	Special Training for age appropriate admission of out-of-school children
		7.	Transport/Escort Facility
	QUALITY	8.	Additional teachers
		9.	Uniforms
		10.	Curriculum & Textbooks
		1 1.	Learning Enhancement Programme
		12.	Training
		13.	Academic support through BRC/URC/CRC Teaching Learning
		14.	Equipment (TLE) for new primary and upper primary schools Teacher grant
		15.	School grant
		16.	Research, Evaluation, Supervision and Monitoring
		17.	Libraries
		18.	SIEMAT
	GENDER EQUITY	19.	Kasturba Gandhi Balika Vidyalaya (KGBV)
		20.	Provision for children with special needs
4	Section 12 (1) (c) of the RTE Act	21.	Community Mobilization
5		22.	Reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c) of the RTE Act.
6	INFRASTRUCTURE DEVELOPMENT	23.	New Schools
		24.	Additional classrooms
		25.	Block Resource Centres
		26.	Cluster Resource Centres
		27.	Residential Schools
		28.	Toilets and drinking water facilities
		29.	Furniture
		30.	Civil works
		31.	Repairs to school buildings
7	PROGRAMME MANAGEMENT	32.	Management Cost

2.1 Universal Access & Enrolment

2.1.1 Enhancement in schooling facilities

SSA provides for schools to children within a reasonable walking distance. After the RTE Act came into force, the new concept of a neighbourhood school defined by the States/UTs (in most cases 1 km for Primary and 3 km for Upper Primary) has become the norm.

Items	Total sanctions till 2016-17	Opened till 31.03.17	Balance	% Opened
Opening new PS	204686	203386	1300	99.36%
Opening new UPS	159407	156544	2863	98.20%

2.1.2 Provision of Residential Schools and Hostels in remote Tribal/Forest/Hilly/Desert
areas : Realizing that there are many areas which are sparsely populated with low density of population especially in tribal areas and there are many children in urban areas in need of care and protection, the SSA has provided the following residential facilities till 2016-17.

Total Residential Facilities Sanctioned	Total Residential Facilities Operational	% operational	Target Capacity	Total Enrolment	% of Enrolment
826	818	99.03	90855	82336	90.62

RTE Act under Section 12 (l)(c) provides for admission of children in private schools upto 25% Of their capacity in Class I or below. This is an important provision which facilitates access of children to quality education in private unaided schools. The provision is for children belonging to disadvantaged groups and weaker sections. 16 states have started admission of children in private unaided schools under Section 12 (l)(c) with approximate enrolment of over 29.25 lakh children.

2.1.5 School Infrastructure

SSA supports the creation Of school infrastructure as per the norms and standards specified in the Schedule to the RTE Act, both through direct programme funding and also in convergence with other relevant schemes of the Central and State Governments. Planning and implementation by the community through SMC is mandatory for all school infrastructures in order to ensure a sense of ownership and a departure from contractor driven approaches.

	Cumulative Sanctions (up to 2016-17)	Cumulative achievements (till 31.03.17)	% Of Completion	Pending Sanctions
Construction of PS Buildings	199702	186333	93.31	13369
Construction of UPS Buildings	111326	106368	95.55	4146
Additional Classrooms	1873415	1776779	94.84	96636
Drinking Water Facility	242198	232177	95.86	10021
Boys Toilets	386319	365551	94.62	20768
Girls Toilets	509427	498492	97.85	10935
CWSN Toilets	140724	119381	84.83	21343

2.1.6   Swachh Vidyalaya

In response to the clarion call made by the Prime Minister on 15 August, 2014, the Department of School Education and Literacy launched the Swachh Vidyalaya Initiative (SVI) for the provision of separate toilets for girls and boys in every school within a year.

The Department achieved the ambitious target Of construction/re-construction Of 4, 17,796 toilets in Government elementary and secondary schools in a period of one year from 15.8.2014 to 14.8.2015. This included schools in the most difficult to reach areas in the country such as districts facing Left Wing Extremism (LWE), in forests, remote mountainous terrain and in crowded slums. With this, all 13.77 crore children in 11.21 lakh Government schools all over the country were provided access to gender segregated toilets. 'Swachh Vidyalaya Initiative' was recognized as one Of the priority programmes for Prime Minister's Excellence Award for 2016.

2.2   Bridging gender and social category gaps (Equity)

Bridging gender and social category gaps is a key agenda Of SSA. A number Of strategies have been adopted to ensure increased enrolment and participation of girls and other disadvantaged social groups, including SC, ST, Muslims and Children with Special Needs (CWSN). These include but are not limited to opening of neighbourhood schools, transportation, escort and residential facilities as per need, free textbooks & uniforms, Mid-day Meal (MDM), increasing the number of seats in tribal schools, Aids and appliances for CWSN, Home based education for CWSN with profound disabilities, curricular adaptation for inclusion, support to Madrasa/Maktabs, curricular and pedagogic reforms, innovative activities funded from the Innovation Head Of SSA, and schemes like Kasturba Gandhi Balika Vidyalaya (KGBV) etc

2.2.1 Children with Special Needs (CWSN): Comprehensive Programme on inclusive education

The RTE Act was amended in 2012 to include Children with Special Needs (CWSN) in the Disadvantaged Groups. Further, the Act also provides to parents of children with severe and profound disabilities the right to opt for home based education. The Act has been instrumental to a large extent in changing public perceptions about the abilities of CWSN. SSA provides for Rs. 3,000/- per year per child with Rs. 1,000/earmarked for the engagement of resource teachers. The major provisions under SSA for the education of physically challenged children are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, appointment of resource teachers, therapists, establishing resource rooms to provide specialized support to children with disabilities, provision of ramps, handrails and disabled friendly toilets. These provisions have resulted in increased identification and enrolment of CWSN. Similarly, the enrolment of CWSN has gone up from 11.71 lakh CWSN in 2003-04 to 22.86 lakh CWSN (as per U-DISE 2015-16). The current coverage of CWSN is 24.85 lakh.

Under SSA, so far 34.22 lakh teachers (about 73.21% of total Govt. School Teachers i.e. 46.74 lakh in 2015-16) have been given orientation on IE through in-service teacher training while, 30.71 lakh teachers (about 65.71% of the total Govt.
School Teachers) have been provided 3-6 day specific training on Inclusive Education. Besides, this, 6.6 lakh teachers (about 14.25% of total Govt. School Teachers) have received training on Curricular Adaptations in IE as well.

2.2.2 Kasturba Gandhi Balika Vidyalaya (KGBV): Comprehensive residential programme for education of disadvantaged girls in educationally backward blocks

KGBV is a focused intervention for girls' education. Under this scheme residential schools are opened for girls at upper primary level. 75% girls enrolled must be from SC/ST/minority/OBC communities and the remaining from BPL families. This well appreciated programme is presently reaching out to about 3.46 lakh girls (29.46% SC, 25.16% ST, 31.58% OBC, 7.09% Muslim and 6.70% girls of other communities whose families are below the poverty line through the 3603 functional KGBVs.

Out of the 3703 KGBVs sanctioned at National level, 508 KGBVs have been sanctioned in Muslim Concentration [SFD] Districts with 67.51% Muslim girls, 330 KGBV sanctioned in Scheduled Castes [SFD] Districts with 45.31% SC girls and 550 KGBVs sanctioned in Scheduled Tribes [SFD] Districts with 25.03% ST girls.

2.3 Quality Education

Quality education and improvement in learning levels is one of the key objectives of the programme. As access was gradually universalised and diversified classrooms emerged, the strategies for quality component have become more focused and comprehensive. This includes provision of additional teachers, strengthening teachers, through various

kinds of in-service training and providing decentralised institutional support structures for schools at block & cluster level, curricular reforms which includes curriculum, syllabus, textbook, learning for age appropriate classes, print rich environment through library and other supplementary materials and the selection of appropriate pedagogy for various levels of basic learning years. Transition programmes for tribal children to the State language of instruction, multi-grade classrooms and joyful learning systems are some key elements.

The major initiatives being undertaken to improve the quality of learning are as follows:

(i) Development and codification of learning outcomes: Learning Outcomes have been codified by amending the Central Right of Children to Free and Compulsory Education (RTE) Rules, 2010 (Rule 23(2)(c) to include reference on class-wise, subject-wise Learning Outcomes for all elementary classes and link the defined Learning Outcomes with Continuous Comprehensive Evaluation (CCE).

The Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTS. These would serve as a guideline for States and UTS to ensure that all children acquire an appropriate learning level.

(ii) Revamped National Achievement Survey: The National Achievement Survey (NAS) conducted earlier was based on textbook content (as opposed to competency-based) and was conducted once in three years for Classes 3, 5 and 8 at a State/UT level.

As compared to only 4.43 lakh students who were earlier tested across Classes 3, 5 and 8, this time around 20 lakh students from around 1, 10,000 schools across 700 districts of India (including rural and urban) were assessed in the year 2017-18 (November 13, 2017) making it one of the largest sample surveys of student learning achievement. This survey is an improvement over the previous cycles of NAS as it will be completed in a full academic year. It will reflect the scores of the students and will be able to suggest academic intervention in the same academic year. NAS Reporting will show if the students' learning levels are as per the learning outcomes of a particular grade. It will also look for association of school, teacher and students' background variables with students' achievements while analyzing the data.

(iii) Training of untrained teachers: RTE Act, 2009 has been amended to ensure that all teachers acquire the minimum qualifications prescribed under the Act within a period of two years. This would ultimately result in improvement in overall quality of teachers, teaching processes and consequently learning outcomes of children and reinforce the Government's emphasis on improvement of quality of elementary education. A unique feature Of this initiative is that the study material for the course prepared by NIOS in self instructional mode, will be uploaded on the SWAYAM platform in four quadrants i.e. (1) Audio/Video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment

tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. All teachers shall be given instructions Online through the SWAYAM portal and SWAYAM PRABHA channel with separate arrangements for physical contact programme.

(iv)   Teacher performance standards for accountability (PINDICS): The NCERT has developed a framework for Performance Indicators for Elementary School Teachers (PINDICS) and shared with the states. These performance standards define the criteria expected when teachers perform their major tasks and duties. These are further delineated as performance indicators that can be used to observe progress and to measure actual result compared to expected result. PINDICs will eventually evolve as the framework for effective teacher performance for effective monitoring and benchmarking across the country.

(v)   School Leadership Development Programme: To improve school management, competence of school headmasters and educational administrators, a new National Centre for School Leadership (NCSL) within NUEPA, has been set up. The NCSL has developed the framework and curriculum for School Leadership.

(vi)   School Performance Assessment: NUEPA is also developing indicators for School performance assessment under 'Shaala Siddhi'. The initiatives will include (a) school performance standards to provide common core and expectations for all schools (b) guidance on strategies for helping schools to improve (c) use of the performance standards as the reference or benchmark for both internal and external evaluation of the school and (d) school performance standards to be integrated and interlinked with school leadership and teachers' performance (e) State programs on school standards and performance assessment.

(vii)   Teachers Training: Under SSA, there is provision of various trainings for the professional development of teachers. These include;

   a.   In-service training for teachers for up to 20 days in a year
   b.   30 days induction training for newly recruited teachers
   c.   2 year training for teachers who do not meet professional qualification as laid down by NCTE

Over the years, states have made in-service training need based rather than covering all teachers in generic training. The in-service training apart from subject content has focused on RTE provisions, increased use of ICT as a tool for teacher training. States have made efforts in revising teacher training modules on an annual basis. (viii) Revision of Curriculum & Textbooks: NCERT was notified as the academic authority under section 29 of the RTE Act for laying down the curriculum and evaluation procedure for elementary education in respect of the Central Government and UTS without legislature and to develop a framework of national curriculum under section 7(6)(a) of the Act. The NCF-2005 has been notified as the national curriculum framework. States have notified Academic Authority which in most cases is SCERT. Teachers are provided various training packages developed by different academic bodies.

(viii) Strengthening academic support structures of BRC/CRC: The Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) have been established across the country so as to enhance teachers' performance by extending professional/ academic support. The idea has been to provide onsite support and at the same time communicate and work with teachers in the development of pedagogical plans and ideas. The BRCs and CRCs are also responsible for academic monitoring and supervision of schools. States have developed various formats for school and classroom observations.

(ix) Padhe Bharat Badhe Bharat (PBBB): Launched to ensure quality at the foundational years of schooling i.e. Classes I and II which centres on capacity building of teachers, organizing separate reading periods in the daily school timetable, maintaining a print rich environment, reading through children's literature in school libraries and reading corners in Classes I & II. For tribal children special bridge materials have been prepared in States which have a high tribal population. The two focus areas of Padhe Bharat Badhe Bharat are: Early Reading and Writing with Comprehension (ERWC) and Early Mathematics (EM).

(x) Rashtriya Avishkar Abhiyan (RAA): Launched to strengthen teaching learning of Maths and Science in upper primary classes and encourage children of the age group 6-18 years, in Science, Mathematics and Technology. Key activities under this programme include mentoring of elementary and secondary schools by Institutions of higher Education; forming Maths and Science Clubs for children at school and professional development of teachers in order to make teaching of Maths and Science interesting for students. The programme framework is on a twin track approach: (i) Systemic improvements in the School System (ii) Initiatives to encourage Science and Mathematics through alternative strategies.

2.4 Community Mobilization for decentralized planning, management and monitoring

SSA envisages a participatory and bottom up approach to planning right from the habitation level. The RTE Act, 2009, strengthened decentralized planning and management by taking it right up to school level. The Act under Section 21 has mandated formation of School Management Committee (SMC). Some of the key aspects in community mobilization are summarized below:

- Around 95.87% of schools have constituted SMCs (U-DISE, 2015-16).

- Almost every State/UT has prepared a training module for imparting capacity building training to SMC members. These training modules have been prepared in different languages namely Marathi, Hindi, Telugu, English, Oriya, Malayalam, Assamese, Gujarati, Bengali etc.

- Many states like Tamil Nadu, Punjab and Haryana etc have active communities and SMCs which help in development of infrastructure in school through donation and various Other means.

- States like Tripura, Haryana, Kerala, Nagaland etc have set good examples where in the SMCs have been monitoring the attendance of teachers and students besides monitoring the child entitlements.

- In the year 2016-17 around 37.16 lakh Members have been trained. School Development Plan (SDP)

The Act, under Section 21 and 22 provides that the School Management Committee (SMC) shall prepare and recommend SDP as may be prescribed. The SDP so prepared shall be the basis of the plans and grants to be made. According to DISE, 2015-16,

85.87% Of the SMCs have prepared the SDPs.

3. MONITORING MECHANISM

The implementation of SSA is reviewed twice every year by a Joint Review Mission comprising independent experts and external funding agencies covering States. The Ministry of Human Resource Development convenes periodic meetings with State Education Ministers and Secretaries to review the programme implementation. Educational data on outcomes is collected through a Unified District Information System for Education (UDISE) every year. The status of these evaluations and monitoring is placed in the public domain on the Ministry's website.

To ensure effective implementation of SSA, there are robust monitoring systems in place which includes an annual audit by an independent Chartered Accountant empanelled with the Comptroller and Auditor General (CAG) of India, a regular CAG audit, a system of concurrent financial reviews, as well as regular internal audit. Component wise quarterly reviews, an annual Educational Management Information System (EM'S) and regular meetings with State officials are also held to ensure effective implementation of the programme. A Manual on Financial Management and Procurement also assists States in streamlining implementation and financial management.

Monitoring under the programme is a three tiered one: monitoring at the local community level, at the State level and the National level. Community based monitoring is one of the strengths of the programme. The community, through its representative institutions like School Management Committees (SMCs), has been entrusted with the primary level of ensuring that the schools are functioning effectively.

3.1 SSA Shagun:

Real-time monitoring through web portal Launched on 18th January, 2017, SSA Shagun web portal - www.ssashagun.nic.in enables holistic program monitoring:

- The online monitoring module of the webportal has been designed to facilitate real time monitoring of SSA. It contains a Management Information System (MIS) of state-level performance and progress against key performance indicators.

- It has been developed to collect and report data against key educational indicators, which enables Government and administrators to track the efficiency with which SSA funds are being utilized and the actual outcomes of the implementation of the Scheme. This has made the appraisal process in the PAB this year totally online, transparent and easier.

- All the guidelines, instructions, the framework of implementation, letters and communications to States and all possible related information has been uploaded on the portal for ready reference of the Department and all States and UTs.

- It offers Data analytics and generates graphics which represent the progress of States and UTS against key identified parameters. The software is being further developed which would generate a sophisticated dashboard of real time implementation and progress.

3.2 Shagun web-portal, an innovations repository

- In order to provide evidence of success stories and innovative practices adopted by various functionaries at all levels, the Department of School Education and Literacy has launched the SSA Shagun portal www.ssashagun.nic.in which has a repository of videos, testimonials, photos and case studies. This is available in the public domain.

- In the repository, best practices are captured in the form of videos, testimonials, case studies, and images, which display State-level innovations that are driving improvements in performance under SSA.

- This digital platform is the go-to point for public, media, stakeholders, influencers, global academia etc. to witness the innovative ideas and excellent achievements being registered in the field of elementary education. It will also enable cross-learning and sharing among States and UTs.

4. Funding Pattern:

The existing fund sharing pattern is in the ratio of 60:40 between Centre and State for all States and Union Territories with Legislature except for the 8 North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and 3 Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand where it is 90:10 and 100% centrally sponsored for Union Territories without Legislature.

5. Institutional Mechanism:

The National Mission of Sarva Shiksha Abhiyan (SSA) under the Chairmanship of the Prime Minister was set up by the Government of India vide Resolution No.F.2-4/2000Desk (EE) dated 2nd January, 2001. It serves as the nodal body for all the matters relating to elementary education at the national level. The Mission has two bodies viz., Governing Council headed by Hon'ble Prime Minister and Executive Committee headed by the Hon'ble Minister of Human Resource Development.

Under SSA, there is a State Implementation Society (SIS) who is the implementing agency for the scheme in the State. It has two Apex Committees namely Governing Council (GO and Executive Committee (EC) at the state level. SSA is implemented in a Mission mode and SISS have Chief Ministers/Education Ministers as Chairpersons of the Governing Council and the Executive Committee (EC) would be headed by the Chief Secretary/ Development Commissioner/ Education Secretary. The EC exercises all administrative, financial and academic authority to achieve the objects of the society. Departments of Finance, Planning and Rural Development are represented on the GC and the EC. Involvement of NGOs, Social Activists, University Teachers, Teacher Union representatives, Panchayati Raj representatives, and women's groups help in ensuring full transparency to the activities of the Mission. Ministry of Human Resource

Development would be represented both on the Governing Council and the Executive Committee.

State Project Office (SPO) is headed by a State Project Director who monitors the implementation programme. District Project Coordinators (DPCs) are responsible for coordination and implementation of the programme at the district level. Block Resource Centers (BRCs) have been set up in each Block to assist DPCs in implementation of the programme. Further, School Management Committees (SMCs), constituted in each school are also responsible for implementation and monitoring at school level.

The SSA Framework of Implementation envisages an increasing integration of the SSA Project structures with the Directorates of Elementary Education in the States.

SNAPSHOT OF PROGRESS MADE UNDER RTE-SSA PROGRAMME

- Universalization of schooling facility is available in 99.36% habitations at primary level and 98.20% at upper primary level.

- The total enrolment in elementary schools has risen from 18.79 crore children in 2009-10 to 19.67 crore children in 2015-16.

- As per UDISE 2015-16, Gross Enrolment Ratio (GER) is 99.21% for primary and 92.81% for upper primary level, which indicates universal enrolment at primary level.

- The Pupil Teacher Ratio (PTR) has improved from 32 in 2009-10 to 25 in 2015-16.

- 62.65% of the Government Schools in India have PTR as per the RTE norm (30:1 primary and 35:1 upper primary on an average).

- Number of Out-of-School children in 2005 was 134.6 lakh which has come down to 81 lakh in 2009 and 60.64 lakh in 2015.

- Average Annual Dropout rate at primary level has come down from 6.76% in 2009-10 to 4.13% in 2014-15 as per UDISE, 2015-16.

- Average Annual Dropout rate at upper primary level is 4.03% in 2014-15 as per UDISE, 2015-16.

- The transition rate from primary to upper primary has gone up from 85.17% in 2009-10 to 90.14% in 2014-15 as per UDISE, 2015-16.

- The Gender Parity Index (GPI) in 2014-15 has reached 0.93 for primary level and 0.95 at upper primary level.

- Enrolment of SC children has gone up from 19.06% in 2010-11 to 19.789% in 2015-16 at elementary level which is more than their share in population (16.6% as per census 2011).

- Enrolment of ST children is 10.35% in 2015-16 at elementary level which is more than their share of population (8.6% as per census 2011).

- Enrolment of Muslim children has grown up from 12.50% in 2010-11 to 13.80% in 2015-16 at elementary level. (14.2% share of population as per census 2011).

- Till date SSA has sanctioned 19.33 lakh teachers, out of which 15.16 lakh have been recruited. Most of the States/ UTS have been conducting Teacher Eligibility Test (TET) as per NCTE guidelines issued under the RTE Act, 2009.

<u>**Rashtriya Madhyamik Shiksha Abhiyan (RMSA):**</u>

1.   **Name of the Flagship Scheme:** Rashtriya Madhyamik Shiksha Abhiyan

2.   **Launch Date** :   Year 2009-10

3.   **Objective**: Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched by Government of India in March, 2009 envisaging inter-alia provision of a secondary school within a reasonable distance of any habitation and to improve quality of education imparted at secondary level by making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers etc. In 2013, secondary education the schemes of ICT, vocational education, Girls Hostel and IEDSS were subsumed under the umbrella of RMSA.

        Under Girls' Hostels component, the objective is to retain the girl child in secondary school so that girl students are not denied the opportunity to continue their studies due to distance to school, parents' financial condition and other connected societal factors.

Progress at a Glance in Educational Indicators since inception of RMSA (Secondary)

        The ICT@schools component, envisages to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process and to bridge the digital divide amongst students of various socio economic and other geographical barriers.

        The IEDSS component aims to provide secondary education to children with special needs (CWSN) by enabling all students with disabilities completing 8 years of elementary schooling the opportunity to complete 4 years of secondary education in an inclusive and enabling environment.

        The Vocational Education component aims to enhance the employability of youth through demand driven competency based, modular vocational courses; to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/ interchangeability in qualifications; to fill the gap between educated and employable; and to reduce the dropout rate at the secondary level and decrease the pressure on academic higher education.

        Under RMSA, financial assistance is provided for improving access by establishing new secondary schools and strengthening of existing secondary schools by providing additional classrooms, science laboratory, library, computer rooms, art/craft/culture rooms, toilets, drinking water facilities etc, to reduce dropout and to increase enrolment especially of students of SC, ST, Minority categories and girls at secondary stage. Interventions like conduct of awareness programme, special teaching for learning enhancement, introduction of Vocational Education at secondary and higher secondary

stage, In-service Training of Teachers, leadership Training of Head Masters, remedial teaching for weaker students etc. are also supported under RMSA to improve quality of education at secondary level. Girls Hostels are established in Educationally Backward Blocks for girls to pursue secondary and higher secondary education and predominantly belonging to SC, ST and Minority categories.

4.   **Target Beneficiary** :- The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years.

Improvement in physical infrastructure under RMSA.

Since inception of RMSA, 12682 new schools have been sanctioned. Further, construction of 50713 Additional class room , 26260 science lab, 19075 Computer Room, 30092 Art& culture room , 11864 drinking water facilities and 40516 toilet blocks have been sanctioned for existing schools.

Out of which, 12034 new schools have been functional. Further, construction of 36208 Additional class rooms , 18788 science labs, 13379 Computer Rooms, 20826 Art& culture rooms , 10050 drinking water facilities and 28928 toilet blocks have been completed for existing schools.

NATIONAL MEANS-CUM-MERIT SCHOLARSHIP SCHEME (NMMSS):

1. **Launch Date** : May 2008

2. **Objective** : The Central Sector Scheme 'National Means-cum-Merit Scholarship Scheme' was launched in May, 2008 after getting approval from CCEA with the objective to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at secondary stage.

3. **Target Beneficiary**: Students of class VIII, who are studying in a State Government, Government-aided and Local body schools and whose parental income from all sources is not more than Rs. 1,50,000/- per annum are eligible to avail the scholarships. Students of NVS, KVS and residential schools are not entitled for the scholarships. There is reservation as per State Government norms. The selection of students for award of scholarships under the scheme is made through an examination conducted by the State Governments. One lakh scholarships @ Rs.6000/- per annum, per student are awarded to selected students of class IX every year and their continuation/renewal in classes X to XII. There is quota of scholarships for different States/UTs.

4. **Funding of the Scheme:** 100% funds are provided by the Central Government for the Scheme.

5. **Scheme Details**: Each State/UT will conduct its own test for selection of students for the award of the Means-cum-Merit Scholarship. The State Level Examination may consist of the following two tests.

   (i) Mental Ability Test (MAT)
   (ii) Scholastic Aptitude Test (SAT)
        For selecting the students, the following conditions may apply:

The students must pass both the tests i.e. MAT and SAT with at least 40 % marks in each. For the reserved category this cut off will be 32% marks.

(iii) The parental income of the students should not be more than Rs. 1.50 lakh per annum from all sources.

(iv) At the time of selection for the award of scholarship the candidate must have scored at least 55% mark or equivalent grade in Class VIII examination. There will be 5 % relaxation for SC/ST.

6. **Achievements (Year-wise):**

Details of Physical and financial status:-

S.No.	Financial Year	Expenditure (Rs. in crore)	No. of scholarships
1	2008-09	16.67	55544
2	2009-10	48.18	78926
3	2010-11	51.27	81377
4	2011-12	62.75	103033
5	2012-13	62.00	102816
6	2013-14	88.72	145376
7	2014-15	65.20	106770
8	2015-16	127.13	210012
9	2016-17	38.91	64426
10	2017-18	265.18	429955
Total		**826.01**	**1378235**

7. **Key Initiatives of the Departments**

i) The Scheme has been continued beyond XII plan period for three years 2017-18 to 2019-20.

ii) The rate of Scholarships under the scheme is enhanced from Rs. 6000/- to Rs. 12000/- per annum with effect from April, 2017.

iii) The Scholarships scheme is on National Scholarship Portal (NSP), which was launched in July 2015, an initiative of the Prime Minister's Office (PMO) on "Streamlining and Fast Tracking release of Scholarships and delivery of scholarships with efficiency, transparency and reliability through this centralized online scholarship portal across Ministries / Departments of the GOI".

<u>**National Scheme of Incentive to Girls for Secondary Education (NSIGSE):**</u>

1. **Name of the Flagship Scheme:** National Scheme of Incentive to Girls for Secondary Education (NSIGSE)

2. **Launch Date:** May 2008

3. **Objective:** According to the scheme, a sum of Rs.3000/- is deposited in the name of eligible unmarried girls as fixed deposit on enrolment in class IX, who are entitled to withdraw it along with interest thereon reaching 18 years of age and passing class 10th class examination. The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ ST) and enroll in class IX in Government, Government-aided and Local Body schools. The Indian Bank and Union Bank of India are the implementing agency for the scheme. The scheme is covered under the Direct Benefit Transfer (DBT) Scheme.

4. **Target Beneficiary:** The target beneficiaries under the scheme are (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi BalikaVidyalayas (irrespective of whether they belong to SC/ ST) and enroll in class IX in Government, Government-aided and Local Body schools.

5. **Physical Beneficiaries:** The beneficiary girls are sanctioned on the basis of proposals received from the States/ UTs Government of girls belonging to SC/ ST community who enroll in class IX in Government, Government-aided and Local Body schools and all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ ST) who enroll in class IX in Government, Government-aided and Local Body schools.

6. **No. of Beneficiaries:** The proposals from the States/ UTs Government are received who enroll in class IX in Government, Government-aided and Local Body schools.

7. **Achievements (Year-wise):**

   The details of the sanctioned amount in NSIGSE are given below:

S.No.	Financial Year	Financial year wise releases by Department	
		No. of Beneficiaries	Amount (Rs. in crore)
1	2008-09	311423	93.43
2	2009-10	152333	45.70

3	2010-11	236770	71.03
4	2011-12	543532	163.06
5	2012-13	312457	93.74
6	2013-14	312693	93.81
7	2014-15	312736	93.82
8	2015-16	510764	153.23
9	2016-17	147577	44.27
10	2017-18	973330	292.00
	TOTAL	3813615	1144.09

Adult Education Bureau

SAAKSHAR BHARAT

Saakshar Bharat, a Centrally Sponsored Scheme of Adult Education & Skill Development, was launched on 8th September, 2009 to impart functional literacy to adults in the age group of 15 years and beyond with the prime focus on women besides SCs, STs, Minorities & other disadvantaged groups in rural areas of the districts that had adult female literacy rate of 50 % or below, as per 2001 census and Left Wing Extremism affected districts, irrespective of their literacy rate.

- The main goal was to raise literacy level to 80% and reduce gender gap to 10% points by end of the XII Five Year Plan Period.
- The principal target was to impart Functional Literacy to 70 million non-literates (SCs-14 million, STs- 8 million, Muslim-12 million and others-36 million) including 60 million women.
- Around 96.27 million learners had appeared in the basic literacy assessment tests conducted between August, 2010 to August, 2017, out of which about **72.71 million learners** (Female 51.21 million, Male 21.50 million), comprising SCs- 17.19 million, STs- 9.83 million, Minority- 6.8 million & Others- 37.83 million, have successfully passed the assessment tests conducted by the National Institute of Open Schooling (NIOS) and have been **certified as literate**.
- The achievement of the learners belonging to SCs and STs is more than 100 percent of the set target.

Kendriya Vidyalaya Sangathan (KVS):

1. **Launch Year: 1963-64**

The Government of India approved the Scheme of Kendriya Vidyalayas in November 1962 to provide educational facilities for the children of transferable Central Government/ Defence employees. Initially, 20 Regimental Schools in Defence Stations

were taken over as Central Schools during the Academic Year 1963-64 and functioned as a unit (Central School Unit) of the Ministry of Education, Government of India. On 15.12.1965 it, was registered as Central Schools Organization as a Society and became an autonomous organization.

On 03.07.1967, the name of "Central School Organization" was changed to 'Kendriya Vidyalaya Sangathan' which took over the task of opening and managing the Central Schools, henceforth called Kendriya Vidyalayas.

As on 31.03.2018, there are 1183 Kendriya Vidyalayas including three Kendriya Vidyalayas functioning abroad at Kathmandu, Moscow and Tehran.

The Sector wise distribution of Kendriya Vidyalayas is given as under:
a). **Civil** - **691**

b). **Defence** - **351**

c). **Project** - **108**

d). **Institute of Higher Learning** - **033**

Total - **1183**

2. **Objectives:**
   a) To cater to the educational needs of the children of transferable Central Government employees including Defence and Para-military personnel by providing a common programme of education;
   b) To pursue excellence and set the pace in the field of education;
   c) To initiate and promote experimentation and innovations in education in collaboration with other Bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc.
   d) To develop the spirit of national integration and create a sense of "Indianness" among children.

3. **Target Beneficiary:**

   (i) Children of transferable and non-transferable central government employees and children of ex-servicemen. This will also include children of foreign national officials, who come on deputation or transfer to India on invitation by Govt. of India.

   (ii) Children of transferable and non-transferable employees of Autonomous Bodies/Public Sector Undertaking/Institute of Higher Learning of the Government of India

   (iii) Children of transferable and non-transferable State Government employees.

   (iv) Children of transferable and non-transferable employees of Autonomous Bodies/ Public Sector Undertakings/Institute of Higher Learning of the State Governments.

(V) Children from any other category including the children of foreign nationals who are located in India due to their work or for any personal reasons. **The Children of Foreign Nationals** would be considered only in case there are no Indian Nationals' waitlisted for admission.

4. **Physical Beneficiaries:** The target under Kendriya Vidyalaya scheme to ensure quality education among 12.57 Lakh children across the country.

5. **No. of beneficiaries:** 12.57 Lakh students.

6. **Achievements (Year-wise):**

S. No.	Category	Year	No. of KVs opened
1	No. of KVs opened during last 04 years	2014-15	11
		2015-16	25
		2016-17	14
		2017-18	43
		Total	**93**
2	No. of KVs opened during 10 years before 2014-15.	2004-05	32
		2005-06	02
		2006-07	50
		2007-08	22
		2008-09	09
		2009-10	00
		2010-11	94
		2011-12	19
		2012-13	05
		2013-14	03
		Total	**236**

II. **ICT Enablement**
   1. Year: 2014
   2. Objective: To improve quality of learning, efficiency of school administration, governance of schools & delivery to key stakeholders.
   3. Target Beneficiary: Parents (Online admission), Teachers (Online Transfer) and Students (e-Classrooms, online fee).
   4. Physical Beneficiaries: Parents/Teachers and Students.
   5. No. of beneficiaries: Many

6. Achievements (Year-wise) :

S.No	Item	Achievements in preceding 4 years				Achievement in 10 years before that
1	e-Classrooms					A total no. of 500 e-Classrooms were established across India before 2014-15.
		Year↓	Total↓			
		2014-15	750			
		2015-16	3000			
		2016-17	3000			
			6750			
3	ICT Status	Year↓	No. of Computers	Students Computer Ratio		
		2014-15	62968	19:1		Year↓ / No. of Computers / Students Computer Ratio
		2015-16	66239	18:1		2012-13 / 49311 / 22:1
		2016-17	66944	18:1		2013-14 / 53156 / 22:1
		2017-18	68398	18:1		

Navodaya Vidyalaya Samiti (NVS):

01.) Name of the Flagship Scheme – Navodaya Vidyalaya Samiti

02.) Launch Date: 1985-86

03.) Objective:
Primary objective of Navodaya Scheme is to provide quality education to the talented children predominantly from rural areas.

04.) Target Beneficiary
Students in JNVs are admitted in Class VI and through lateral entry in class IX and XI against vacant seats. Navodaya Vidyalaya scheme target quality education to talented children, predominantly from rural areas.

05.) Physical Targets
Navodaya Vidyalaya Scheme envisages for opening of one JNV in each district of the country.

06.) No. of Beneficiaries
Benefits of the scheme are substantial but social in nature and cannot be quantified. Total 2,62,995 students are presently enrolled as residential students.

07.) Achievements (Year Wise)
The year-wise opening of JNVs during the last 7 years is as under: -

| Year | JNVs SANCTIONED | |
	During the year	Total
2008-09	20*	576+20*
2009-10	Nil	576+20*
2010-11	Nil	576+20*
2011-12	Nil	576+20*
2012-13	02**	576+20*+02**
2013-14	Nil	576+20*+2**
2014-15	Nil	598
2015-16	Nil	598
2016-17	62	598+62=660
2017-18	Nil	660

*JNVs in districts having large concentration of SC / ST population.
**Two special JNVS in the Districts Ukhrul and Senapati in Manipur State

Performance in last Four years 2014-18 (Each year's budget allocation and achievement)

(a) Navodaya Vidyalaya is a social sector benefit scheme related to education. Outcome of the Scheme is substantial but cannot be quantified.
(b) Performance indicators in terms of opening of JNVs are available at point 07.
(c) Performance indicator regarding results are as under –

Year	Class	No. of students appeared	No. of students passed	Pass %
2011	X	33,157	32,999	99.52
	XII	21,503	20,827	96.86
2012	X	34,684	34,537	99.58
	XII	22,968	22,040	95.96
2013	X	35,310	35,214	99.73
	XII	25,807	24,812	96.14
2014	X	35879	35808	99.80
	XII	26516	25897	97.67
2015	X	36885	36783	99.72
	XII	26981	26147	96.91
2016	X	37915	37470	98.83
	XII	27481	26573	96.70
2017	X	38557	38473	99.78
	XII	28086	26927	95.87

(d) Budget allocation during the years is as under –

Year	Budget Allocated/Released			Expenditure incurred		
	Non-Plan	Plan	Total	Non-Plan	Plan	Total
2010-11	370.40	1285.00	1655.40	382.25	1285.12	1667.37
2011-12	421.90	1200.00	1621.90	431.76	1141.60	1573.36

2012-13	471.40	1250.00	1721.40	503.10	1250.90	1754.00
2013-14	496.05	1250.00	1746.05	570.20	1368.93	1939.13
2014-15	538.40	1474.53	2012.93	555.55	1527.13	2082.68
2015-16	511.00	1774.14	2285.14	546.10	1705.09	2251.19
2016-17	621.24	1993.54	2614.78	594.00	1961.32	2555.32

Compare with performance during 2011-14

New JNVs sanctioned (2011-14) - 02

New JNVs sanctioned (2015- till date) – 62

Key Initiatives of the Department - .

Putting in place anti- corruption architecture

- Online Grievance, RTI, PFMS & e-Office Portal system have been implemented
- Online exam mode have been adopted for recruitment exams being conducted from 2018 onwards
- For recruitment exams conducted during the year 2016 and onwards OMR sheets of all and answer keys have been placed on the web site.
- System has been developed for automated transfer of all employees in future.
- All recruitment process have been made transparent and corruption free by making it on line at all stage of recruitment process.

Efficient use of resources by plugging in the leakages.

- As regard construction of JNVs and office buildings, norms have been devised for providing reduced mobilisation advance to construction agencies and reimbursement of payments as per progress of works.
- Time and cost overrun have been reduced.

Governance Reforms and Outcomes

- Pre-emptive measures of disclosure have been adopted
- All payments are being made through e-payment systems only
- Bio-metric attandance system have been adopted at Hqrs. and Regional Offices
- Remmitance of salary to the employees directly through bank web portal
- Aadhar enrolment of all the students has been started.
- PFMS has been adopted for all payments.

Infrastructure initiatives and economic improvement

- New 62 Jawahar Navodaya Vidyalayas have been sanctioned during November, 2016 in the districts uncovered so far. Out of these 33 JNVs have already been made functional.
- Disable friendly infrastructure have been developed.
- Construction of additional dormitories and sports infrastructure for full student strength.

Academic improvements

- The result of NVS is best amongst all other school systems affiliated to CBSE.
- Representation of Girl, SC & ST students is more than the statutory requirement.
- Online admission process for admission in class VI, IX & XI have been introduced.
- Scientific awareness is being created with visit and stay of the students in IISc, IITs and other eminent labs of CSIR & ISRO.
- International admissions in world's best institutions started for the first time.

National Council of Educational Research and Training (NCERT):

Information on Achievements of –Four Years of Governance

National Council of Educational Research and Training (NCERT) as an apex national body works on the entire gamut of school education viz., research in school education, innovative pre-service and in-service teacher training programmes, development of instructional materials for students, teachers and practitioners and extension activities for strengthening the State level education organizations like SCERTs, DIETs, etc. in mainstreaming their educational endeavour. The Council implemented the following schemes which were carried out by NCERT

1. Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) launched by MHRD for Universal Elementary Education is being implemented by NCERT as a flagship programme for universal access and retention, binding gender and social category gaps in education and enhancement of learning levels of all children. It was started in the year 2000-2001.

The Department of Elementary Education, NCERT has been involved in providing academic inputs and support as a nodal department to *Sarva Shiksha Abhiyan* (SSA) in the area of quality education since its inception in 2001. For effective implementation of the Right to Education (RTE) Act 2009, various activities

have been undertaken by the Department to provide academic support to the States through capacity building programmes and development of resource material.

The other major contributions under SSA include development of development of Source Books on Assessment in different subject areas at the primary stage, development of CCE package and Learning Outcomes for the elementary stage and programme evaluation studies. A quality initiative under **Sarva Shiksha Abhiyan** is implementation of Quality Monitoring Tools (QMTs) in all the States and UTs. Addressing issues related to RTE-2009 is also one of the on-going activities of the department under SSA. The capacity building programmes were organised on the use of Source books, CCE package and learning outcomes to improve the quality of learning at the elementary stage.

Early Literacy programme under SSA was initiated in 2007 with the objective to promote reading with comprehension and writing for expression among children in classes I and II. A pilot project of Mathura (UP) was undertaken under this activity to field test the material developed under the project. Various activities have been undertaken in early literacy in the last few years; significant among them are - development of graded reading series (*Barkha*), manuals on reading and writing, children's magazine (*Firkee Bachchon Ki)* and audio-video material for enriching children's reading and writing skills. In addition to the development of material, research, training and extension activities are also undertaken.

Early Mathematics Programme under SSA is a critical area of the departmental activities. A study titled, 'Effectiveness of Mathematical Learning Kit (developed by the NCERT), in learning of Mathematics of classes I and II' was taken up to extensively field tryout the kit items. A teacher's guide focusing on content and pedagogy has been published and a book on short poems, stories, puzzles and folk tales on early mathematics is being developed. The Department has identified nodal officers at each RIE to take up activities related to Early Mathematics in States/ UTs.

Major contributions Contributions towards Sarva Shiksha Abhiyan (SSA) and implementation of Right to Education (RTE) Act:

Quality Monitoring and RTE related activities

The Council has been actively and significantly contributing towards the quality improvement programme of SSA and implementation of RTE Act. Its activities encompass research, development, training and consultancy. The MHRD assigns different tasks from time to time in this direction. The faculty of the DEE contributes in the appraisal of Annual Work Plan and Budget of States and UTs and attend meetings of the Project Approval Board (PAB) for SSA organised by MHRD. The Department has developed Quality Monitoring Tools (QMTs) which are being implemented in the States/ UTs to monitor quality dimensions in elementary schools in the country. Various activities performed by the Department under quality improvement programme are as follows:

Developmental Activities:

- Learning Outcomes at the Elementary Stage (2017)
- Development of CCE packages at Primary and Upper Primary Level (2014-15)

- Development of Hindi version of CCE packages at Primary and Upper Primary Level (in print)
- What is RTE? A Handbook for Teachers (2014)
- The Quality Monitoring Tools (QMTs) 2014

Research Studies:

Following research studies were conducted under SSA:

- A study on 'Implementation of Quality Monitoring Programme in 100 Clusters of the country' (2014)
- Analysis of Textbooks and curricular materials at the primary stage (2014-16)

Extension Activities:

- Feedback to States / UTs based on Quality Monitoring Data for enhancement of Quality of Elementary Education (on-going).
- Quality of Elementary Education –case studies of five UTs, 2017
- Quality Monitoring Tools- National Analysis Report, 2016
- Quality Monitoring Tools- National Analysis Report, 2017

Early Literacy Programme (ELP)

Various activities of this initiative during last five years are as follows:

Research Studies:

Two early literacy initiatives in the states were evaluated in 2014-16. The early literacy components were evaluated of *Nali Kali* in Karnataka and *Chavdi Vachan* in Maharashtra. The Programme Evaluation of *Chavdi Vachan and Nali Kali* focused on reading- writing in grade II.

- Sixteen video programmes on various concept and issues related to early literacy and classroom processes of reading and writing were developed. Thirteen posters have been developed and published (2014) for class I and II to create print rich environment. These posters are available on the NCERT website. Video programmes on early literacy (*Aaj ki Baat*, *Kavita aur Padhne-Likhne ke Avsar*, *Kahani aur Padhne-Likhne ke avsar) ha*ve been developed. These programmes were on various aspects of reading e.g. reading as a process and story-telling as an important component of reading.

- Teacher resource material on writing titled "*Likhne ki Shuruat: Ek Samvad* has been published. The manual focuses on the understanding of pedagogical aspect of writing in early years, assessment and linkage between reading and writing. It comprises of seven chapters that would engage the readers with thoughtful issues on early writing, scribbling, drawing, linkage between reading- writing, and assessment.

- Dossier on Reading - *Padhna Hai Samajhna* (Hindi version of Reading for Meaning- under print), *On The Threshold of Reading* (English version of *Padhne ki dehleez par-undeerv print*), *Padhne ki Samajh*(English- under print & Urdu version), *Likhne ki Shuruaat : Ek Shuruaat* (English & Urdu version) has been developed. The material focuses on the understanding of pedagogical aspect of reading in early years, assessment and linkage between reading and writing. *Padhna Hai Samajhna*, *On The Threshold of Reading* and *Padhne ki Samajh(Urdu version) & Likhne ki Shuruaat : Ek Shuruaat* (Urdu version) have been uploaded on the NCERT website.

- A Training Package on early literacy (Hindi and English version) has been developed and tried out in the capacity building workshop held at SCERT/SSA Bihar, Goa, Assam, Meghalaya and Andaman & Nicobar Islands (2016-17).

- Based on the selection criteria (richness and variety of illustration, coherence and uncomplicated storyline, natural and context-based language, predictability of phrases and words in the story, use of repetitive words, phrases, verses and episodes, simple narrative style., representation of children's lives in the text etc.), a list of selected children's literature for classes I-II and III-V in Hindi and English (2013, 2014, 2015) has been uploaded on the NCERT website. More than 2000 books were received in the selection process received from many publishers. The books were scrutinized based on the developed literature by a review committee which comprised of educationists, children's literature experts, teachers and librarians. A document explaining the process of selection of children literature has also been uploaded on the NCERT website (2013, 2014, 2015)

- Brochure on Early Literacy, guidelines for establishing Reading Corners, guidelines for using posters in the classrooms have been developed in English and in Hindi. These materials have been uploaded on the NCERT website.

- Developed graded reading series *Barkha* in Konkani and vetted *Barkha* in Marathi for SSA Goa. These series are published and are available in the schools of Goa.

- Developed compilation of folk tales of North- East region for children of grade I&II.

The following training and extension programmes were organised during last five years Orientation cum capacity building workshops were organized on Early Literacy as follows:

- A ten days orientation programme was orgainsed at NCERT for newly appointed Consultants in RIEs. The Consultants were oriented on various aspects of Early Literacy, Children's Literature, Pedagogical Practices, CCE and Multilingualism etc. (Sept. 2013 & July, 2014).

- An Orientation of State Resource Groups (SRG) on Early Literacy was organised at Chandigarh, for Punjab and Haryana in 2013 and for Goa in 2014.

- Planning meeting on early literacy was organized in all the RIEs from July-Sep, 2013. Representatives of SSA, SCERT, DIETs from all states were invited in the meeting. States/UTs were requested to formulate a plan of action focusing on early literacy in their state (2013)

- Ten Regional workshops on early literacy were conducted in RIEs & NERIE with academic support by NIE (2014).

- Orientation programme on Early Literacy for Key Resource Persons/ Master Trainers of Haryana (2014).

- Orientation programme on Early Literacy for DEEOs and BEEOs of Haryana (2014).

- Six capacity building workshops were organized for four states namely Jammu & Kashmir(2), Rajasthan(2), Madhya Pradesh(1), Telangana (1)(2015).

- Capacity-building workshops on Early Literacy for the master trainers of Bihar, Goa, Andaman & Nicobar Island, Assam & Meghalaya have been conducted (2016-17).

- Follow-up programme was organised for SSA Goa in the month of February,2017.

- Reviewed teacher resource material developed by Assam, Gujarat, Himachal Pradesh.

Early School Mathematics Programme (ESMP)

Keeping in view, the problems being faced in teaching and learning of mathematics and achieving the goals envisioned by NCF 2005, a programme for early school mathematics programme (ESMP) was conceived by MHRD, GoI at NCERT in 2009. It was believed that the ESMP would serve as a means to strategically plan and implement research based activities to enhance quality of early school mathematics learning at a national level. The group started working with this vision and following objectives have been set to achieve the goals:

- Develop and delineate pedagogic strategies for early school mathematics (class I &II)

- Develop research based learning materials to support learning at early school mathematics.

- Provide hand holding and academic support to states and union territories

- Capacity building of teacher educators, key resource persons and teachers.

- Develop a community of educationists working for quality in school mathematics.

The following activities have been completed /are in progress:

Research Studies:

- Evaluation of Mathematics learning kit in MCD and Delhi Government Schools.

- Review of primary classes maths textbooks developed by difference States/UTs.

Review of State and NCERT textbooks

ESMP conducted detailed review of Haryana State Mathematics primary class textbooks in light of content load, illustration, child's context, inclusiveness, pedagogical strategies, type of examples and exercises etc. Materials like videos developed by Haryana states and SCERT Chandigarh for their appropriateness for children and use by teachers were also reviewed. As part of 2015-16 activity ESMP

also conducted a in-depth review of Class I and II mathematics textbook of various states like Tamil Nadu, Telangana, Tripura, Maharashtra, Gujarat, Karnataka etc.

Developmental activities

- *Development of user manual for mathematics learning kit*

A mathematics learning kit (MLK) for classes I and II had been designed and field tested under the programme. A manual consisting of various activities which can help development of mathematical thinking using the MLK has been developed and finalized in English as well as in Hindi.

- *Development of a teacher training manual on early school mathematics*

A teacher training manual for classes I and II has been prepared in 2009 with chapters on various content areas like measurement, data handling , patterns apart from numbers and pedagogic strategies like use of open ended tasks and black board etc. The revision of the teacher training manual in reference to policy changes like RTE, CCE is in process. The programme is also taking out the Hindi and Urdu version of the same.

Training

Training programme for Key resource persons (KRPs), teacher educators, and teachers was organized on quality teaching-learning of school mathematics at early grades i.e. classes I and II at NIE wherein all RIEs with about 30 participants participated in the programme.

Extension and Outreach

Demonstration-cum-exhibition of Mathematics Learning Kit and other material developed by ESMP was displayed and explained in the events like JNNSMEE and NCERT's Foundation day as part of outreach activity. It provided opportunity to reach teachers, parents, and students and orient them about learning of mathematics with understanding and joy.

2. Rashtriya Madhyamik Shiksha Abhiyaan (RMSA)

The centrally sponsored scheme of *Rashtriya Madhyamik Shiksha Abhiyaan* (RMSA) has been launched in 2009 by the Ministry of Human Resource Development (MHRD), Government of India with a goal of providing quality secondary education to all students as a next step after achieving substantial retention under *Sarva Shiksha Abhiyaan (SSA)*.

The RMSA framework is built around concerns of universal access to quality education at the secondary school stage. Universal access in RMSA has been seen in not only physical terms, but also is envisaged in physical, social, cultural and economic terms which are interwoven in a common concept of inclusion.

RMSA framework observes NCERT's crucial role in providing quality secondary education as a resource organization. It is under this backdrop, the NCERT has been making considerable efforts towards providing quality education (embedded with

equity concerns) at the secondary stage, in a holistic manner, viz., developing variety of curricular material for students, teachers, teacher educators and other stakeholders, imparting teacher education both at pre-service and in-service levels, providing guidelines for assessment and examination, building capacity of various stakeholders for quality initiatives, conducting researches, etc.

The NCERT has been making its efforts in the following areas in the field of secondary education, which can bring about quality improvement in secondary education, in order to address quality initiatives RMSA Project Cell was established in the NCERT w.e.f. 26th April, 2012 to address all the aspects of RMSA. The RMSA Project Cell advises the Government of India on policies and programmes pertaining to secondary education, both in formal and non-formal sectors. It undertakes various activities and programmes within the framework for implementation of RMSA with a focus on research, curricular material development training and evaluation. As a nodal Cell in NCERT for the implementation of RMSA, it also focuses on quality interventions and monitoring dimensions at the secondary stage of schooling.

The RMSA Project Cell in major way tries to meet one of the greatest challenges to reduce the gap between intended, enacted and received curriculum by strengthening curricular, pedagogical and evaluation aspects in the secondary education.

At the secondary stage, 18 states and UTs adopted NCERT syllabi and textbooks whereas others have developed their own curricular material. For ensuring the quality of these curricular material (based on the parameters given in NCF-2005) and also building the capacity of curriculum developers which included faculty from SCERTs, School Boards, etc. The NCERT under took curriculum studies in 18 states developing a set of comprehensive tools.

In view of building the capacity of these KRPs, the NCERT has brought out subject specific In-service Teacher Professional Development Packages, Learning Indicators and CCE Packages and also specific modules on generic concerns such as gender sensitization, inclusive education, etc. The NCERT has also undertaken the capacity building of state KRPs on subject-specific and equity related concerns under RMSA. Various modes of capacity building is being utilized by the NCERT for different target groups, e.g., for science and mathematics, capacity building of states is being done not only through face-to-face training programmes but also through conducting science and mathematics exhibitions in collaboration with the states.

Besides this, the NCERT has also been developing curricular material with regard to ICT and vocational education and also building the capacity of KRPs in these areas. Major areas in which the NCERT has conducting programmes for building the capacity of state Key Resource Persons are as follows:

- Science, Mathematics, Social Sciences, Art & Aesthetics, English, Hindi, Urdu, Sanskrit and Generic concerns.
- Gender Issues, Inclusive Education, Guidelines for Guidance and Counseling
- Curricular Development and Classroom Processes

Capacity building of more than 1300 key resource persons in Arunachal Pradesh, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan was done using these packages. State resource group (SRG) in Science and Mathematics in six states were created (Madhya Pradesh, Uttarakhand, Maharashtra, Sikkim, Tamil Nadu and Gujarat)

In order to build a strong linkage between the institutions organizing in-service teacher professional development programmes, regional level orientation cum training programmes for the faculty of CTEs were undertaken by the NCERT under RMSA activities. Five regional level programmes were organized in the months of September, October and December, 2015 and in January and February, 2016 for Northern, North eastern, Eastern region, Western and Southern region of India respectively. During these programmes the CTEs, SCERT and RMSA functionaries of the states and UTs coming under the ambit of RIE were invited to discuss the status, problems, issues and prospects of in -service teacher training programmes in groups.

A research on Analysis of Curricular Material and Capacity Building of State Curriculum Developers was conducted by covering 18 States viz. Maharashtra, Kerala, Karnataka, Uttar Pradesh, Nagaland Chhattisgarh, Gujarat, Manipur, Mizoram, Meghalaya, West Bengal, Tripura, Andhra Pradesh, Punjab, Telangana, Madhya Pradesh, Orissa and Tamil Nadu.

In order to develop classroom process framework at the secondary stage, a study on **Evolving Classroom Process Framework for the secondary stage** has been carried out in three states viz., Uttar Pradesh, Rajasthan, Mizoram have been selected for studying classroom processes at the secondary stage.

In view of addressing the need of states/UTs for support material for ITPD programmes, ITPD packages in science, mathematics, generic concerns, social science and languages (English, Hindi, Urdu and Sanskrit) have been developed incorporating the concerns:

These packages are based on the curriculum framework for ITPD (developed by the NCERT) which emphasizes on principles of continuity, flexibility, and inclusion. These packages are available on the NCERT website www.ncert.nic.in. A package on gender sensitization is available in draft form on NCERT website and package on inclusive education is in progress.

CCE exemplars for secondary stage were also developed in all the subjects indicating the pathway for tracking learning indicators of students in continuum moving towards learning outcomes.

NCERT has undertaken the development of Quality Assessment Tools (QATs) through a series of workshops with the representation of the states/UTs. Draft QATs have been shared with RMSA monitoring institutions and state functionaries. Tools have been finalised and tried out in Himachal Pradesh and Karnataka.

In order to develop readiness among the secondary stage students which is one of the prerequisite for quality secondary education, it was decided to develop a school readiness package. The package developed by the states has been piloted in the respective three states Bihar, Odisha and Madhya Pradesh.

In view of improving learning levels of students at the secondary stage, various quality interventions such as setting up of laboratories, implementation of revised curricular material, teacher training, etc., are being undertaken in the states with regard to RMSA. In view of these interventions, a need for their evaluation is felt in terms of improvement in learning levels of students, planning and implementation of teacher training programmes, etc. It is in this context the Council has undertaken following system level surveys to inform the system /stakeholders about gaps and inadequacies for bringing further improvement:

1. National Achievement Survey for Class X
2. Assessment of Quality Interventions
3. Teacher Training Evaluation (supported by Technical Corporation Agency (TCA)

A National Resource Group for RMSA has been constituted by the MHRD to provide guidance in RMSA programme on quality aspects under the Chairpersonship of Secretary, Department of School Education and Literacy, MHRD, Government of India. Membership of the Group includes scholars, educationists and subject experts from Universities and other Education Institution including NCERT, representatives from various departments of MHRD and state functionaries.

The Group held its first meeting on 4th March, 2014 and second meeting on 11th January 2016 discussed a range of quality issues beginning from issues of access and capacity building in the secondary education in curriculum, pedagogy and assessment with a focus on gender and inclusivity. The NRG meeting concluded with significant recommendations on improving quality of secondary education.

In view of RTE's recommendations for CCE at the elementary stage, a need was felt for reflecting on the prevailing system of examination practices in schools at the secondary stage and also to seek views and experiences of various stake holders

including teachers on formulation, implementation and impact of CCE scheme at secondary stage. In view of these common concerns, five regional workshops on assessment and examination practices at the secondary stage were conducted to interact with different stake holders at the secondary stage.

3. e-Pathshala

e-pathshala, a joint initiative of Ministry of Human Resource Development (MHRD), Govt. of India and National Council of Educational Research and Training (NCERT) has been developed for showcasing and disseminating all educational e-resources including textbooks, audio, video, periodicals and a variety of other digital resources. The platform addresses the dual challenge of reaching out to a diverse clientele groups and bridging the digital divide (geographical, socio-cultural and linguistic) offering comparable quality of e-contents freely accessible at anytime and anywhere. Students, teachers, educators and parents can access e-books through multiple technology platforms i.e., mobile phones and tablets as e-pub and on web through laptops and desktops (as flipbooks). e-pathshala also allows users to carry as many books as their device can support. Features of these books allow users to select, read, zoom, bookmark, highlight, navigate, share and make notes digitally. The App can be downloaded from respective stores (Android, iOS, Windows). Currently resources are available in Hindi, English, Urdu and Sanskrit. The app was launched by the Hon'ble Minister of Human Resource Development, Govt of India (GOI) on 7 November 2015 and till date the portal has 1, 69,49,989 visitors, the app has a rating of 4.3 out of 5 on Google play store, 3 out of 5 on Apple Store, and 4.5 out of 5 on Windows Store. In all, 837251 users have downloaded the app from Google Play Store, 49499 from Apple Store and 22814 from Windows Store. Also about 3,220,563 You Tube views are reported. The total number of audio programmes on You Tube is 1455 and the total number of video programmes on You Tube is 1381. As a part of this initiative, digitization of State textbooks has been started. Digitization of Textbooks of Andhra Pradesh, Delhi, Haryana, Karnataka and Uttar Pradesh has been started and they have submitted 65 books on e-Pathshala. e-Pathshala is also available on the UMANG app of GOI.

As a part of MHRD GOI initiative CIET, NCERT has been working for the development of e-texts and video modules for PG courses in Education under UGC sponsored project jointly with Allahabad University. So far, 216 e-text modules and 138 video programmes for 16 papers have been developed which will be accessible through web portals of INFLIBNET, Vidya-Mitra, e-Acharya and SWAYAM. The course on 'Educational Administration, Management and Leadership in School Education' is uploaded on SWAYAM.

4. National ICT Award for School Teachers

The centrally sponsored scheme of Information and Communication Technology (ICT) in school aims to provide infrastructure and opportunities to secondary and senior

secondary schools to develop ICT skills and also for providing ICT aided learning process. The MHRD – GoI has instituted 87 National ICT awards for school teachers to felicitate those who have enhanced student learning by effectively and innovatively integrating technology- supported learning into the school curriculum and subject teaching and thereby promoted enquiry based collaborative learning by using ICT amongst students.

5. National Achievement Survey (NAS)

NCERT conducted the National Achievement Survey (NAS)- 2017 under the aegis of MHRD at the elementary stage for the Classes III, V and VIII in different subjects to assess attainment of competency based on learning outcomes in mathematics, EVS/science, social sciences and languages on 13 November 2017. About 2.5 million students from government and government aided schools covering all districts in the country appeared in the survey.

National Achievement Survey Class (NAS) X- Cycle 2 is scheduled on 5 February 2018 and across all districts the country. Students of Class X studying in State Education Boards, Central Board of Secondary Education (CBSE) and Indian Council of School Certificate Examination (ICSCE) would be assessed on five subjects viz., English, mathematics, science, social science and one modern Indian language. A sample of 80 schools per district and maximum 45 students from each sampled school will be included in the survey. Around 54400 schools, 272000 teachers and 2448000 students are expected to appear in the survey.

6. National Population Education Project (NPEP)

The overarching objective of National Population Education Project (NPEP) has been to institutionalise population education and adolescence education in school and teacher education. By doing so, it aims at enabling the education system:

- To develop awareness and positive attitude towards population and development issues leading to responsible behaviour among students and teachers and indirectly among parents and the community at large.

- To make the learners aware of the inter-relationships between population and sustainable development, include positive attitude and develop responsible behaviour in them towards these issues; and

- To impart authentic knowledge to learners about Adolescent Reproductive and Sexual Health (ARSH) concerns, inculcate positive attitude and developing appropriate life skills for responsible behaviour.

The vision of NPEP is to contribute to the realisation of India's demographic goals which affect the overall national development of the country. NPEP was launched in April 1980 as an educational intervention to help the country attain its

demographic goal. In mid-1990s, after the national seminar on Adolescence Education organised by NCERT in 1993, the framework broadened from the engagement with demographic issues, to include adolescent sexual and reproductive health, gender equity, substance (drug) abuse and HIV-AIDS education. The seminar also recommended the "introduction of adolescence education in the curricula at all stages of schooling". As a follow up to its recommendations, Adolescence Education has been widely accepted as the core component of the NPEP. In 2002, NPEP became a part of Quality Improvement Scheme in Schools (QIS). The unit has been implementing two components of the Quality Improvement Scheme namely, (i) National Population Education Project in 33 States/UTs and five RIEs of NCERT and (ii) Introduction of Yoga in Schools. It has also been implementing the Adolescence Education Programme (AEP) funded by United Nations Population Fund (UNFPA).

Adolescence Education Programme (AEP)

The Adolescence Education was initiated by NCERT since 1993 as one of major component of NPEP and later on it was launched by MHRD, Government of India as a programme in 2005. AEP is supported by United Nations Population Fund (UNFPA), and implemented by national agencies Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), National Institute of Open Schooling (NIOS) and National Council of Educational Research and Training (NCERT) as the coordinating agency. Adolescence Education Programme (AEP) focuses on the needs and concerns that are faced by children during adolescence, empower them to acquire knowledge of their needs and concerns related to the period of adolescence and develop life skills that will enable them to practice in an informed and responsible behaviour. The programme aims at facilitating the process of comprehensive integration of these needs and concerns in the school education curriculum and teacher education. The focus of AWP-2017 was on development of resource material on AEP for upper primary stage, conducting interactive workshop for KVS and NVS officials, for integration of AEP in induction programme, advocacy programme to sensitise stakeholders of AEP and organizing life skills based activities in schools. Training and resource materials for upper primary stage were developed and finalised in consultation with experts including implementing agencies. Content on gender equality, health and nutritional needs, positive and responsible relationship, emotional and psycho-social changes during adolescence were developed. The AEP Plus material is designed for adolescents between the ages 10-18 years with special reference to counselling in NVS. The AEP Plus focus to create an adolescent friendly environment that facilitates in examining the four pillars such as social and physical environment, teaching-learning, healthy school policies and partnership and services for promoting well-being.

A website titled aeparc.org with various resources (both print and audio-video) on issues related to holistic adolescent health and well being was set up at NCERT. This website, as a facilitation platform, is used to provide support to various

stakeholders including students to seek answer of their queries and questions. The Adolescence Resource Center (ARC) also serves as a knowledge bank on adolescence issues.

The AEP Management Information System (AEP-MIS) is being utilized systematically to collect information in each quarter of the academic year related to key performance indicators of AEP and to provide timely feedback to improve the programme. The monitoring data helps to identify gaps in programme implementation and take timely corrective measures. Besides providing a good benchmark of the progress made under the initiative, the information provide evidence-based inputs for both the content and approach of the programme to enhance its impact and take well informed decisions at the policy and implementation levels.

7. Yoga Olympiad

NCERT is taking multidimensional initiatives to promote yoga in schools. 'Yoga Olympiad' is one such initiative. For the first time 'Yoga Olympiad' was organized to generate awareness about the benefits of yoga on health holistic and developments of healthy habits. During the 'Yoga Olympiad' yogic practices like *asanas, pranayama, kriya* (cleaning) and meditation were performed by States. Yoga Olympiad with the theme 'Yoga for Health and Harmony' was conducted for the first time in India on a larger scale by NCERT under RMSA and SSA activities from 18-19, June 2016, in which 21 States/UTs participated. The awards ceremony was held on June 20, 2016. The event was conducted for upper primary and secondary students from block, district, state to national level, where participants were tested on five yogic practices: Asanas, Pranayam, Kriya, Dhyana, Bandha and Mudra. A total of 321 students along with their 79 teachers from 21 states/UTs participated in the Yoga Olympiad. Yoga Olympiad 2017 was organized from 18-20 June, 2017. A total of 383 students along with their 79 teachers from 25 states/UTs participated in the Yoga Olympiad.

The next 'National Yoga Olympiad' was organized by the NCERT for all government and government-aided school students in June 2017. Participants from block, district, State to national level competed on five yogic practices: *Asanas, Pranayam, Kriya, Dhyana and Bandha and Mudra*. The theme of the Olympiad was 'Yoga for Health and Harmony' in which a total of 383 students along with their 88 teachers from 21 States/UTs participated.

8. Kala Utsav

The objectives of the programme were to encourage and showcase the artistic talents of secondary level school children of government and government aided schools in the country, to organize an annual event of 'Kala Utsav' focusing on both performing and visual arts & crafts (dance, music, theatre, painting, sculpture and heritage crafts), after the process is completed at school, District and State level, to enhance awareness of India's cultural heritage and its vibrant diversity amongst students, teachers, teacher educators, administrators and other stakeholders and to promote networking of artists and artisans with the school education

During the year 2016-17 the event was celebrated from 14 to 19 November 2016 which experienced a gathering of around 1800 students from government, government aided & private schools, teachers , teacher educators & government officials.   Thirty five States/UTs, Navodaya Vidyalaya & Kendriya Vidyalaya participated in this mega event which showcased 140 art forms in music, dance, visual arts & theatre. During the year 2018 the event was organised in January 2018 at RIE, Bhopal. 38 teams of around 1500 students and teachers from secondary classes showcased their talent.

9. National Skills Qualifications Framework (NSQF),

PSSCIVE, Bhopal, a constituent unit of NCERT, assists MHRD by providing academic and technical support to vocational programmes and also plays an advisory role to State governments on implementation of vocational education programmes.

Under National Skills Qualifications Framework (NSQF), 40 working group meetings were conducted for development of students' workbook and teachers' handbook for NSQF compliance curriculum for class IX to XII. The Council organised s training programmes which include training programmes for teachers in the area of Automobile, Entrepreneurship Development, IT& ITeS, BFSI Sector, Floriculture, Health Care, Security and Vocational Pedagogy teachers of North-Eastern States, Southern States, etc. In addition, the   Council organised orientation programmes for principals of secondary and higher secondary education on implementation of NSQF and leadership and team building for the States of Madhya Pradesh and Chhattisgarh.

Training programmes were conducted for developing teaching skills in classroom, workshop and laboratory for all the states of India. National consultation meetings on implementation of vocational education under NSQF and development and vetting of competency based curricula for class 9 to 12 (NSFQF levels 1-4) for 100 job roles were also conducted. Moreover, training programmes for vocational teachers in the areas of Banking & Financial Services, Automobile, Horticulture, Entrepreneurship Development, etc were also conducted.

Working group meetings for development of students workbook and teachers handbook for NSFQF curriculum for level 1 to 4 in Agriculture (Organic Farming, Micro irrigation, Open Cultivation,Vegetable Cultivation), Banking & Financial Services, Construction, Retail, Textile, IT & ITes, Hospitality, Health and Telecom sectors, etc were conducted. Besides, Elective modules and practical handbook for Post Graduate Diploma in Vocational Education and guidelines for development and implementation of curriculum based on National Occupation Standards under NSQF were also developed.

NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

<u>**NATIONAL LITERACY MISSION AUTHORITY (NLMA)**</u>

1. **Name of the Flagship Scheme : NATIONAL LITERACY MISSION AUTHORITY (NLMA)**

2. **Launch Date : 2010-11**

3. **Background Note** : National Literacy Mission Authority identified NIOS in the year 2010 as the assessing and certifying agency for the Basic Literacy Assessment and certification under NLMA project.

   The assessment programme needs to be periodically conducted in order to gauge the competence of the population in literacy skills, the results of which would also at as indicator on the success and outcomes of the Saakshar Bharat Programme. Assessment programmes can also be instrumental in promoting courage and self confidence amongst individual learners as they begin to recognise the level of their achievements in their attempt to attain an equivalency to formal education which would facilitate their vertical mobility for higher learning and understanding.

4. **Objectives Of Assessment And Certification**

   The main objectives of assessment on neo-literates are as under :-

   (i)   Assessing the proficiency levels of attained functional literacy skills (3Rs)

   (ii)   Recognising the level of achievements at basic literacy level through certification.

   (iii)   Inspiring them towards a vertical mobility in education.

   (iv)   Enhancing informal experience and provide equitable access to appropriate learning and life skills.

5. **Target Beneficiaries** : To train the neo-literate and illiterate to have basic literacy.

6. **Achievements (Year Wise)** :

   - **2010-11 - 48.76 lakh** learners appeared for assessment out of which 34.37 lakh learners were certified.
   - **2011-12 - 1.53 crore** learners appeared for assessment out of which 1.12 crore learners were certified.
   - 2012-13 - **91.11 lakh** learners appeared for assessment out of which 66.58 lakh learners were certified.

- 2013-14 - **99.14 lakh** learners appeared for assessment out of which 73.2 lakh learners were certified.
- 2014-15 - 90.06 lakh learners appeared for assessment out of which 60.68 lakh learners were certified.
- 2015-16 - 1.79 crore learners appeared for assessment out of which 1.32 crore learners were certified.
- 2016-17 - 1.83 crore learners appeared for assessment out of which 1.41 crore learners were certified.
- 2017-18 - 1.70 crore learners appeared for assessment out of which 1.38 crore learners were certified.
- Up to August 2017 (15th Assessment) 9.62 crore learners have been assessed and 7.27 crore learners have been certified.

Table : A comparison of the NLMA prior to 2014 and post 2014

S.No.	Category	Prior 2014 (2010-14)	Post 2014 (2014-18)
1.	Neo-literates and illiterates (assessed)	3.91 crore	5.69 crore
	Females	2.81 crore	3.96 crore
	Males	1.10 crore	1.73 crore

ACCREDITED SOCIAL HEALTH ACTIVISTS (ASHA)

1. **Name of the Flagship Scheme** : CERTIFICATION OF ACCREDITED SOCIAL HEALTH ACTIVISTS (ASHA)
2. **Launch Date** : 2014-15
3. **Background Note** : The ASHA Certification project started with tripartite Memorandum of Understanding amongst the Ministry of Health and Family Welfare (MoHFW), National Health System Resource Centre (NHSRC) and National Institute of Open Schooling (NIOS). In the first phase, the programme was started in six states, namely Arunachal Pradesh, Chhattisgarh, Gujarat, Karnataka, Sikkim and Tripura. Currently, ASHA Certification project is being carried out in 21 states that additionally include Assam, Delhi, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Manipur, Meghalya, Mizoram, Nagaland, Odisha, Punjab, Uttarakhand and West Bengal.

4. **Objectives** : The programme has been initiated with a vision to certify around nine lakh ASHAs working at the community level. The certification of ASHAs has been envisaged to provide a legal and administrative framework within which the ASHA would be eligible and responsible for providing community care for a range of illnesses. This will enhance the competency and professional credibility of ASHAs and allow her to use a set of drugs and points of care diagnostics appropriate to that level of care. It will also provide an assurance to the community on the quality of services being provided by ASHAs and would promote a sense of self recognition and worth within ASHAs.
5. **Target Beneficiaries** : To certify around 09 lakh ASHA Workers at the community level and also to enhance the competency and professional credibility of ASHAs and allow to use set of drugs and points of care diagnostics appropriate to the level of care.

MAJOR ACTIVITIES UNDER ASHA CERTIFICATION PROGRAMME

- **Development and Printing of Supplementary Book:** To prepare the ASHAs and Trainers for Certification, a Supplementary book in English and Hindi was developed. This book is translated into nine regional languages that include Assamese, Bengali, Gujarati, Kannada, Marathi, Nepali, Oriya, Punjabi and Urdu.
- **Certification of State Trainers:** A total of 158 State ASHA trainers from 17 states viz. Arunachal Pradesh, Assam, Chhattisgarh, Delhi, Gujarat, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Odisha, Punjab, Sikkim, Tripura, Uttarakhand, and

West Bengal have been certified. In addition, a total number of 23 State ASHA Trainers from Manipur, Meghalaya, Mizoram, and Nagaland have appeared for certification in March 2018.

- **Certification of District Trainers:** A total of 308 District ASHA trainers from 106 districts of 12 states have been certified.
- **Accreditation of State and District Training Sites as AVIs:** A total 30 State Training sites were accredited by NIOS in 16 states. In addition to state Training sites, 18 District Training Sites were also accredited.
- **Certification of ASHAs:** The ASHA examination was conducted in January 2018 at 20 Examination Centres across 9 states. A total of 2256 ASHAs were evaluated on three components i.e. Internal Assessment, Practical and Theory examination.

6. **Achievements (Year-wise) :**

   2015-16
   - Certification of 37 State Trainers from the state of Jharkhand, Uttarakhand, West Bengal, Assam, Arunachal Pradesh, Tripura, Sikkim, Karnataka and Punjab.

   2016-17

   - Certification of 18 State Trainers from Delhi, Assam and West Bengal.
   - Certification of 54 District trainers from the state of Jharkhand, Sikkim and Arunachal Pradesh

   2017-18

   - Conducted examination of 2256 ASHAs in the state of Arunachal Pradesh, Assam, Delhi, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Sikkim and Tripura.
   - Certification of 266 District Trainers from Arunachal Pradesh, Assam, Gujarat, Jammu & Kashmir, Karnataka, Maharashtra, Madhya Pradesh, Odisha, Punjab and Uttarakhand.
   - Certification of 103 State Trainers from the state of Chhattisgarh. Delhi, Gujarat, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh Maharashtra, Odisha and Uttarakhand.

NATIONAL DIGITAL LITERACY MISSION (NDLM)

1. **Launch Date** : 2015-16
2. **Background note** : A Memorandum of Understanding (MOU) has been signed between NIOS and Common Services Centres- Special Purpose Vehicle (CSC-SPV) for assessment and certification of Digital Literacy under National Digital Literacy Mission (NDLM), Digital Saksharta Abhiyan (DISHA) and Cyber Gram Yojna.

   Under the mission, one member of each family is to be imparted training for digital literacy by CSC and assessment and certification is to be done by NIOS.

3. **Objectives**: The Objective of the programme is to impart basic ICT skills relevant to the need of the trainees, which would enable the citizens to use IT and related applications and participate actively in the democratic process and further enhance opportunities for their livelihood. The persons shall be able to access information, knowledge and skill to the use of digital devices.

   It is a dynamic and integrated platform of digital literacy awareness, education and capacity programmes that will help rural communities to take lead in the global digital economy and help them in maintaining the competitiveness and also shape a technologically empowered society. NDLM is an effort to complement the objectives of National Optic Fibre Network (NOFN) plan to transform one from each household as digitally literate.

   The vision of Digital Literacy Mission (DLM) is to create multi-stakeholder, consortium and work with government and their various schemes and agendas to showcase in some of those panchayats constituencies that how making them digitally literate can change the scenario of governance, empowerment, social inclusion, educational approach and employment.

   The need for NDLM is to :
   - Empower rural communities with capacity building & training programmes and make them digitally literate
   - Facilitate deployment to rural citizen services through digital means
   - Create a digital data house at every rural community level to make them economically viable
   - Generate social, cultural and economic advantages for rural communities with two information and content gateway.

4. **Target Beneficiaries :** Training to 52.5 lakh persons in every eligible household in each State/UT and one member of each family is to be imparted training for Digital Literacy by CSC. The assessment and certification is done by NIOS, as one of the Nodal Agency.

5. **Achievements :** More than 26 lakh learners have been assessed and certified under NDLM (as on 30th November 2016).

<u>MASSIVE OPEN ONLINE COURSES (MOOCs)</u>

1. **Name of the Flagship programme : MASSIVE OPEN ONLINE COURSES (MOOCs)**
2. **Launch Date : 2015-16**
3. **Background Note :** The NIOS has taken up development of Massive Open Online Courses (MOOCs) for its secondary and senior secondary study material. Through this new initiative, NIOS aspires to provide access and freedom to learners to study and also undertake self-assessment through the in-built self-check exercises anytime, anywhere. However, for certification, the learners will register and write the examination at their own convenience through "On-Demand Examination System".

   NIOS has developed MOOCs in 14 subjects of the secondary courses. There is ample integration of audio and video in the e-content, so developed and was accessible through NIOS MOOCs. After the introduction of SWAYAM, the same was transferred to SWAYAM.

   'Study Webs of Active Learning for Young Aspiring Minds'(SWAYAM) is a programme initiated by Ministry of HRD, Govt. of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

   SCOPE OF SWAYAM :
   - Curriculum based course contents covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture etc., in higher education domain (all courses would be certification-ready in their detailed offering)
   - School education (9-12 levels) modules and teacher training as well as teaching and learning aids to children of India to help them learn subjects for better preparedness for competitive examinations for admissions to professional degree programmes.
   - Skill based courses which cover both post-higher secondary school skills that are presently the domain of polytechnics as well as industrial skills certified by the sector skill councils of various Ministries.

- Advanced curriculum and professional certification under a unified scheme in higher education domain that can be tailored to meet the demands of choice based credit system (CBCS) currently being implemented in India.
- Curriculum and courses that can meet the needs of life-long learners of Indian citizens in India and abroad. All course contents will have clear and designated outcomes for learners and follow a suitable pedagogy (child learning) or andragogy (adult education) and will provide model curriculum in respective branches for Universities and institutions to adopt.

4. **Objectives** : To provide access and freedom to learners to study and also undertake self-assessment through the in-built self-check exercises anytime, anywhere.

5. **Target Beneficiaries** : The learners who are pursuing Secondary Courses and the untrained in-service teachers pursuing Diploma in Elementary Education.

6. **Achievements** : As of now, NIOS has developed MOOCs in 14 subjects of the secondary course and 05 course for Diploma in Elementary Education (D.El.Ed) and is available on SWAYAM Portal.

DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed)

1. Name of the Flagship Programme : **DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed)**
2. **Launch Date : 2017-18**
3. Background Note : NIOS has been assigned the work to impart training to 13.78 lakhs in-service un-trained teacher in Govt. schools and private schools. The Diploma in Elementary Education Programme in ODL mode has been formulated for untrained in-service teachers at elementary level. Theory courses and booklets have been developed along with PCP and Practical Manual. Programme Guide and Handbook on Academic Support system for the learners. The programme is of eighteen months duration and the teachers have to be trained under the project by 31st March, 2019.

   As per the RTE Act 2009, it is mandatory to have professionally qualified teachers teaching in the schools at elementary level. It is a huge task to make the in-service teachers professionally qualified through the existing teacher education institution within the prescribed time limit. It is felt essential to avail the advantages of ODL system to provide professional education to the in-service untrained teachers working in formal schooling system. Hence, the teacher education institutions like SCERT, IASE,. CTE, DIET, BRC, CRC and in exceptional cases well equipped Senior Secondary schools have been accepted to be utilised as Study Centers where Teachers Educators and professionally qualified teachers are available.

   As per the amendment to the section 23(2) of the RTE Act to extend up to March 31st, 2019 the period for training of untrained in-service elementary teachers in the Govt./Govt. Aided/Unaided – Private Schools has been passed by the Parliament. The course will be completed by 31st March 2019.

4. **OBJECTIVES OF D.EL.ED PROGRAMME.**
   - Enable the teachers to understand and address diversity in his/her context;
   - Empower teacher to improve quality of classroom processes/transaction;
   - Develop capacity in teachers to promote child friendly, child centred processes in school;
   - Familiarize the teachers with appropriate teaching learning processes;
   - Facilitate Teachers to develop leadership & problem solving skills among children;
   - Sensitize teachers to ensure child rights and related issue

SWAYAM is the most important component of the D.El.Ed programme. All the content in text and audio/video format /Assignment and quiz forum has been placed on it.

5. **Target Beneficiaries** : The Elementary Teacher Education Programme through Open and Distance Learning System is intended primarily for upgrading professional development i.e. skills, competencies, attitudes and understanding to make teaching and learning more effective for working (in-service) untrained teachers in the elementary schools.

6. **Achievements** (2017-18) :

   - Enrolment of 13.78 lakh untrained in-service teachers
   - **Live telecast for D.El.Ed learners on SWAYAM Prabha Channel No. 32, 3 P.M to 5 P.M all working days**
   - **Live Broadcast for D.ElEd learners on Community Radio on all working days.**
   - **All text material, Audio/Video programme sent to all the D.El.Ed learners in the form of DVD.**
   - **Telecast of Video lectures in Assamese and Bangla language on channel No. 25 for D.El.Ed learners.**

PMG-DISHA PRADHAN MANTRI GRAMIN DIGITAL SAKSHARTA ABHIYAN

1. Name of the Flagship Programme : **PMG-DISHA PRADHAN MANTRI GRAMIN DIGITAL SAKSHARTA ABHIYAN (Extension of NDLM Project)**
2. **Launch Date : 2017-18**
3. **Background Note:** The Government of India has approved a new Scheme titled "Pradhan Mantri Gramin Digital Saksharta Abhiyan' (PMGDISHA) as an extension of NDLM. The scheme is aimed at empowering the citizens in rural areas by training them to operated computer or digital access devices and hence enable them to use the information technology and related applications especially Digital Payments to actively participate in the process . of nation building.
4. **Objectives :** The Objective of the programme is to impart basic ICT skills relevant to the need of the trainees, which would enable the citizens to use IT and related applications and participate actively in the democratic process and further enhance opportunities for their livelihood. The persons shall be able to access information, knowledge and skill to the use of digital devices.

   It is a dynamic and integrated platform of digital literacy awareness, education and capacity programmes that will help rural communities to take lead in the global digital economy and help them in maintaining the competitiveness and also shape a technologically empowered society. NDLM is an effort to complement the objectives of National Optic Fibre Network (NOFN) plan to transform one from each household as digitally literate.

   The vision of Digital Literacy Mission (DLM) is to create multi-stakeholder, consortium and work with government and their various schemes and agendas to showcase in some of those panchayats constituencies that how making them digitally literate can change the scenario of governance, empowerment, social inclusion, educational approach and employment.

5. **Target Beneficiaries :** Training to 06 crore persons, one in every eligible household in rural India in each State/UT for digital literacy by CSC. The assessment & certification is done by NIOS as one of the Nodal Agency.
6. **Achievements :** Up to 31st March 2018, 51.10 lakh persons were assessed and certified under this project.

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