

Ministry of Human Resource Development

Department of School Education & Literacy

Sarva Shiksha Abhiyan (SSA):

- 1. Name of the Flagship Scheme:** Sarva Shiksha Abhiyan (SSA)
- 2. Launch Date:** Year 2000-2001
- 3. Objective:** Sarva Shiksha Abhiyan (SSA) is implemented in partnership with State Governments and UT Administrations for universalizing elementary education across the country. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including, inter alia, opening of new schools, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, textbooks and support for learning achievement. State Governments and UT Administrations are also supported on several interventions to improve teaching standards, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc.
- 4. Target Beneficiary:** SSA has been designated as the scheme for meeting the objectives of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which provides a legal entitlement to every child in the age group of six to fourteen years for free and compulsory elementary education in a neighbourhood school. The target under SSA is to fulfill the mandate of the RTE Act, 2009 i.e., to

ensure that all children in the age group of 6 to 14 years get free and compulsory elementary education.

5. Physical Beneficiaries: The target under SSA is to fulfill the mandate of the RTE Act, 2009 i.e., to ensure that all children in the age group of 6 to 14 years get free and compulsory elementary education.

6. No. of beneficiaries: The target under SSA is to fulfill the mandate of the RTE Act, 2009 i.e., to ensure that all children in the age group of 6 to 14 years get free and compulsory elementary education. Today, SSA has covered 19.67 crore children enrolled in 14.5 lakh elementary schools in the country with 66.27 lakh teachers at elementary level.

7. Achievements (Year-wise):

Improvement in educational indicators

SSA has made significant progress in achieving near universal access and equity as is evident from the table below.

Table: A Comparison of the Elementary Education Sector during Pre-SSA and Post-SSA periods

Sl. No.	Category	DPEP/ Pre-SSA	Post-SSA (launched in 2000-01)	
		1998-99	Year 2009-10 (Pre-RTE)	Year 2015-16
1	(i) No. of Elementary Schools	9.17 lakh	13.03 lakh	14.49 lakh
2	(i) Access to Primary schooling within 1 Km	83%	87%	98%
	(ii) Access to Upper Primary Schooling within 3 km	76%	83.2%	97%
3	Ratio to Primary to Upper Primary	3.3	2.23	1.99
4	Primary Schools with Buildings	84%	97%	98.45%
5	Number of Teachers	31.82 Lakhs (2000-01)	39.54 lakh	46.74 Lakhs

6	Pupil-Teacher Ratio (PTR) at Primary Level	42:01:00	33:1	22:01
	Pupil-Teacher Ratio (PTR) at Upper Primary Level	37:01:00	31	16:01
7	Enrolment : Primary	111 Million	133 Million	129 Million
	Enrolment :Upper Primary	40 Million	54 Million	68 Million
	GER : Primary	92%	115.63%	99.21%
	GER : Upper Primary	58%	75.80%	92.81%
	% Girls' enrolment to Total enrolment: Primary	44%	48.5%	48.21%
	% Girls' enrolment to Total enrolment: Upper Primary	41%	48.1%	48.63%
	Drop-out rate : Primary	40%	9.1%	4.13%
	Drop-out rate : Elementary	57%	NA	4.03%
8	Out of School Children	3.2 million	81.5 lakh	61 lakh
		(2001 census)	(2009 Survey)	(2014 Survey)

Source: Selected Educational Statistics, UDISE

Improvement in physical infrastructure under SSA

Since the inception of SSA in 2000-01 till 30.09.2016, 3.64 lakh new elementary schools, construction of 3.11 lakh school buildings and 18.73 lakh additional classrooms, 2.42 lakh drinking water facilities, 10.36 lakh school toilets and 19.49 lakh teacher posts have been sanctioned to States and UTs. Out of this, 3.59 lakh elementary schools have been opened, 2.91 lakh school buildings and 17.59 lakh additional classrooms have been constructed, 2.31 lakh drinking water facilities have been provided, 9.69 lakh school toilets have been constructed and 15.75 lakh teachers have been recruited as on 31st March, 2016.

Key Initiatives of the Department

Increasing allocation under SSA for Quality

For the financial year 2016-17, the Project Approval Board (PAB) of the SSA decided that 10% of the total outlay shall be utilized for quality related initiatives alone under the SSA as against approximately 6% in previous years.

To enable this expenditure specifically on quality related interventions, the Department categorized all interventions under the SSA under three categories where Category II is related to interventions for improvement in quality and learning

outcomes. These include Teacher Training, Academic Support through BRC/CRC, Learning Enhancement Programme (LEP), Innovation fund for CAL, Library, Teacher Grant, TLE for New Schools, Transport/Escort facility, Special Training for Age appropriate admission of OoSC, Innovation, Community Mobilization and SMC Training. Accordingly, activities related to quality interventions through SSA were approved in the Annual Plans for all States and UTs.

Shagun portal – an Initiative to monitor the implementation of SSA

MHRD has developed a web portal called SSA Shagun (from the words Shaala and Gunvatta) - www.ssashagun.nic.in. The portal has two parts- one is a Repository of good practices where best practices are documented in the form of videos, testimonials, case studies, and images, which display State-level innovations and success stories that are driving improvements in performance under SSA. These would be in the public domain.

The second part of the portal is the online monitoring module to measure state-level performance and progress against key educational indicators. It has been developed to collect and report data which will enable the Government and administrators to track the efficiency with which SSA funds are being utilized and the results that this is delivering.

**Detailed brief on this initiative is annexed.*

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 construction and repair of separate toilets for girls and boys in every school within a year. The target was fully achieved with 4,17,796 toilets added to 2,61,400 government elementary and secondary schools during the year from 15.8.2014 to 15.8.2015.

The Swachh Vidyalaya Puraskar has been instituted by the Ministry of Human Resource Development to recognize and inspire excellence in sanitation and hygiene practice in schools. The purpose of the awards is to honor schools that have

undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign based on identified parameters. A web portal and Mobile App have enabled schools to apply online for the awards which will be given at the district, state and national levels.

**Detailed brief on this initiative is annexed.*

Padhe Bharat Badhe Bharat (PBBB)

A nationwide sub-programme of Sarva Shiksha Abhiyan, Padhe Bharat Badhe Bharat (PBBB) was launched on 26th August, 2014 to ensure quality at the foundational years of schooling i.e., classes I & II. Through this programme it will be ensured that all children are able to read with comprehension as well as basic numeracy skills.

**Detailed brief on this initiative is annexed.*

Rashtriya Avishkar Abhiyan (RAA)

Rashtriya Avishkar Abhiyan (RAA) was launched on 9th July 2015 by late Dr. A.P. J Kalam to strengthen teaching learning of maths and science in upper primary classes. It is an initiative to motivate and encourage children of the age- group 6-18 years, in Science, Mathematics and technology. The 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.

**Detailed brief on this initiative is annexed.*

Vidyanjali – A School Volunteer Programme

The Department of School Education & Literacy has developed an online platform with MyGov.in to engage volunteers in Government schools called Vidyanjali. Under Vidyanjali, volunteers will be able to make an offering of knowledge to children in co-scholastic areas such as story- telling and reading. This nationwide programme has been launched in the pilot phase across 2200 schools in 21 states. So far 3306 Volunteers registered for the programme creating 10443 activities to be conducted in schools and 841 Volunteers have gone to schools and conducted activities.

**Detailed brief on this initiative is annexed.*

GIS Mapping

With a view to ensuring universal access to schools including secondary schools within a reasonable distance of any habitation and without any discrimination, the Geographic coordinates of school along with the school information available in UDISE is being uploaded on the school GIS Web enabled platform - <http://schoolgis.nic.in>. This initiative is being pursued with the States through the active support of NIC in overlaying these GIS maps on satellite imagery.

**Detailed brief on this is annexed.*

Children with Special Needs (CWSN)

The RTE Act, 2009 seeks to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The main components of SSA interventions for children with special needs include identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs. Financial support up to Rs.3000/- per child for integration of disabled children, as per specific proposals is provided under SSA.

**Detailed brief on this is annexed.*

Emphasis on Girls Education

RTE-SSA provides a clear thrust and special focus on education for girls and children belonging to disadvantaged groups and weaker sections. The general interventions under SSA apply to all girls and children belonging to disadvantaged and weaker sections; these include ensuring availability of primary and upper primary schools within the habitation as prescribed under the RTE Rules, uniforms, textbooks, etc. Special Training interventions are also largely focused on girls and disadvantaged groups, because it is this category of children who are most deprived of opportunities to pursue their education.

Kasturba Gandhi Balika Vidyalayas (KGBV) are residential upper primary schools for girls from SC, ST, OBC Muslim communities and BPL girls. KGBVs are set up in educational backward blocks where schools are at great distances and are a challenge to the security of girls.

**Detailed brief on this is annexed.*

Partnership Between Schools (Twinning) Initiative

The “Partnership Between Schools” initiative aims to link schools located in rural areas with private or government schools in urban or semi-urban areas, for interaction and exchange of experience.

The objectives of the Programme are to bring all students on to one common platform, enable both the partner schools to adopt best practices from each other, to share experiences and learn jointly to develop the spirit of comradeship, to provide opportunities to the teaching fraternity to adopt better and more effective practices, to develop a sense of interdependence and understanding towards each other, to recognize gaps and make efforts to bridge them, to strengthen the school management and administrative capabilities and to instill a spirit of sharing, caring and togetherness.

Approved guidelines for the “Partnership Between Schools” initiative have been forwarded to all States and UTs on 09.05.2016 and the number of schools covered under this is being monitored through the SSA Shagun Portal.

Including Learning Outcomes in RTE Rules, 2009

Learning Outcomes for each class from 1 to 8 in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the Elementary stage have been finalized. These have been incorporated in the Central Right of Children to Free and Compulsory Education (RTE) Rules as a guideline for States and UTs to ensure that all children acquire appropriate learning level. A simplified version for teachers and parents will be displayed on the notice board of all schools. The details of the schools displaying these class-wise learning outcomes will be regularly monitored online through the SSA SHAGUN Portal.

Regular assessment of learning levels – Annual Survey of Learning Outcomes

The focus of the Government is on improving the quality of education. Learning Outcomes are assessment standards indicating the expected levels of learning that children should achieve for that class. These indicators can be used as check points to assess learning at different points of time and should be the point of reference for assessment of learning. Therefore, it has been decided that an Annual Survey of Learning Outcomes (sample based) at elementary level will be conducted every year from 2017-18 through an independent third party. It will be conducted in all 36 States and UTs in sample Government and aided schools. This assessment will be benchmarked against the learning outcomes already finalized and will be a granular and diagnostic tool to identify students who need additional support to achieve the required learning levels and to assist teachers in identifying the gaps in the teaching-learning process. This will help the teacher to make necessary changes to his/her teaching practice as well as provide additional support to ensure that all children achieve the desired level of learning outcomes.

Display Grade-wise photos of teachers on school notice board

Grade-wise photos of teachers are being displayed on the school notice board in all government and aided schools. This would enable all students and their parents to know the regular teachers in that school and will discourage the practice of 'proxy' teachers. The details of the schools displaying these Grade-wise photos of teachers are being regularly monitored online through the SSA Shagun Portal. Based on the data available from the Shagun portal, the States of Gujarat, Rajasthan, Nagaland and Odisha have displayed the grade-wise photos of teachers in all of their schools.

Positive consolidation of small schools

Guidelines for rationalizing and positive consolidation of small schools, especially with zero or very low enrolment, in States are being prepared by the Department. This would help the States in effectively running their schools with viable strength of both students and teachers.

Increasing Coverage under Aadhar

States and UTs are taking steps to provide all teachers with Aadhar Card to clean the data of teachers and children. So far data of 22.35 lakh teachers is available. All school going children in the age group of 5 to 18 years in the country are being covered under Aadhar. This would help in tracking of children so that they do not drop-out from school and also for monitoring their academic progress and for ensuring benefits to be disbursed to them in cash or kind under various schemes. Currently, 23.24 crore children in this age group have already been covered under Aadhar against the total enrolment of 26.07 crore children in the same age group. This will be regularly monitored online through the SSA Shagun Portal.

Training of Head Masters

A State-wise training calendar for head master training has been prepared by NUEPA to ensure capacity building of all headmasters and head teachers. Under the SSA the number of Headmasters trained on school leadership is being monitored through SSA Shagun portal.

e-Governance in School Management

All States and UTs have been advised to enhance the use of e-governance in school management to facilitate faster and efficient decision making. For this, software developed by a State has been shared by the Department with all States and UTs to either adopt it or adapt it as per their specific requirements.

**Success Story under this initiative is annexed*

8. Performance in last three years:

Year	Gol Share as per the PAB Outlay	BE	RE	Gap Between RE and GOI share	Actual Releases
2012-2013	45488.53	25555.00	23875.00	21613.53	23858.00
2013-2014	29291.1	27258.00	26608.01	2683.09	24820.92
2014-	33984.52	28258.00	24380.00	9604.52	24122.51

(Rs in crore)

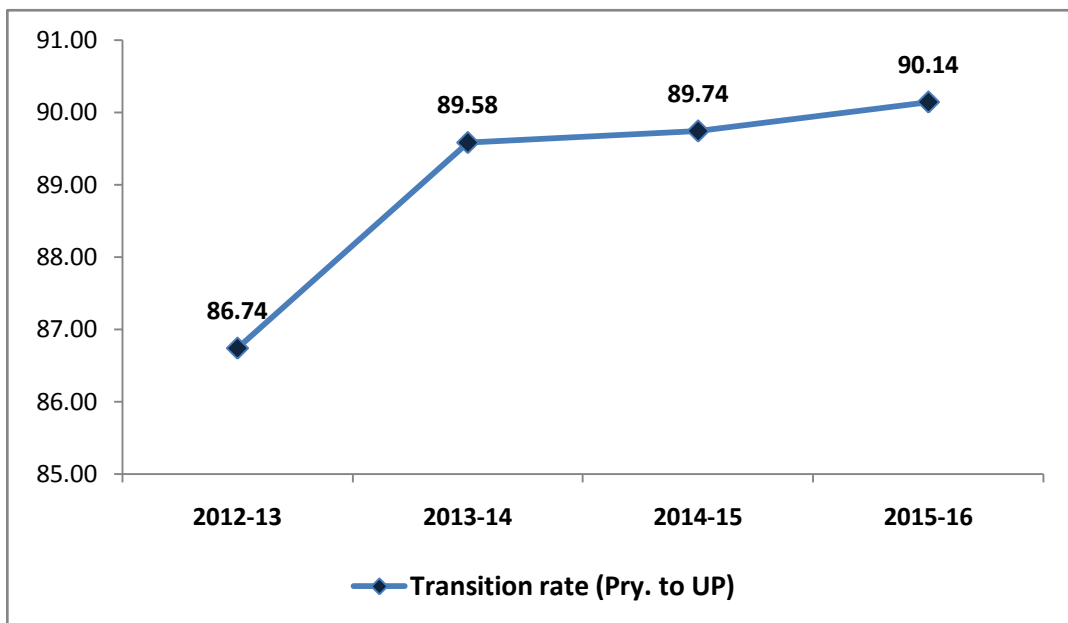
Year	GoI Share as per the PAB Outlay	BE	RE	Gap Between RE and GOI share	Actual Releases
2015					
2015-2016	40252.5	22000.00	21946.69	18305.81	21666.51
2016-2017	46752.59	22500.00	22500.00	24252.59	20614.57*
2017-2018		23500.00			

* As on date

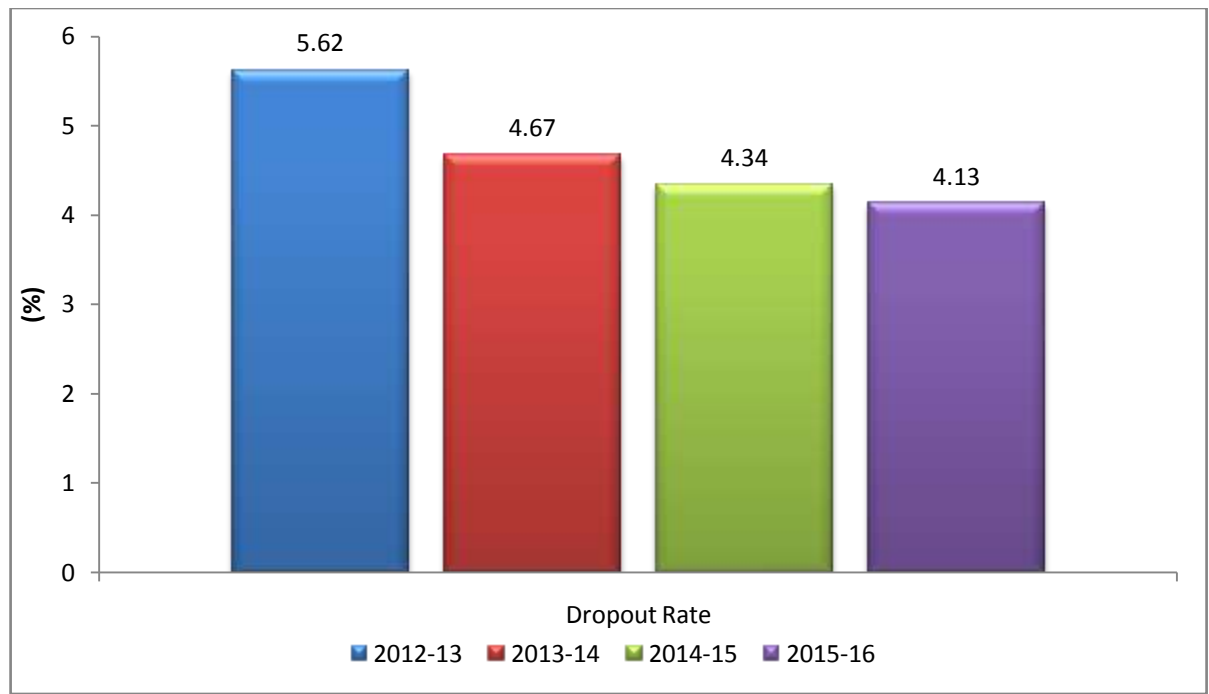
9. Compare with Performance during UPA government in 2011-14

Improvement in educational indicators

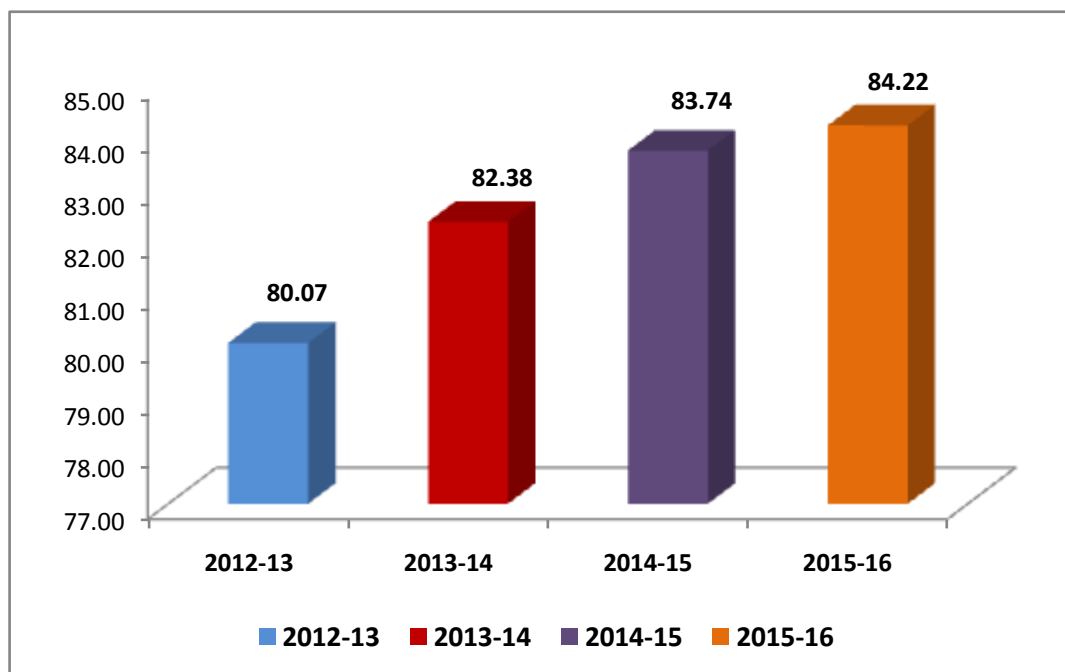
Transition Rate (Primary level to Upper Primary Level)



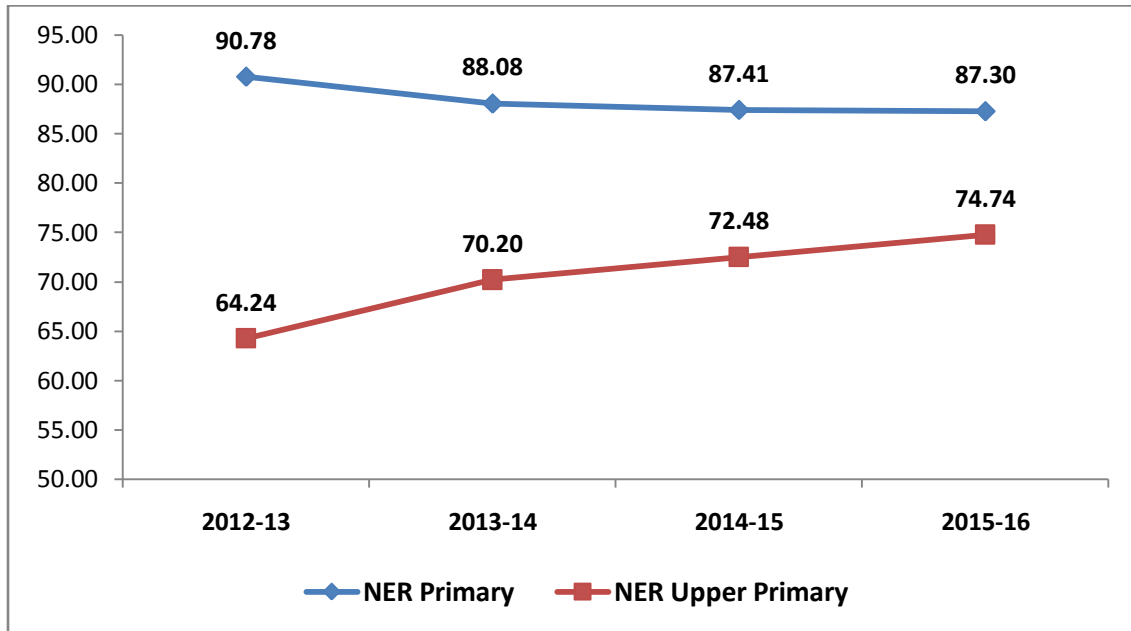
Drop Out Rate at Primary Level



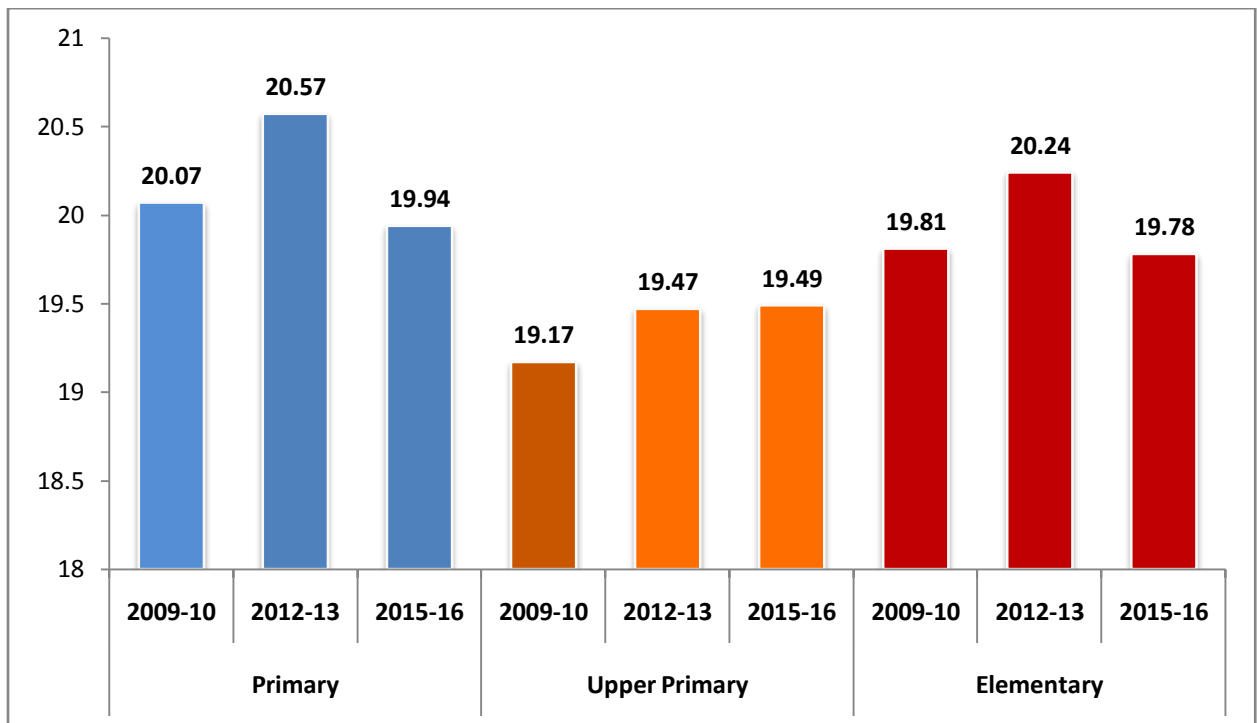
Retention Rate (Primary level)



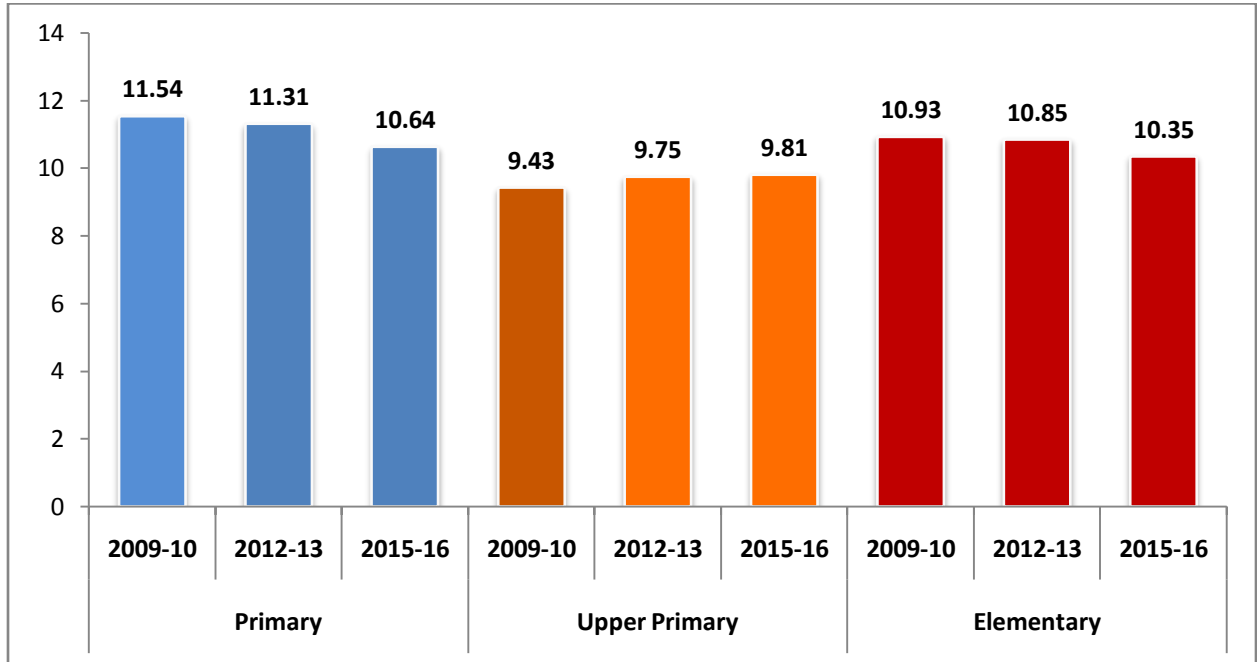
Net Enrolment Ratio (NER)



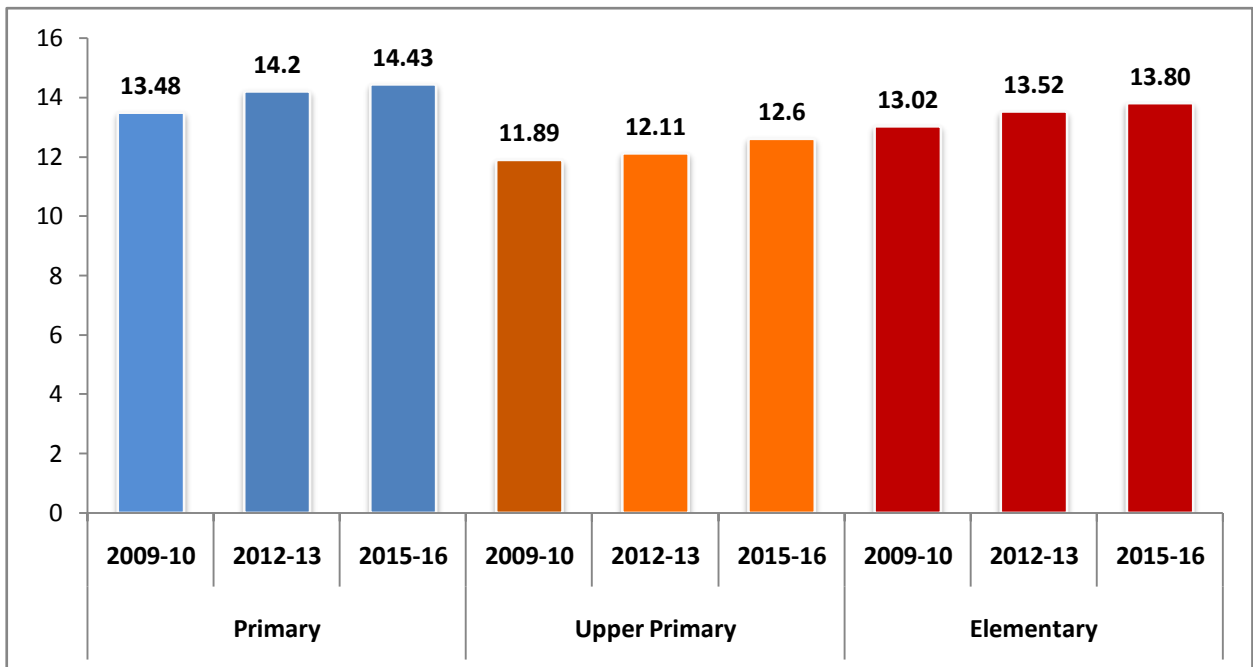
SC Enrolment



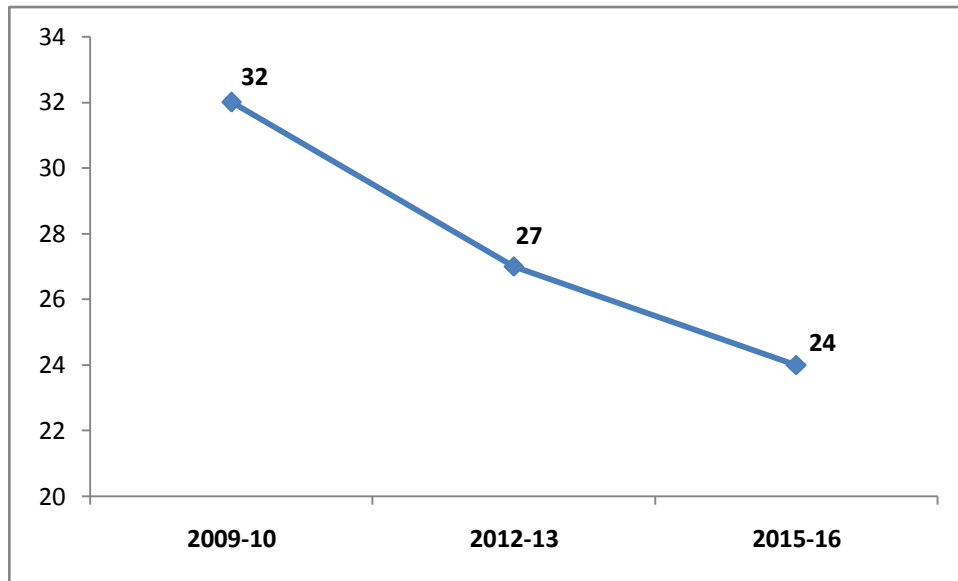
ST Enrolment



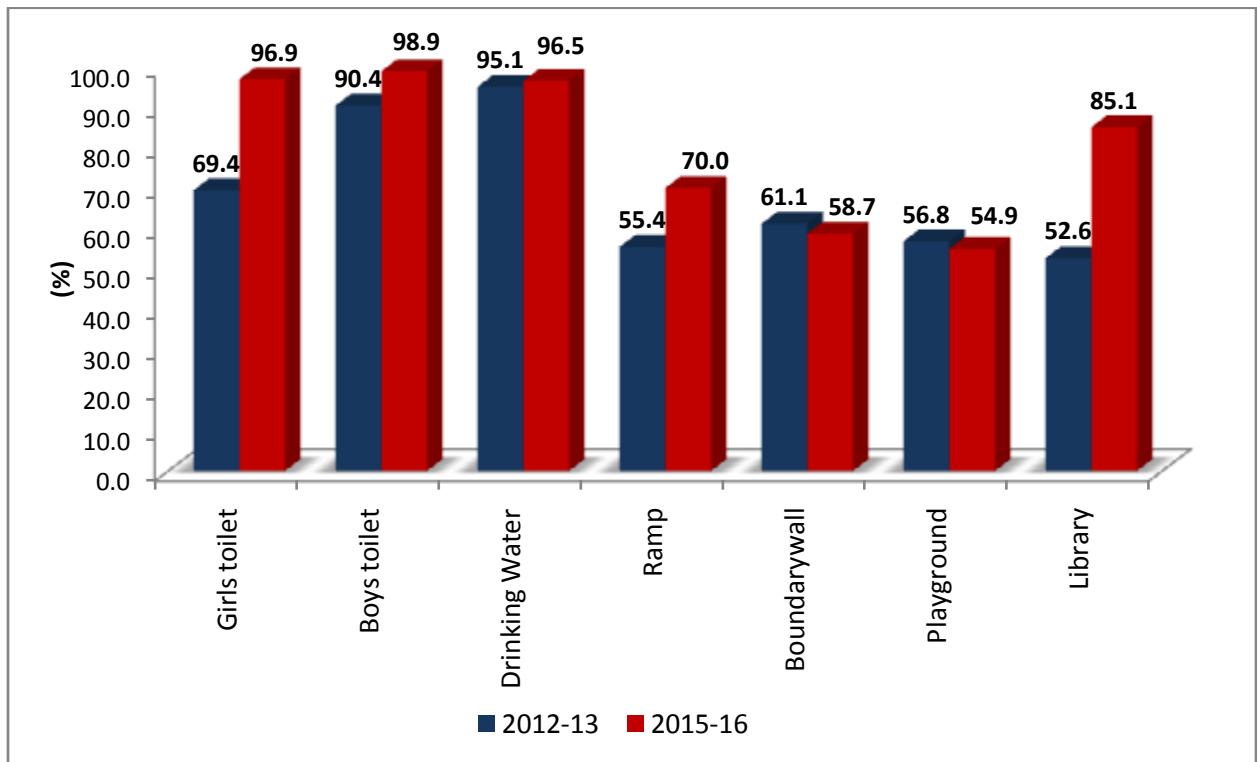
Muslim Enrolment



Improving Pupil Teacher Ratio



Increasing Percentage of Schools with Physical Infrastructure



10. Success Stories:

**Best Practices and Success Stories under key initiatives are in the Annexure*

Annexure

Sarva Shiksha Abhiyan

Content of the Scheme and its Objectives

Sarva Shiksha Abhiyan (SSA) is implemented as a Centrally Sponsored Scheme, since 2000-01, in partnership with State Governments and UT Administrations for universalizing elementary education across the country. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, effective from 1st April, 2010, provides a legal entitlement to every child in the age group of six to fourteen years for free and compulsory elementary education in a neighbourhood school. SSA has been designated as the scheme for meeting the objectives of the RTE Act, 2009. The framework of SSA was revised in accordance with the norms and standards and free entitlements as mandated by the Act, 2009. The target under SSA is to fulfill the mandate of the RTE Act, 2009 i.e., to ensure that all children in the age group of 6 to 14 years get free and compulsory elementary education.

Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including, *inter alia*, opening of new schools, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, textbooks and support for learning achievement. State Governments and UT Administrations are also supported on several interventions to improve teaching standards, including regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc.

All States and UTs submit their proposal under the SSA Programme through their Annual Work Plan & Budget (AWP&B). Based on their proposal, the Project Approval Board

(PAB) in the Ministry of Human Resource Development approves an outlay as per the programmatic and financial norms of the scheme, which includes the share of both the centre and the states. In case of the eight North Eastern States and three Himalayan States, it is in the ratio of 90:10 between the Centre and the States; in the case of seven UTs, it is 100% by the Centre and in the case of the balance 18 States, it is in the ratio of 60:40.

Target and Achievements/Progress

Improvement in educational indicators

SSA has made significant progress in achieving near universal access and equity as is evident from the table below.

Table: A Comparison of the Elementary Education Sector during Pre-SSA and Post-SSA periods

Sl. No.	Category	DPEP/ Pre-SSA	Post-SSA (launched in 2000-01)	
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Source: Selected Educational Statistics, UDISE

Improvement in physical infrastructure under SSA

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Key Initiatives of the Department

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For the financial year 2016-17, the Project Approval Board (PAB) of the SSA decided that 10% of the total outlay shall be utilized for quality related initiatives alone under the SSA as against approximately 6% in previous years.

To enable this expenditure specifically on quality related interventions, the Department categorized all interventions under the SSA under three categories where Category II is related to interventions for improvement in quality and learning outcomes. These include Teacher Training, Academic Support through BRC/CRC, Learning Enhancement Programme (LEP), Innovation fund for CAL, Library, Teacher Grant, TLE for New Schools, Transport/Escort facility, Special Training for Age appropriate admission of OoSC, Innovation, Community Mobilization and SMC Training. Accordingly, activities related to quality interventions through SSA were approved in the Annual Plans for all States and UTs.

During the PAB meetings in February 2017 (for the year 2017-18), it has been noticed that there is a very positive impact from this condition and all States and UTs have focused on learning enhancement during the year.

Shagun portal – an Initiative to monitor the implementation of SSA

MHRD has developed a web portal called SSA Shagun (from the words Shaala and Gunvatta) - www.ssashagun.nic.in. This portal was launched by Shr. Prakash Javadekar, Hon'ble Minister of Human Resource Development on 18th January 2017.

Programme monitoring requires assessment of quantitative data as well as normative information around the qualitative aspects of programmatic interventions, and Shagun has been designed to meet



this need. The portal has two parts- one is a Repository of good practices which is an attempt to change the narrative to focus on positive stories and developments in the field of School Education. In this repository, best practices are documented in the form of videos, testimonials, case studies, and images, which display State-level innovations and success stories that are driving improvements in performance under SSA. These would be in the public domain. The repository has been developed using an engaging interface that helps visitors to understand SSA achievements by connecting them with human stories captured in photographs, text, and videos.

Shagun Repository

The objective of this repository is to share with the public, as well as between States, some of the excellent ideas and achievements being registered under SSA, in an effort to demonstrate how the program is bringing benefits to India's young learners. This is available in the public domain and shows heartwarming stories of major successes in Government run schools all over the country. Some highlights of these stories are in Odisha where teachers use an innovative method to bridge children from the tribal languages to the medium of instruction; and in Kerala, a Government Girls secondary school in Nadakkavvu has been transformed into a school with world class

infrastructure through peoples participatory planning (PPP) in school development programmes.



These success stories and innovative practices are shared during the Project Approval Board meetings this year through the Shagun Repository. This enables the assessment of the States and UTs and also the sharing of the best practices amongst States and UTs for learning and replication.

The second part of the portal is the online monitoring module to measure state-level performance and progress against key educational indicators. It has been developed

to collect and report data which will enable the Government and administrators to track

Shagun Online Monitoring

the efficiency with which SSA funds are being utilized and the results that this is delivering. There are 122 Reports which will be automatically generated from the data filled in the questionnaires. This is further elaborated on the section 'Monitoring Framework'.

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 construction and repair of separate toilets for girls and boys in every school within a year. The target was fully achieved with 4,17,796 toilets added to 2,61,400 government elementary and secondary schools during the year from 15.8.2014 to 15.8.2015. This includes 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 now have access to toilet facilities. This was achieved by the joint efforts of government, public and corporate sectors and private contributions.



The Swachh Vidyalaya Puraskar has been instituted by the Ministry of Human Resource Development to recognize and inspire excellence in sanitation and hygiene practice in schools. The purpose of the awards is to honor schools that have undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign based on identified parameters. A web portal and Mobile App have enabled schools to apply online for the awards which will be given at the district, state and national levels. This web-portal can be accessed from the url - <http://103.7.128.243:8080>.

643 schools have been short listed by the States for nomination to National Level Award. A National level Committee for selection of schools for National level Awards has been constituted under the chairmanship of Secretary (SE&L). The first meeting of the National level Committee was held on 31-10-2016 to decide the modalities for evaluation of schools for the National level Awards. Discussions are being held with UNICEF for evaluation of the short listed schools for the final selection.

Evidence of various activities under Swachh Vidyalaya can be seen on the Shagun portal. For example the education Department of Gujarat observed “Swachhta ane Samarasta Saptaha” across more than 33000 schools of Gujarat from 25th September, 2016 to 2nd October, 2016. The week focused on carrying out different activities in schools and through schools to promote the habits of Sanitation & hygiene, use of dustbin to throw garbage, construction and use of toilets every time for defecation and urination etc. among students and their community. Similarly, Puducherry has

documented the proper handwashing method by a student in a video format which the UT showcases across classrooms to spread awareness and motivate children towards hygienic practices.

Padhe Bharat Badhe Bharat (PBBB)

A nationwide sub-programme of Sarva Shiksha Abhiyan, Padhe Bharat Badhe Bharat (PBBB) was launched on 26th August, 2014 to ensure quality at the foundational years of schooling i.e., classes I & II. Through this programme it will be ensured that all children are able to read with comprehension as well as basic numeracy skills. The programme envisages dedicated teachers for Classes I & II. It centers on capacity building of teachers, organizing separate reading periods in daily school time-table, maintaining a print rich environment, for 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 tracks of Padhe Bharat Badhe Bharat are: Early reading and writing with comprehension (ERWC) and Early mathematics (EM). States have designed specific interventions targeting children in classes 1 and 2 to improve learning outcomes. There are a variety of focused programmes being currently implemented across the country. As 10 % of funds were allocated under SSA to Quality related interventions in 2016-17, there has been an increased focus on learning enhancement programmes in States and UTs.



Reading Corners in Schools

States and UTs have created Reading corners in schools where the books suitable for the reading level of children in classes 1 and 2 are displayed using innovative method. As uploaded on the Shagun portal, Arunachal Pradesh has developed an Orchid Series – a supplementary reader containing 30 folktales of 13 major tribes and introduced in the form of reading corners targeting the children of classes I & II on the pattern of Barkha Series for the development of their language skills. Sikkim has developed supplementary reading material in English and Nepali to further supplement the school libraries and the reading corners.

Rashtriya Avishkar Abhiyan (RAA)

Rashtriya Avishkar Abhiyan (RAA) was launched on 9th July 2015 by late Dr. A.P. J Kalam to strengthen teaching learning of maths and science in upper primary classes. It is an initiative to motivate and encourage children of the age- group 6-18 years, in science. Mathematics and technology. The 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.



The strategies of the programme targets, teachers, students, effective classroom transaction, school facilities for science and maths, and community engagement. The key activities include mentoring of schools by Institutions of Higher Education; formation

of Maths and Science Clubs; participation of children in Science Congress; formation of teacher circles and participation of teachers in Teachers Science Congress. The programme guidelines have laid down concrete measurable milestones for 5 years.

As evident from the Shagun portal, teachers use state of the art Teaching Learning Methods (TLMs) and techniques under RAA to drive enquiry based learning in students in the upper primary schools of Sabda, Pata and Biriya villages in Auraiya district of Uttar Pradesh. The schools have low cost solar powered smart classrooms. Lectures in these schools are conducted through Audio/Visual content being displayed using projector. The exciting part is that students have left nearby private schools and other govt. schools to join these schools in Sabda, Pata and Biriya villages just because of the 'RAA' initiative. Himachal Pradesh has developed a Science Center "APJ Abdul Kalam Vigyaan Kendra" with Science lab and park at DIET Bilaspur to create a stimulating and engaging learning environment for children to explore Science. A big room is being utilized as a part of Science Centre where some equipments have been added & displayed; and a space has been left for hand on activities by the visiting students.

Vidyanjali – A School Volunteer Programme

The Hon'ble Prime Minister during the review of the Sarva Shiksha Abhiyan on 22nd June, 2015 desired that the Department of School Education & Literacy, Ministry of Human Resource Development may explore the possibility of young professionals being



encouraged to volunteer their services in Government schools. Following this, the Department of School Education & Literacy has developed an online platform with MyGov.in to engage volunteers in Government schools. This is being called Vidyanjali, which is an amalgamation of the Sanskrit words Vidyā meaning "correct knowledge"

and Anjali meaning “an offering with both hands”. Under Vidyanjali volunteers will be able to make an offering of knowledge to children in co-scholastic areas such as story-telling and reading. The app can be downloaded by visiting - <http://vidyanjali.mygov.in>.

The programme recognizes the need to encourage reading habits among children and to help create a reading culture at the school and community level. This initiative is in line with the Ministry’s ongoing efforts under Padhe Bharat Badhe Bharat which focuses on reading skills at the foundation stage. The focus of the Vidyanjali programme is reading and telling of stories, play acting, preparing story books with children etc. to enhance the effective and psychomotor aspects of their learning. This nationwide programme has been launched in the pilot phase across 2200 schools in 21 states. So far 3306 Volunteers registered for the programme creating 10443 activities to be conducted in schools and 841 Volunteers have gone to schools and conducted activities.

GIS Mapping

With a view to ensuring universal access to schools including secondary schools within a reasonable distance of any habitation and without any discrimination, the Geographic coordinates of school along with the school information available in UDISE is being uploaded on the school GIS Web enabled platform - <http://schoolgis.nic.in>. This initiative is being pursued with the States through the active support of NIC in overlaying these GIS maps on satellite imagery.

All States and UTs have been actively supporting the initiative and all states have conducted GIS mapping and shared geographical coordinates of schools with the NIC except Jammu and Kashmir. This mapping has been linked to the National School Education Statistics (UDISE) data base to ensure that every school is mapped and is backed by a detailed school report card based on UDISE information, which can be accessed at <http://schoolgis.nic.in>. This effort of developing web enabled platform about school information (Spatial and Non Spatial data) will add to the quality of planning and better utilization of resources available under SSA and RMSA.

A website <http://schoolgis.nic.in/> has been developed under RMSA which shows the location of the schools on a map of India. The schools can be searched by name,

location or UDISE code. As on 15.12.2016, 20 States have achieved more than 95% coverage of their schools (Assam, Chandigarh, Chhattisgarh, Dadar Nagar Haveli, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Lakshadweep, Mizoram, Odisha, Puducherry, Punjab, Rajasthan, Tamil Nadu, & Uttarakhand). Against total of 15,22,925 schools (as per UDISE 2015-16), 12,42,004 schools (81.55%) have been mapped as on 1.1.2017.

As can be seen on Shagun, Tamil Nadu has developed a comprehensive portal for GIS Mapping. There are 5 overlay layers incorporated in GIS Mapping comprising 3 basic types of GOOGLE maps (Street, Hybrid and Satellite) and the other 2 being Open Street Map(OSM) and GIS canvas. GIS canvas import and export a wide range of Geospatial data while the other overlay layers help to verify geographical data. This has helped in validating location of schools and habitations and performing spatial analysis to ascertain status of schooling access as per the norms of the RTE Act, 2009.



Children with Special Needs (CWSN)

The RTE Act, 2009 seeks to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The main components of SSA interventions for children with special needs include identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs. Financial support up to Rs.3000/- per child for integration of disabled children, as per specific proposals is provided under SSA.

26.21 lakh children with special needs have been identified under SSA through surveys out of which 23.17 lakh children are enrolled in schools. Further 51,853 such children are being covered through School Readiness Programme and 1.43 lakh children are being provided home-based education. In all 95.89% of the identified children have been covered through various strategies. The total allocation for interventions for CWSN under SSA for 2016-17 is Rs. 57, 276.67 lakh.

Various initiatives have been taken to strengthen resource support including provision of aids and appliances to 3.05 lakh children, transport and escort support to 2.64 lakh children, and the rapeutical support to 2.64 lakh children. As per UDISE 2015-16, 77.37% schools have been provided with barrier free access and 73.44% schools have been provided with disabled friendly toilets. To promote inclusive education, 18,174 resource persons are extending support on inclusive education to regular teachers. NCERT has developed two separate handbooks for teachers at the primary and upper primary level. The exemplar material in particular deals with curricular adaptations to be done by the mainstream teachers in regular classrooms, teaching strategies and adapted evaluations. 2.33 lakh teachers have been trained on this exemplar material.

The Shagun portal has enabled us to identify innovative initiatives by the States and UTs for inclusive education. For example under the Bal Jyoti initiative in the Ganjam district of Odisha, all the children were screened for vision problems through a specially organized camp. Those children who were identified as having some vision problems were given corrective devices. Where necessary surgeries were also carried out. In Haryana, a joint action plan has been formulated for better convergence between the Inclusive Education under SSA and RMSA.

Emphasis on Girls Education

RTE-SSA provides a clear thrust and special focus on education for girls and children belonging to disadvantaged groups and weaker sections. The general interventions under SSA apply to all girls and children belonging to disadvantaged and weaker sections; these include ensuring availability of primary and upper primary schools within the habitation as prescribed under the RTE Rules, uniforms, textbooks, etc. Special

Training interventions are also largely focused on girls and disadvantaged groups, because it is this category of children who are most deprived of opportunities to pursue their education.

Kasturba Gandhi Balika Vidyalayas (KGBV) are residential upper primary schools for girls from SC, ST, OBC Muslim communities and BPL girls. KGBVs are set up in educational backward blocks where schools are at great distances and are a challenge to the security of girls. KGBVs reach out to adolescent girls who are unable to go to regular schools to out of school girls in the 10⁺ age group who are unable to complete primary school and younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools. KGBVs provide for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line. 3609 KGBVs have been sanctioned by Government of India till date out of which 3600 KGBVs are reported to be functional (i.e. 99.75%) in the States and 3,66,756 girls are enrolled in these KGBVs.



KGBV, Himachal Pradesh

The Shagun portal has helped to showcase some exemplar initiatives of States and UTs for girls education. SSA, Rajasthan have set up the Adhyapika Manch (AM), a female teachers' forum to motivate teachers to be more confident of their own abilities and efforts so that they feel enthused to go back to their schools and feel encouraged to be more engaged in the teaching and nurturing process of students, especially girls. Andhra Pradesh has initiated a bi-monthly magazine titled Kasturi exclusively for girl children that covers educational information, awareness on girl child education and innovative teaching learning process, etc.

Partnership Between Schools (Twinning) Initiative

The “Partnership Between Schools” initiative aims to link schools located in rural areas with private or government schools in urban or semi-urban areas, for interaction and exchange of experience.

The objectives of the Programme are to bring all students on to one common platform, enable both the partner schools to adopt best practices from each other, to share experiences and learn jointly to develop the spirit of comradeship, to provide opportunities to the teaching fraternity to adopt better and more effective practices, to develop a sense of interdependence and understanding towards each other, to recognize gaps and make efforts to bridge them, to strengthen the school management and administrative capabilities and to instill a spirit of sharing, caring and togetherness.

Approved guidelines for the “Partnership Between Schools” initiative have been forwarded to all States and UTs on 09.05.2016 and the number of schools covered under this is being monitored through the SSA Shagun Portal.

Including Learning Outcomes in RTE Rules, 2009

Learning Outcomes for each class from 1 to 8 in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the Elementary stage have been finalized. These have been incorporated in the Central Right of Children to Free and Compulsory Education (RTE) Rules as a guideline for States and UTs to ensure that all children acquire appropriate learning level. A simplified version for teachers and parents will be displayed on the notice board of all schools. The details of the schools displaying these class-wise learning outcomes will be regularly monitored online through the SSA Shagun Portal.

Regular assessment of learning levels – Annual Survey of Learning Outcomes

The focus of the Government is on improving the quality of education. Learning Outcomes are assessment standards indicating the expected levels of learning that children should achieve for that class. These indicators can be used as check points to

assess learning at different points of time and should be the point of reference for assessment of learning. Therefore, it has been decided that an Annual Survey of Learning Outcomes (sample based) at elementary level will be conducted every year from 2017-18 through an independent third party. It will be conducted in all 36 States and UTs in sample Government and aided schools. This assessment will be benchmarked against the learning outcomes already finalized and will be a granular and diagnostic tool to identify students who need additional support to achieve the required learning levels and to assist teachers in identifying the gaps in the teaching-learning process. This will help the teacher to make necessary changes to his\her teaching practice as well as provide additional support to ensure that all children achieve the desired level of learning outcomes.

Display Grade-wise photos of teachers on school notice board

Grade-wise photos of teachers are being displayed on the school notice board in all government and aided schools. This would enable all students and their parents to know the regular teachers in that school and will discourage the practice of 'proxy' teachers. The details of the schools displaying these Grade-wise photos of teachers are being regularly monitored online through the SSA Shagun Portal. Based on the data available from the Shagun portal, the States of Gujarat, Rajasthan, Nagaland and Odisha have displayed the grade-wise photos of teachers in all of their schools.

Positive consolidation of small schools

Guidelines for rationalizing and positive consolidation of small schools, especially with zero or very low enrolment, in States are being prepared by the Department. This would help the States in effectively running their schools with viable strength of both students and teachers.

Increasing Coverage under Aadhar

States and UTs are taking steps to provide all teachers with Aadhar Card to clean the data of teachers and children. So far data of 22.35 lakh teachers is available. All school going children in the age group of 5 to 18 years in the country are being covered under Aadhar. This would help in tracking of children so that they do not drop-out from school

and also for monitoring their academic progress and for ensuring benefits to be disbursed to them in cash or kind under various schemes. Currently, 23.24 crore children in this age group have already been covered under Aadhar against the total enrolment of 26.07 crore children in the same age group. This will be regularly monitored online through the SSA Shagun Portal.

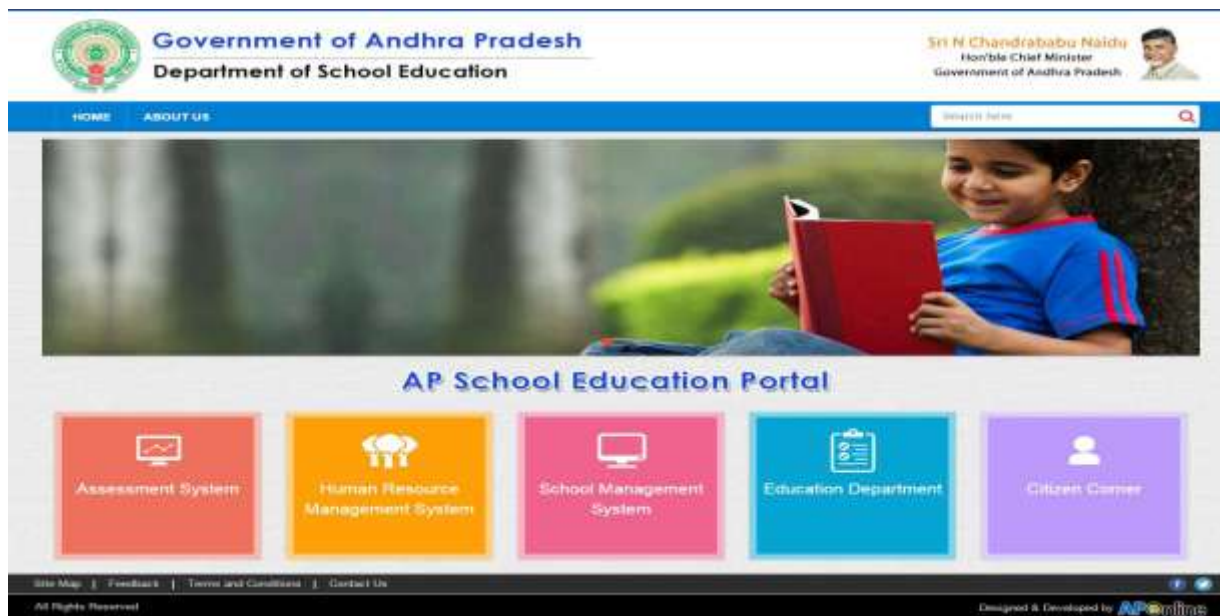
Training of Head Masters

A State-wise training calendar for head master training has been prepared by NUEPA to ensure capacity building of all headmasters and head teachers. Under the SSA the number of Headmasters trained on school leadership is being monitored through SSA Shagun portal.

e-Governance in School Management

All States and UTs have been advised to enhance the use of e-governance in school management to facilitate faster and efficient decision making. For this, software developed by a State has been shared by the Department with all States and UTs to either adopt it or adapt it as per their specific requirements.

Shagun has captured the best practice in Chittoor district of Andhra Pradesh, where 5009 Schools are functioning under Government, Mandal Parishad, Zilla Parishad and Municipal Managements with 4.0 lakh children and 16,000 teachers. Managing the administration of such a vast department with multifarious facets was a real challenge. “e-School Monitor”, a geo tagged innovative Mobile application, was developed along with instant real time MIS Reports in the website www.eschoolmonitor.in. This system provides deep visibility to governing bodies at School Level to analyze actual situation and gear up for future requirements. This solution incorporates whole data and processes of an educational institution into a unified system, making the process uncomplicated, well-organized and error proof.



Monitoring Framework

The Central Government reviews and monitors the implementation of the SSA Scheme periodically with the States and Union Territories at different fora, including the State Education Ministers' Conferences. An independent concurrent financial review is also undertaken to cover all States every two years. Educational data on outcomes are collected through Unified District Implementation System of Education (UDISE) every year and the status of these evaluations and monitoring is placed in the public domain on the Ministry's website.

Real-time monitoring through SSA Shagun

A real time monitoring of the implementation of the Scheme has started on the SSA Shagun portal from 18th January, 2016. The SSA scheme covers around 11 crore children in Classes I-VIII in around 10 lakh schools across the country. It was very challenging to monitor the implementation of a scheme of such a magnitude. Therefore, Shagun has been designed to facilitate real time monitoring of SSA. 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.

The online monitoring module measures state-level performance and progress against key educational indicators. It has been developed to collect and report data which will enable the government and administrators to track the efficiency with which SSA funds are being utilized and the results that this is delivering. This has made the appraisal process in the PAB this year totally online, transparent and easier.

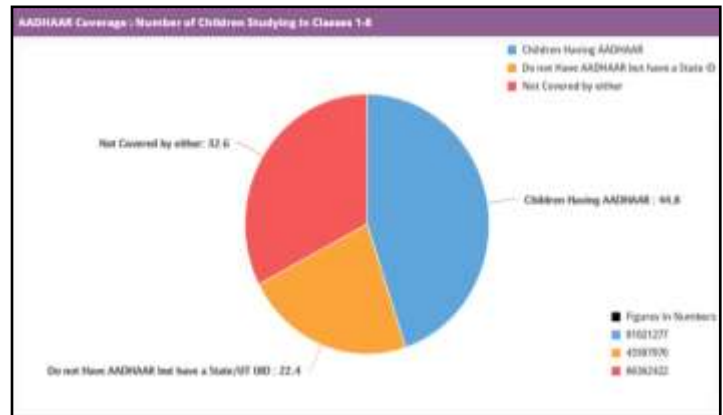
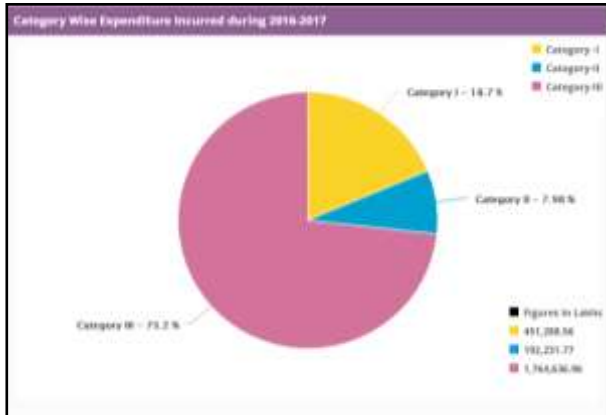
This portal can be accessed by Government Officers at all levels using specific passwords. It comprises questionnaires, related to various interventions under SSA and the performance of the State, which will be filled in by the States and UTs. There are 122 Reports which will be automatically generated from the data filled in the questionnaires. These Reports have created an online platform that allows all officials see the real-time status of implementation of the SSA and elementary education in all States and UTs.

Some of the reports, among others, that are available on SSA Shagun indicate:

- (i)* Details of the schools displaying class-wise learning goals
- (ii)* Number of Elementary Schools being evaluated
- (iii)* Number of Schools using software for school administration
- (iv)* Headmasters trained on school leadership
- (v)* The details of States and UTs undertaking direct recruitment of Headmasters
- (vi)* Schools which have displayed photos of elementary teachers
- (vii)* Number of schools covered under Twinning/Partnership between schools.
- (viii)* Expenditure of States and UTs on various interventions

The portal will offer Data analytics and uses quantitative techniques and predictive models to generate graphics which represent the progress of States and UTs against key identified parameters. This would help in making a real time assessment of the action taken by the States and UTs under various interventions of SSA. The software is being further developed which would generate a sophisticated analysis of real time implementation and progress.

Graphical Report at National Level (2016-2017)



Major Implementation Issues- General and State Specific

All States are not equal

It has been observed that some States like Gujarat, Karnataka and Tamil Nadu are far ahead in the area of School Education largely on account of their progressive governance initiatives. To encourage state-level leadership in improving outcomes in cost-effective ways, the Department and Niti Aayog are jointly developing a School Education Quality Index (SEQI) in consultation with all States and UTs. This index aims to institutionalize a focus on improving education outcomes (learning, access, equity) as the principle aim of school education policy in India. It is a composite index which will report annual performance of States and Union Territories on key domains of education quality. This will enable States that are effective at improving key outcomes to be recognised, and for their successful policies to be shared and adopted across other States.

It is hoped that the annual calculation and dissemination of SEQI, with a focus on measuring and highlighting the annual improvement of States will:

- Shift the focus of States towards outcomes
- Provide objective performance benchmarks for continuous annual improvement
- Encourage state-led innovation to improve outcomes
- Facilitate sharing of best practices across States

The SEQI gives importance to critical governance reforms which are enabling features for any education system to improve and aims to reward continuous improvement. Thus, it would provide an incentive to all the States to continuously endeavour for improvement in educational outcomes.

Tackling the challenge of Inadequate Availability of Funds

SSA is the vehicle for implementation of the RTE Act, 2009 which lays down certain norms and standards of school infrastructure and Pupil-Teacher Ratio. Accordingly, States and UTs have to incur expenditures on school infrastructure and teachers' posts to meet the norms of the RTE Act, 2009. Section 7(1) of the Right of Children to Free & Compulsory Education (RTE) Act, 2009, states that both the Centre and the State shall have concurrent responsibility for providing funds for carrying out the provisions of the Act. Section 7(2) states that estimates for implementing the Act shall be prepared and the PAB outlay may be taken as the estimates prepared in compliance with this subsection. Accordingly, the Annual Work Plan under SSA is approved after thorough appraisal based on the requirements estimated by the States and as per the programmatic and financial norms of the Scheme. Based on the anticipated aggregate Plan size under SSA, the Department requests the Ministry of Finance for adequate fund allocation under BE. The Department had asked for Rs 55000 crore for 2017-18 but the BE for the year has been only Rs 23500 crore.

It may be seen from the following table that the RE for SSA in 2013-14 was Rs. 26,608.01 crore which decreased by Rs. 2228.01 crore in 2014-15 and by a further decrease of Rs. 2433.31 crore in 2015-16.

(Rs in Crore)

Year	Gol Share as per the PAB Outlay	BE	RE	Gap Between RE and GOI share
2012-2013	45488.53	25555.00	23875.00	21613.53
2013-2014	29291.1	27258.00	26608.01	2683.09
2014-2015	33984.52	28258.00	24380.00	9604.52
2015-2016	40252.5	22000.00	21946.69	18305.81
2016-2017	46752.59	22500.00	22500.00	24252.59
2017-2018		23500.00		

The BE for SSA during the year 2016-17 is Rs 22,500 crore against the overall approved PAB outlay of Rs 74,248 crore for all 36 States and UTs, of which the Central component comes to Rs 46,700 crore. This budgetary allocation is not sufficient to release the due centre share of such estimates of States and UTs under SSA. Due to this gap between the requirements and funds allocated under BE, the Department is facing an acute shortage of funds.

Teacher's salaries which accounts for 67% of the above AWP&B approvals, amounting to Rs 42,432 crore for 15.58 lakh teachers, is a committed liability with a first charge on SSA funds. The posts of teachers have been sanctioned as per the laid down norms of the RTE Act, 2009. The Central share of funds is Rs 26,707.76 crore towards this expenditure which is higher than the BE.

Thus, over the years the funds under SSA have been entirely going to meet the teachers' salary and other quality interventions have suffered. The Department is re-orienting the SSA programme towards quality as is evident from the above initiatives. This would, however, require additional funds so that after fulfilling the teacher's salary commitments, there are still some funds to design and actually implement initiatives on improving quality.

The Department is making all efforts to improve the quality of education despite the constraint of funds. It is suggested here that the devolution of additional funds to States under the 14th Finance Commission (FFC) has led to availability of more funds at the disposal of the States. However, these funds are untied and it is informed that States are not utilizing this for the Education sector. It is suggested that these funds need to be ring fenced so that at least 30% of it can be used for social sector alone including education.

Rashtriya Madhyamik Shiksha Abhiyan(RMSA):

Name of the Key Initiative/Flagship Scheme:	Rashtriya Madhyamik Shiksha Abhiyan (RMSA).		
Launch Date:	March, 2009.		
Objective:	RMSA aims to make secondary education of good quality, available, accessible and affordable to all young persons in the age group of 14-18 years		
Target Beneficiary:	Children in the age group of 14-18 years across the country.		
Physical Targets:	RMSA provides financial support to the States/UTs with the physical target to provide “ access” to secondary schools within 5 Km of every habitation.		
Physical Targets:	RMSA provides financial support to the States/UTs with the physical target to provide “ access” to secondary schools within 5 Km of every habitation.		
No. of Beneficiaries	Children in the age group of 14-18 years from all over the country.		
Achievements (Year Wise):	Year	Schools approved for Strengthening	New Schools approved
	2009-10	5343	2426
	2010-11	11370	3204
	2011-12	12765	3699
	2012-13	0	0
	2013-14	891	525
	2014-15	1528	198
	2015-16	2528	1269
	2016-17	2957	1073
	Total	37382	12394
<u>Performance in the last</u>	Year	Budget	GOI Releases

<u>three years: 2014-17 (each years' budget allocation and achievement):</u>		Allocation	
	2014-15	3480.10	3398.33
	2015-16	3565.00	3561.61
	2016-17	3700.00	320445.4116 (as on 9.3.2017)

Compare with the Performance during UPA government in 2011-14:-

The following significant/ new initiatives have been taken up after 2014:

- GIS Mapping:** To ensure universal access to school including secondary schools within a reasonable distance of any habitation and without any discrimination, the Geographic coordinates of all schools along with the school information available in UDISE is being uploaded on the school GIS Web enabled platform i.e <http://schoolgis.nic.in> .This effort of developing web enabled platform about school information (Spatial and Non Spatial) will add to the quality of planning and better utilization of resources available under SSA and RMSA. As on 01.01.2017, against the total of 15,22,925 schools (as per UDISE 2015-16), 12,42,004 (81.55%) schools have been mapped on GIS portal.
- Data base of Students and teachers:** Database of students and teachers is being captured. As of date, out of 58,00,895 teachers, Aadhar seeding of 25,57,828 Teachers data is seeded with Aadhar. In so far data of students is concened, out of 26,05,96,960 students, data of 11,27,21,168 outnof which 5,06,55,232 students data is seeded with Aadhar.
- Focus on Science and Maths:** Rashtriya Avishkar Abhiyan launched on 9th July 2015: Under Rashtriya Avishkar Abhiyan, training of 1.04 lakh Science and Maths teacher, Math and Science Kit, excursion trip to science centres and Museum for students, special teaching on science and maths, science exhibition at district level, teaching of Vedic maths etc has been included.
- E-Pathshala:** The app has been developed for showcasing and disseminating all educational e-resources including textbooks, audio, video, periodicals and a variety of other print and non-print materials.

- **Shaala Siddhi:** School Standards and Evaluation Framework and its web portal was launched on 7th November, 2015. It aims to enable schools to evaluate their performance in a more focused and strategic manner and facilitate them to make professional judgement for improvement. **Shaala Siddhi has been implemented in 23 States/UTs covering nearly 105938 schools.**
- **National Achievement Survey (NAS)** for Class X was conducted by NCERT in 2015 for the first time and the detailed State Reports have been shared with respective States for taking further remedial action
- **Complete School Management System** to deliver better services using ICT to various stakeholders including students, teachers, administrators at the Centre/States/UTs was started w.e.f. 2015-16. The School Management was approved in the State of Punjab on pilot basis in 2015-16. In 2016-17, School Management System has been approved in another 21 States.

Success Stories, preferably Individual

Annexure-I

Success Stories with photographs & contact details:

Annexure-I

1. Kala Utsav - MHRD



MHRD has started since 2015 an annual national event Kala Utsav to promote arts in education by nurturing and showcasing the artistic talent of school students at the secondary stage [IX to XII] in the country and to inculcate in them awareness of India's

rich cultural heritage and vibrant diversity. It includes performance and display of exhibits along with their online art project (e-project). Kala Utsav 2015, on the theme 'Beti Bachao Beti Padhao' was held from 8th to 11th December 2015 and nearly 1400 Students from all 36 States/UTs participated in the event. National level Kala Utsav, 2016 was held from 15th November 2016 to 18th November, 2016 in Delhi where students of 25 States/UTs, KVS and NVS participated.

2. National Yoga Olympiad 18-20 June, 2016



The first 3 day National Yoga Olympiad was conducted by NCERT, MHRD w.e.f. 18-20 June 2016, wherein 350 students from 21 States participated.

3. Summer Camp – Dadra & Nagar Haveli



28 Days Residential Summer Camp was organised at 15 different locations by the UT of **Dadra & Nagar Haveli** for about 1100 students of secondary level with training and activities aimed at overall development of these students.

4. Self Defence Training for Girls



MHRD approves Self-Defence training for girls at Secondary level for all States/UTs.

5. ICT in School Scheme



Under ICT in School Scheme, States/UTs are provided funds for setting up of ICT labs at Secondary level to build capacity of students in ICT skills.

6. Travel Voucher in Rajasthan



State of Rajasthan has implemented a Transport Voucher scheme for girl students of Classes IX and X who come from beyond 5 kms distance. The scheme covers girl students of classes IX to XII in Govt. Secondary and Higher Secondary Schools.

7. BLISS in Bihar



BLISS project in Bihar in partnership with British Council and DFID seeks to improve the level of English proficiency amongst the teachers and students. The project envisions creation of a pool of teacher educators proficient in English who would be delivering training to 3200 subject teachers in the state. 600 secondary school teachers from state have attended Teacher Educator selection under the BLISS project.

8. Vocational Education in Haryana



The State of Haryana started Vocational Education at secondary level with 40 schools in 2012 and has now expanded it to 990 schools. Besides the available curriculum, the State has also experimented with the new trades like Beauty & Wellness and Physical Education & Sports.

9. Excursion Trips



Excursion trips of students at Secondary level inside & outside States are approved under Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

Department of School Education & Literacy

MID DAY MEAL (MDM) SCHEME:

- **New achievements/initiatives under Mid Day Meal Scheme are:**
 - I. Food grains under MDMS have been allocated during 2016-17 @ Rs.3 and 2 per kg for rice and wheat respectively as provided under National Food Security Act instead of BPL rates @ Rs. 5.65 and Rs. 4.15 per kg for Rice and wheat respectively.
 - II. Cooking cost has been increased @ 7% with effect from 1st July, 2016 over and above the cooking cost during previous year. The revised cooking cost is Rs.4.13 and Rs.6.18 per child per day for primary and upper primary respectively

- III. States are involving parents in tasting of food & verify the number of children who partake meal as encouraged by this Ministry.
 - IV. States/UTs were advised to roll out Automated Monitoring System in a decentralised manner for the near real time monitoring of the Mid Day Meal Scheme (MDMS) through technological interventions such as Mobile Application/Web enabled systems. 23 States/UTs has rolled out AMS and started pushing the daily data of MDM beneficiaries in schools into the central server.
 - V. Schools have been put under Non-Domestic Exempt Category (NDEC) which entitles the schools to get subsidized LPG cylinders at par with domestic consumers. At present, LPG based cooking is available in 43 % of schools.
 - VI. Kitchen Gardens are being promoted in schools so that fresh green vegetables are utilised in the Mid Day Meal Scheme.
 - VII. 14 States/UTs are providing egg/fruits/milk under Mid Day Meal Scheme from their own resources.
 - VIII. Health check-up and distribution of micro nutrients is ensured in convergence with National Health Mission under Ministry of Health & Family Welfare.
- **Launch Date:** With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I -V of Government, Government aided and local body schools, but also children studying in EGS and AIE centres. On 27th September, 2007 the Mid Day Meal Scheme was extended to the Upper Primary Stage of Education (class VI to VIII). Moreover, on 21st April, 2008 the scheme was also extended to recognised Madrass/Maktabs supported under SSA. On 27th October, 2011 the Scheme was further extended to the children of National Child Labour Project (NCLP).
 - **Objectives:** The objectives of the Mid-Day Meal Scheme are to address two of the pressing problems for majority of children in India, viz. hunger and education by:

- i) Improving the nutritional status of children studying in classes I – VIII in Government and Government-Aided Schools, Special Training Centers (STC) and Madrasas & Maqtabas supported under Sarva Shiksha Abhiyan (SSA).
 - ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
 - iii) Providing nutritional support to children of elementary stage in drought-affected areas during summer vacation.
- **Target Beneficiary:** All the 13.10 crore children enrolled in 11.56 lakh schools during 2016-17 are to be covered under the scheme.
 - **Physical Targets:**

Components	2013-14	2014-15	2015-16	2016-17
Children covered (in crore)	10.8	10.22	10.03	10.08*
Foodgrains allocated (in lakh MTs)	29.77	29.33	28.83	27.17

- **No. of Beneficiaries:** Under the Scheme **9.65 crore** children (upto 2nd quarter of 2016-17) studying in **11.44 lakh** institutions have been benefitted.
- **Achievements:** During 2015-16, **10.03 crore** children studying in **11.50 lakh** institutions have been benefitted under the Scheme. A total of **25.53 lakh** cook-cum-helpers have been engaged by the States/UTs under Mid-Day Meal Scheme and more than 90% are women. Out of 25.53 lakh cooks, 21% SCs, 15% STs, 42% OBCs and 7% are from Minorities.

Components	2013-14	2014-15	2015-16	2016-17
Foodgrains allocated (in lakh MTs)	29.77	29.33	28.83	27.17
Budget allocation (in crore)	13215	13215	9236.4	9700
Total release (in crore)	10927.21	10526.97	9151.55	9003.95

- **Performance in last three years: 2014-17**

Components	2013-14	2014-15	2015-16	2016-17
Target for coverage	11.08	10.81	10.56	10.08

Children covered (in crore)	10.80	10.22	10.03	9.65
Foodgrains allocated (in lakh MTs)	29.77	29.33	28.83	27.17
Budget allocation (in crore)	13215	13215	9236.4	9700
Total release (in crore)	10927.21	10526.97	9151.55	9003.95

- **Compare with Performance during UPA government in 2011-14.**

Year Wise Outlay under Mid Day Meal Scheme (Rs. in Crore)						
Financial Year	UPA Government			NDA Government		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
BE	10380	11937	13215	13215	9236.4	9700
RE	10239.01	11500	12189.16	11050.9	9236.4	9700
Releases	9901.91	10867.9	10927.21	10526.97	9151.55	9003.95**
% Release	95 %	91%	83 %	80 %	99 %	93 %

****Till 2nd March, 2017**

- **Success stories:** The National Programme of Mid-Day Meal in Schools, popularly known as the Mid-Day Meal Scheme, is an on-going Centrally-Sponsored Scheme which covers all school children studying in Classes I-VIII of Government, Government-Aided, Special Training Centres including Madaras and Maqtabs supported under SSA. During 2016-17, **9.65 crore** children (upto 2nd quarter of 2016-17) studying in **11.44 lakh** institutions have been benefitted under the Scheme. A total of **25.53 lakh** cook-cum-helpers have been engaged by the States/UTs under Mid-Day Meal Scheme and more than 90% are women. Out of 25.53 lakh cooks, 21% SCs, 15% STs, 42% OBCs and 7% are from Minorities. Some photographs of various initiatives under the scheme are as under:





Training of Cook-cum- Helpers Hotel- IHM Kufri Shimla







Smokeless chullha installed by OREDA in the schools





ADULT EDUCATION BUREAU

- i) **Name of the Key Initiative/Flagship Scheme:** Saakshar Bharat (Scheme of Adult Education & Skill Development)
- ii) **Launch Date:** The scheme was launched on 8thSeptember, 2009.
- iii) **Objective:** The four broad objectives outlined in the Scheme are:(i) to impart functional literacy and numeracy to non-literate and non-numerate adults; (ii) to enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system; (iii) to impart non and neo-literates relevant skill development programmes to improve their earning and living conditions; and (iv) to promote a learning society by providing opportunities to neo-literate adults for continuing education.
- iv) **Target Beneficiary:** The coverage of the beneficiaries under the Scheme is primarily women belonging to the deprived sections of the society. The principal target of the programme is to impart functional literacy to cover 14 million Scheduled Castes, 8 million Scheduled Tribes, 12 million Minorities and 36 million others. The overall coverage of women is 60 million out of 70 million non-literate adults in the age group of 15 years and beyond.

v) **Physical Targets:** The districts, including new districts carved out of erstwhile districts that had adult female literacy rate of 50 per cent or below, as per 2001 Census, were made eligible for coverage under the Saakshar Bharat programme. In addition, all districts affected by extremist violence, irrespective of their adult female literacy rate, were also eligible for coverage under the programme. Accordingly, a total 410 districts including 35 Left Wing Extremism Affected districts were identified as eligible for coverage under the programme.

vi) **No. of Beneficiaries:** Under this programme around 5.76 crore adult learners have so far been certified as literate.

vii) **Achievements (year-wise):** Under the programme of Saakshar Bharat, there is a provision of biannual assessment tests to certify the literacy skills of the targeted beneficiaries. The assessment-wise details of learners appeared and learners certified literate are as under:

Sl.No	Assessment	Appeared			Successful		
		Female	Male	Total	Female	Male	Total
1	Ph-1 20th Aug 2010	324317	194068	518385	212303	122202	334505
2	Ph-II 06th March 2011	3568686	789924	4358610	2517581	585284	3102865
3	Ph-III 20th Aug 2011	3020576	1587763	4608339	2057992	1125147	3183139
4	Ph-IV 18th March 2012	7629075	3068482	10697557	5801030	2219921	8020951
5	Ph-V 26th Aug 2012	2678179	1045924	3724103	1935470	764145	2699615
6	Ph-VI 17th March 2013	3886570	1500330	5386900	2836790	1122309	3959099
7	Ph-VII 25th Aug 2013	3268074	1361269	4629343	2412333	1023497	3435830
8	Ph-VIII 09th March 2014	3772853	1512454	5285307	2771483	1114101	3885584
9	Ph-IX 24th Aug 2014	2691253	1086813	3778066	1987802	809638	2797440
10	Ph-X 15th March 2015	4914774	1995501	6910275	3679595	1471604	5151199

11	Ph-XI 23rd Aug 2015	7628191	3391067	1101925 8	5638221	2457799	8096020
12	Ph-XII 20th March 2016	6176334	2705906	8882240	4680533	2034398	6714931
13	Ph-XIII 21st Aug 2016	5405854	2439673	7845527	4275345	1909087	6184432
	TOTAL	5496473 6	22679174	7764391 0	4080647 8	1675913 2	57565610

vii) Performance in the last three years: 2014-17 (each year's budget allocation and achievement)

The details of the Budget Estimates of the Scheme and the Achievements in the last three years 2014-17 are as under:

Sl. No.	Year	Budget Estimates (Rs. in crore)	Achievements (Learners certified literate)
1	2014-15	450.00	79,48,639
2	2015-16	450.00	1,48,10,951
3	2016-17	320.00	61,84,432*

*2nd biannual test for the current financial year is scheduled to be held on 19th March, 2017.

viii) Compare with Performance during UPA government in 2011-14:

Learners certified literate in 2011-14		Learners certified literate in 2014-17	
2011-12	1,12,04,090	2014-15	79,48,639
2012-13	66,58,714	2015-16	1,48,10,951
2013-14	73,21,414	2016-17	61,84,432*
Total	2,51,84,218	Total	2,89,44,022*

*2nd biannual test for the current financial year is scheduled to be held on 19th March, 2017.

ix) Success Stories, preferably Individual Success Stories with photographs & contact details:

(i) Electoral Literacy:

The major initiatives undertaken as part of Electoral Literacy include objectives of:

- (a) **100% enrolment of Women and Youth** in voter lists of villages and (b) Enhanced voting percentage in electoral process.
- IEC materials for advocacy and training have been developed in local languages for circulation among the masses.
- The campaign undertaken by National Literacy Mission for promoting of Electoral Literacy earned the appreciation of the Election Commission of India.



(ii) Financial Literacy

- Financial Literacy is one of the themes selected for converged communiqué for Interpersonal Media Campaign launched by NLMA.
- Under a special drive was undertaken by NLMA more than 10 million Adult Education beneficiaries (**including 70 % women**) were motivated and mobilized to open their Bank Accounts under **Pradhan Mantri (Prime Minister) Jan Dhan Yojna (PMJDY)**.



- A similar drive was also undertaken to mobilize beneficiaries to avail the benefits of special Life Insurance Scheme launched by the Prime Minister of India called **Pradhan Mantri Suraksha Bima Yojana (PMSBY)**. Under this drive more than 10.2 million beneficiaries were mobilized.



(ii) Legal Literacy:

Legal Literacy initiative has been taken up with the objective to create awareness among the marginalized sections of the society especially Women who are unable to asserts & exercise their rights and avail benefits due to lack of awareness about laws, rules & procedures.

Under this initiative IEC materials have been developed on legal literacy in local languages for circulation among the masses.



- Contents covered in Legal Literacy materials include: - Rights, Duties & Entitlements, Law against Sex Determination, Law against Domestic Violence, Law against Sexual Harassment of Women, Law against Dowry, Prevention of atrocities against SC's & ST's, Rights of Forest Dwellers and Scheduled Tribes, Right to Education etc.

FLAGSHIP PROGRAMMES/INITIATIVES OF DEPARTMENT OF HIGHER EDUCATION

MINISTRY OF HRD

1. **SWAYAM:** SWAYAM is indigenous developed IT platform that facilitates hosting of all the courses, taught in classrooms from 9th class till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to the learners.

The IT platform for SWAYAM has been developed and Beta version released, wherein at present 216 Online Courses have been uploaded on SWAYAM Platform; out of which 74 Online Courses are running on trial basis since 15th November 2016; number of institutions having contributed MOOCs on the portal at present are 807 and 6333 students have enrolled to these courses. By the end of 2017 about 500 more Online courses are expected to be added to SWAYSAM platform.

Nearly 10 lakh students shall be able to access Online courses concurrently on SWAYAM Platform. The students will be able not only to access the best teaching resources, but would be able to interact with the teachers from anywhere in the country

using the IT systems.

The Government has framed regulation regarding Credit Framework for Online Learning Courses, the Regulations are:

UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016, New Delhi, dated 19th July 2016.

AICTE (Credit Framework for online learning course through SWAYAM) Regulations, 2016, New Delhi, dated 17th August 2016.

Accordingly, UGC has advised the Universities to identify courses, where credits can be transferred on to the academic record of the students for courses done on SWAYAM.

The MHRD has engaged, National MOOCs Coordinators (NMCs) as under; these NMCs are involving a number of institutions in the country for developing & launching Online Courses on SWAYAM for the Sectors shown against each.

S.No.	National MOOC's Co Ordinator (NMC)	Sector
1	University Grants Commission (UGC)	Degree Programme (Non Technology Post Graduation)
2	NPTEL	Degree Programme (Technical / Engineering, UG & PG)
3	Consortium for Educational Communication	Degree Programme (Non Technology Under Graduation)
4	IGNOU	Diploma and Certificates
5	NCERT	NCERT (classes 9th to 12th)
6	NIOS	Open Education (classes 9th to 12th)
7	IIM Bangalore	Degree Programme (Management, UG & PG)
8	NITTTR Chennai	Degree Programme (Technical Teacher Training and Education, UG & PG)

2. Setting Up of New Institutions: In the last two years, (7) new IIMs, (6) new IITs, (2) new IISERs, 1 new NIT, (4) new Central Universities, 1 new Centrally funded IIIT and (7) new IIITs in PPP mode were set up. This is the biggest ever expansion of the premier educational institutions in the country.

3. One new Central University has been set up in Motihari, Bihar, and has started functioning from February 2016.

4. Setting up of new Indian Institutes of Science Education & Research (IISERs)

Declared as the Institutes of National Importance under the National Institute of Technology, Science Education & Research (NITSER) Act, 2007, as amended from time to time, IISERs are Centrally Funded Technical Institutes (CFTIs), envisaged to carry out research in frontier areas of science and to provide quality science education at the under-graduate and post-graduate levels. The central theme of the IISERs is to integrate education with research so that under-graduate teaching as well as doctoral and post-doctoral research are carried out in symbiosis.

Year 2015

As a sequel to the Andhra Pradesh Re-organisation Act, 2014, bifurcating the then State of Andhra Pradesh to the States of Andhra Pradesh and Telengana, an Indian Institutes of Science Education & Research (IISER) was established at Tirupati in the residual State of Andhra Pradesh. IISER Tirupati is functioning from its temporary/ transit campus with effect from 10.08.2015. It was registered under the Andhra Pradesh Societies Registration Act, 2001 on 22.02.2016.

Year 2016

Another IISER was established at Berhampur, Odisha in 2016. IISER Berhampur started functioning from its temporary/ transit campus with effect from 01.08.2016. The Institute has been registered under the Societies Registration Act, 1860 (Odisha) on 18.10.2016.

5. Higher Education Financing Agency (HEFA) - The Cabinet considered and approved the proposal of establishment of HEFA in its meeting dated 12th September 2016. In order to give a big push for building up robust higher educational institutions, the Cabinet has approved creation of the Higher Education Financing Agency (HEFA) with Government equity of Rs. 1,000 Cr. The creation of HEFA will enable major investments for creation of high quality infrastructure in premier educational institutions. The HEFA would be formed as an SPV within a PSU Bank/Government-owned-NBFC (Promoter). It would leverage the equity to raise up to Rs. 20,000 Cr for funding projects for infrastructure and development of world class Labs in IITs/IIMs/NITs and such other institutions.

The HEFA would finance the academic and research infrastructure projects through a 10-yr loan. The principal portion of the loan will be repaid through the 'internal accruals'

of the institutions. The Govt would service the interest portion through the regular grant assistance.

All the Centrally Funded Higher Educational Institutions would be eligible for joining as members of the HEFA. For joining as members, the Institution should agree to escrow a specific amount from their internal accruals to HEFA for a period of 10 years. This secured future flows would be securitised by the HEFA for mobilising the funds from the market. Each member institution would be eligible for a credit limit as decided by HEFA based on the amount agreed to be escrowed from the internal accruals.

The HEFA would be jointly promoted by the identified Joint Promoter, Canara Bank and the Ministry of Human Resource Development (MHRD) with an authorized capital of Rs.2,000 crore. The Government equity would be Rs.1,000 crore.

The HEFA would also mobilize CSR funds from PSUs/Corporates, which would in turn be released for promoting research and innovation in these institutions on grant basis.

6. IMPRINT India: IMPRINT India is an effort to direct research in the premier institutions into areas of social relevance. Under this, 10 domains have been identified which could substantially impact the living standards of the rural areas: (1) health care technology, (2) energy security, (3) rural urban housing design, (4) Nano technology, (5) water/river system, (6) advanced materials, (7) computer science and ICT, (8) manufacturing technology, (9) advanced security and (10) environment/climate change. Each of these domains is coordinated by one IIT. More than 2,600 research proposals have been submitted by scientists in the priority areas of these domains. These have been examined by eminent scientists and 259 proposals for Rs. 595.89 crore have been approved for implementation.

7. Uchhtar Aavishkar Abhiyaan : The Uchhtar Avishkar Yojana (UAY) was launched to promote industry-specific need-based research so as to keep up the competitiveness of the Indian industry in the global market. All the IITs have been encouraged to work with the industry to identify areas where innovation is required and come up with solutions that could be brought up to the commercialization level. Under the UAY, it is proposed to invest Rs. 250 crores every year on identified projects proposed by IITs, provided the Industry contributes 25% of the project cost. For the year 2016-17, (92) projects for Rs. 285.15 crore have been approved for implementation. IIT Madras is the National Coordinator of the scheme. (160) proposals have been received of which industry has agreed to contribute Rs. 156 Cr, making this one of the biggest ever industry-academia partnership. These research projects are expected to result in registration of patents

8. Promoting Start-ups: It is only through promoting innovation that the competitive edge of the industry is retained. In accordance with the PM's Start-up India campaign, a major boost has been given for sanctioning new centres for innovation and start-ups in the premier institutions. Accordingly, (44) new centres for promoting research and innovation have been sanctioned. All these centres have started functioning and more than (600) start-ups are being incubated in these centres. Major IITs have embarked upon setting up research parks which could **incubate start-ups** and hand-hold them till they reach the stage of commercialization, normally for a period of five years. IIT Madras Research Park has already become fully functional since the current Government took over ; similar efforts are going on in IIT Kharagpur and IIT Bombay. Two more Research Parks have been sanctioned at IIT Gandhinagar and IIT Hyderabad. The proposals of IITs Guwahati, Kanpur and Delhi are under consideration. Apart from this (16) new Technology Business Incubators and (10) Start up centers are being set up in various NITs and IIMs.

9. Global Initiative for Academics Network (GIAN), envisioned by the Prime Minister and launched on 30th November, 2015 at IIT, Gandhinagar. The GIAN programme brings together foreign and Indian faculties to teach an academic course that provides the credit to participating students selected from the world's leading academic institutions. So far, 478 foreign academicians have agreed and been approved to teach these courses at Government educational institutions. The response has been enthusiastic from participating students and faculty. It is a part of the ongoing process to raise academic standards, promote international synergies and partnerships and collaborations, and bring to institutions all over India, international reputed and recognized academicians. The cost of travelling and honorarium ranging from \$8000-12000 is made by the Government of India. Under this scheme, 801 course proposals have been approved so far. Out of these courses, nearly 631 courses have been organized. During 2015-16 and 2016-17 an amount of Rs. 35 crore and Rs. 20 crore respectively was released for the Scheme. This is the biggest ever collaboration with the foreign academics in the country in a period of one year.

10. National Institutional Ranking Framework (NIRF) is launched by the Ministry of Human Resource Development on 29th September, 2015. As indicated and promised, the ranks were released for the year 2016 on the 1st Monday i.e. 4th April, 2016. The framework leaves each higher educational institutions broad parameters mainly teaching of human resources research, accreditation outcomes, outreach and inclusivity and perceptions. Unprecedented in scale and unique, the courses objectivity and outcomes have been welcomed by the academic community, and by parents and students who are consequently enable to make informed choices. The ranks were released in the four categories of institutions mainly, universities, engineering, management and pharmas. 5000 institutions registered, of which 3640 logged in complete data through and self reporting exercise. The India Rankings 2016, released

on 4th April , 2016 , is one of the biggest efforts for bringing in accountability and transparency in the higher educational institutions (<https://www.nirfindia.org>). The effort has continued into the second edition with improved metrics and the India Rankings 2017 would be declared on 3rd April 2017.

11. Reforms in Rashtriya Uchchar Shiksha Abhiyaan (RUSA): The reform agenda of the RUSA initiatives, namely, accreditation, affiliation, governance and administrative reforms have been proactively undertaken by the States from the year 2014-15. The accreditation status in the States has improved. An amount of Rs. 1155 was earmarked for the year 2015-16 for Infrastructure grants to Universities and Colleges, creation of Model Degree Colleges, Cluster Universities, Upgradation to autonomous colleges and vocationalisation of higher education. 1943 Higher educational institutions from across the country have benefited under RUSA so far. An amount of Rs. 1300 cr is earmarked in the current year for the scheme.

12. Measures for Women & Differently -abled: The UGC has amended its minimum standards and procedure for award of M. Phil/Ph.D degrees Regulations by allowing a relaxation of one year for M.Phil and two years for Ph.D for persons with more than 40% disability. Similar relaxations have been made in the cases of women candidates for M.Phil/Ph.d with allowance of maternity leave/child care leave for upto 240 days. Women have also been allowed for transfer of research data due to relocating to new institutions. UGC has also issued advisories to all Universities and Colleges to set up barrier-free campus for persons with disabilities. Transgenders have been added as a third gender in all UGC schemes.

13. VIDYA LAKSHMI PORTAL: Subsequent to the announcement of Hon'ble Finance Minister, Vidya Lakshmi Portal has been set up from 15.08.2015. The Portal has been developed by NSDL e-Governance Infrastructure Ltd. The principal purpose of the Portal is to have facilities of education loan, scholarship & other student-friendly facilities through one link. The Portal is gateway to Banks & students for education loan & also has linkages with National Scholarship Portal inaugurated by the Prime Minister on 01.07.2015 as a part of Digital India initiative managed by DEITY. Ministry of Communications & IT. The Portal is information friendly with relevant information for students. The Portal has the facility of tracking the students right from the inception of loan application until the completion of sanction of loan or otherwise. The Portal would be useful for students, parents, educational institutions, bankers, employers, researchers, etc. As on March 2nd 2017, 40 Banks have registered in the Portal. 71 Education Loan Schemes have been uploaded and 1,299 students have been disbursed education loans through this Portal, as informed by NSDL e-Governance Infrastructure Ltd.

14. ISHAN UDAY - Special Scholarship Scheme for North Eastern Region

With regard to promotion of Higher Education in North Eastern Region (NER) the UGC has launched the "Ishan Uday" Special Scholarship Scheme for North Eastern Region from the academic session 2014-15. The rate of scholarship is Rs.5, 400/- p.m. for General Degree Courses and Rs.7,800/- p.m. for Technical and Professional Degree courses. 10,000 candidates are selected under the scheme for North Eastern Region. The process of payment is made directly by Canara Bank as per an agreement (MoU) made between UGC & Canara Bank. An expenditure of Rs.74.74Crore was incurred during 2015-16 to 9027 Scholarship holders. As on 31.03.2016 10,000 students are getting these Scholarships. **In the financial year 2016-17, an amount of Rs. 78.83 crores was released to 17,814 beneficiaries upto February, 2016**

15. National Institutional Ranking Framework (NIRF) which was launched on 29th September 2015, ranks institutions based on objective and verifiable criteria. It has been made available separately for Engineering, Management, Pharmaceutical, Architecture, Humanities, Law and for Universities as a whole. The first ranks were declared on 4th April 2016. More than 3,500 institutions have participated in the exercise, making it the highest participated ranking exercise in the World.

Joint Counselling has been implemented **for the first time** for admission of students in various undergraduate programmes of IITs, ISM, NITs, IIITs and other CFTIs/GFTIs thus doing away with multiplicity of counselling sessions per student. Number of vacant seats has been drastically reduced from 23% to less than 1%. Candidates who did not join after allotment of seats, have also been refunded the fees paid to JoSAA / CSAB during the counselling process.

16. Introduction of IIM Bill, 2017 in the Parliament

Indian Institutes of Management are the country's premier institutions imparting best quality education in management on globally benchmarked processes of education and training in management. IIMs are recognized as world-class management Institutions and Centers of Excellence and have brought laurels to the country. All IIMs are separate autonomous bodies registered under the Societies Act.

Being societies, IIMs are not authorized to award degrees and, hence, they have been awarding Post Graduate Diploma and Fellow Programme in Management. While these awards are treated as equivalent to MBAs and Ph.D, respectively, the equivalence is not universally acceptable, especially for the Fellow Programme.

Therefore, after approval of the Cabinet, IIM Bill, 2017 has been introduced in the Lok Sabha, under which the IIMs would be declared as Institutions of National Importance and which will enable them to grant degrees to their students.

Salient Features of IIM Bill

Apart from authority to grant degrees, the Bill provides for complete autonomy to the Institutions, combined with adequate accountability. Management of these Institutions would be Board driven, with the Chairperson and Director of an Institution to be selected by the Board. A greater participation of experts and alumni in the Board is another of the important features in the Bill. Provision has also been made for presence of women and members from Scheduled Castes/Tribes in the Board. The Bill also provides for periodic review of the performance of Institutions by independent agencies, and placing the results of the same on public domain. The Annual Report of the Institutions will be placed in the Parliament and CAG will be auditing their accounts. There is also a provision of a Coordination Forum of IIMs, chaired by an eminent person, as an advisory body.

17. UGC (Institutions Deemed to be Universities) Regulations 2016:

In order to bring more transparency, remove subjectivity and for improving standards of education keeping in view the students welfare and changing requirements, University Grants Commission (UGC) notified a new UGC (Institutions Deemed to be Universities) Regulations, 2016 on 11.07.2016 superceding the UGC (Institutions Deemed to be Universities) Regulations, 2010.

Following new salient features have been incorporated in the new Regulations:

- i. The eligibility criteria for obtaining Deemed to be University status, opening of Off-Campus etc. has been made stringent so that only good Higher Educational Institutions get the Deemed University status.
- ii. To address the issue of space constraints, the eligibility criteria have been changed from land criteria to built-up area.
- iii. Application process for obtaining Deemed University status, its Off-Campuses has been elaborated removing subjectivity and bringing transparency. Time line for processing the application has been prescribed.
- iv. Concept of Letter of Intent has been introduced for de-novo category Institutes / Off-Campus.
- v. Government interference in giving nominee in Board of Management & Finance Committee has been reduced.
- vi. Provision for removal of Vice-Chancellor has been incorporated.
- vii. Several welfare measures viz. Anti Ragging Cell, Anti discrimination Cell, Gender Sensitization Cell, Internal Complaints Committee for prevention of Sexual Harassment & Barrier Free access for specially abled students in all places have been introduced.

18. PMKVY by Technical Institutions

The main objective of the Prime Minister Kaushal Vikas Yojna (PMKVY) is to impart Engineering Skills for 10 Lakh youth in the next three years starting from academic year 2016-17. It is aimed to:

- Encourage the institutions for making the best use of available infrastructure of higher education system during off hours for skill training.
- Provide employable and certifiable skills based on National Occupational Standards (NOS) with necessary soft skills to the school dropouts who want to pursue attain higher order skills and living in the vicinity of College.
- Provide for up-gradation and certificate of traditional/acquired skills of the learners irrespective of their age;
- Provide opportunities for community-based life-long learning by offering courses of general interest to the community for personal development and interest;
- Offer bridge courses to certificate holder of general/vocational education, so as to bring them at par with appropriate NSQF level.
- Provide entrepreneurial orientation along with required skill training for self-employment and entrepreneurship development.
- Provide post placement support, tracking and monitoring.

2. All existing Engineering College and Polytechnics will be eligible to participate in the scheme, which are into existence for a minimum period of two years from the date of invitation of application for the scheme. If any institute is already partner of NSDC, such institutes will not be eligible for participating in the scheme.

3. School dropouts who want to pursue, attain higher order skills and living in the vicinity of College/Polytechnic are eligible to apply. There shall be no age bar for admission under this scheme.

4. Skill component of the course will be assessed by the respective Sector Skill Councils as per the norms, which are prescribed by NSDA/ NSQF approved independent third party agency approved by NSDA. On successful completion of training, a certificate will be awarded by the respective Sector Skill Council or certifying agencies approved by NSDA.

5. The Standing Finance Committee of this Ministry has approved Rs 490 Crore for this scheme for next three years covering 5,000 colleges. The National Steering Committee (NSC) on 29th August 2016 approved 1,324 institution with 80,368 intake in Skills Level 3 and 4 have been recommended by NSC.

6. Institutions have started the enrolment of students based on the Approval of the

Committee. The first enrolment of the students under the scheme has been started from November 2016.

19. Deen Dayal Upadhyaya Kaushal Kendras have been established for running complete spectrum of skill courses starting from certificate to Ph.D. in 64 institutions in 79 trades with intake of 8150 students. These centers are established in colleges and universities and are the only ones authorized to offer M.VoC and PhD in skill education. Syllabi of 45 trades have been designed with the help of Sector Skill Councils and uploaded on the UGC website to bring uniformity in Skill education.

UGC Plan grants to Central Universities and Deemed to be Universities is now being undertaken through the **Public Financial Management System (PFMS)**. 16 scholarships of UGC have been brought under DBT mode.

20. Reforms through RUSA (Centrally Sponsored Scheme): The reform agenda of the RUSA initiatives, namely, accreditation, affiliation, governance and administrative reforms have been proactively undertaken by the States from the year 2014-15. The accreditation status in the States has improved. An amount of Rs. 1155 crores was earmarked for the year 2015-16 for infrastructure grants to Universities and Colleges, creation of Model Degree Colleges, cluster Universities, upgradation to autonomous colleges and vocationalisation of higher education. A total of 1943 higher educational institutions from across the country have benefited under RUSA so far. An amount of Rs. 1300 crores is earmarked in the current year for the scheme.

Women candidates and persons with disabilities facilitated for continuation of their M.Phil and PhD. Studies through the following measures:

Women Candidates and Persons with Disability (more than 40% disability) will be allowed a relaxation in the maximum duration by one year for M.Phil and two years for Ph.D. In addition, women candidates can avail Maternity Leave/Child Care Leave once in the entire duration of M.Phil/Ph.D. for up to 240 days.

In case of relocation of an M.Phil/Ph.D. woman scholar due to marriage or otherwise, research data shall be allowed to be transferred to the University to which the scholar intends to relocate

21. Scholarships: There are 22 different scholarship schemes of the Ministry of Human Resource Development covering different categories like Under graduate, Post graduate, Doctoral, Post Doctoral and Teacher-centric Fellowships. During the year 2016-17, a sum of Rs. 872 crores has been sanctioned upto February 2017 to 66,656 nos. of beneficiaries has been sanctioned. This is a big growth over the previous year's number of beneficiaries of 46,581.

22. Special Scholarship Scheme for Jammu & Kashmir

Although the Special Scholarship Scheme for Jammu & Kashmir was first launched in 2011, with the objective to encourage the youth from Jammu & Kashmir to take advantage of the educational institutions outside the State, which would provide them an opportunity to interact with their counterpart from rest of the nation, in the current Academic Year 2016-17, following additional initiatives have been made:-

1. Tuition fee to be disbursed to the institution and scholarship towards maintenance to be disbursed into the students' bank account.
2. Students, in the merit list were given option either to go to the institutions allotted through Centralized Counselling or take admission on their own in institutions which are either approved under 12 B of the UGC Act or approved by AICTE or by the respective regulatory body.
3. 10 supernumerary quota in various Engineering branches has been created per Institute and two to three supernumerary quota has been created for Nursing Colleges.

As on date 2178 students of Academic Year 2016-17 have uploaded their joining report and the slow progress in the students taking admission is due to the prevailing unrest in the State.

23. National Academic Depository (NAD) - In pursuance with Government's vision of Digital India and Commitment in the Budget Speech of 2016-17, to establish a Digital Depository for school learning certificates, degrees and other academic awards of Higher Education Institutions, on the pattern of a Securities Depository, Union Cabinet accorded its approval for establishment and operationalisation of a National Academic Depository (NAD) on 27th October 2016.

The NAD would help in validating the authenticity of these awards and ensuring their safe storage and easy retrieval. Maintaining academic awards in a digital depository would provide benefit to educational institutions, students and employers by enabling online access and retrieval; eliminate fraudulent practices such as forging of certificates and mark-sheets and facilitate validation. NAD would be available online 24X7 access to the stakeholders.

NAD shall maintain the authenticity, integrity and confidentiality of its database. It will also train and facilitate academic institutions/boards/ eligibility assessment bodies to efficiently lodge academic awards in the database.

24. Swayam Prabha - Swayam Prabha has been conceived as the project for telecasting high quality educational programmes through 32 DTH channels on 24X7 basis. For this purpose, two transponders of GSAT-15 have been taken from ISRO, and were operationalised using the uplinking facilities of the Bhaskaracharya Institute of Space Applications and Geo-informatics (BISAG) Gandhinagar. Each Channel transmits 24X7 providing about 4 hours of new content every day. For each Channel, a reputed educational institution has been designated as Channel Coordinator for preparing and authenticating the content. As of now, (26) of these channels are already functional. A dedicated website at www.swayamprabha.gov.in gives the transmission schedule day-to-day.

Every day, there will be new content of at least (4) hours which would be repeated 6 times a day, allowing the student to choose the time of his convenience.

- The DTH Channels will cover: -

(a) 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).

(b) School education (9-12 levels) modules; for teacher training as well as teaching and learning aids to children of India to help them understand the subjects better and also help them in better preparedness for competitive examinations for admissions to professional degree programmes.

(c) Curricula and courses that can meet the needs of life-long learners or Indian citizens in India and abroad.

25. National Digital Library: Ministry of Human Resource Development (MHRD) is establishing the National Digital Library (NDL) under the National Mission on Education through Information and Communication Technology (NMEICT) with the objective to host a national repository of existing e-content available across educational institutions in the country and e-content developed under NMEICT.

IIT Kharagpur has been entrusted to host, coordinate and set-up National Digital Library (NDL) of India. This would integrate all the existing digitized and digital contents across educational and cultural institutions/bodies to provide a single-window access to different groups of users ranging across the entire population. NDL will fetch metadata of the contents and store and index these metadata in the NDL servers so that all the e-contents can be searched and accessed in the full-text by users through a single window. NDL does not store the actual (full-text) contents in its servers; instead it gives

to users links of respective content hosting sites as part of search results. Users access contents from respective content hosting sites by clicking these links.

The NDL portal has gone live. There are 66,48,140 resources available through the portal. More than 3 lakhs users are registered on the portal. 14 workshops and trainings have been conducted for the contributing institutes. A Mobile App has also been developed.

26. Rashtriya Uchhatar Shiksha Abhiyan (RUSA) - Achievements under RUSA in the last three years (2014 to 2017)

Rashtriya Uchhatar Shiksha Abhiyan (RUSA) is a comprehensive, overarching, Centrally Sponsored Scheme (CSS) of the Department of Higher Education, Ministry of Human Resource Development, for strategically funding the State Higher Education system in order to achieve the objectives of equity, access, excellence and employability. The funding is based on well defined, transparent norms and linked to certain key academic, administrative and governance reforms.

With over 96% of the students enrolled in the state higher education system (both public and private), there is a felt need for State Universities to be strengthened through adequate funding to usher much needed reforms. A major cause of concern has been the declining investments (Plan) of the State Governments in higher education. States, therefore, must be incentivized to step up investments in higher education.

Achievements

The Union Cabinet dated 3rd October 2013 have approved the centrally sponsored scheme RUSA with the following physical and financial targets to be achieved by the end of March 2017. The major achievements of RUSA are given below:

- Creation of State Higher Education Councils in 34 States and UTs
- Increase in accreditation of universities (21%) and colleges (14%), since inception of RUSA
- Creation of State Project Directorates in 31 States and UTs
- Formation of State Level Quality Assurance Cells in 30 States and UTs to help improve the process of accreditation.
- Reduction in the affiliation burden of universities in many States by creation of new affiliating universities.
- Increased focus on monitoring and transparency through the use of Public Finance Management Systems and Geotagging of institutions
- Shift from base funding (May 2013 to March 2016)/ to performance based funding (April 2016-17 onwards)

Physical and Financial Achievements

S. No.	Component	Unit cost (Rs Crores)	Targets Achieved (as on 15 th March, 2017)	
			Physical Units	Amount Approved (Rs. Crores)
1	Creation of Universities by way of upgradation of existing autonomous colleges	55	8	440
2	Creation of Universities by conversion of colleges in a cluster	55	8	440
3	Infrastructure grants to Universities	20	117	2319.53
4	New Model Colleges (General)	12	72	859.689
5	Upgradation of existing degree colleges to model colleges	4	54	212.36
6	New Colleges (Professional & Technical)	26	29	754
7	Infrastructure grants to colleges	2	1250	2499.25
8	Research, innovation and quality improvement (State as Unit)	120	3	37.2734
9	Equity initiatives (State as Unit)	5	18	77.45
10	Faculty Recruitment Support (Posts)	0.58	253	26.198
11	Faculty improvements	10	8	41.49
12	Vocationalization of Higher Education (State as Unit)	15	7	93.43
13	Leadership Development (including Curriculum Reforms)	5	612 leaders	9.90
Total				7810.57

Status of Release of Central Grants

S. No	Name of State/ UT	Central Grants Released (Rs in Crore)				Total Releases (Rs in Crore)
		2013-14	2014-15	2015-16	2016-17	
1	Andhra Pradesh	17.998	0	37.25	7.4479	62.6959
2	Arunachal Pradesh	2.727	0.45	7.1775	4.5	14.8545
3	Assam	9.636	10.44	36.518	54.78	111.374
4	Bihar	2.626	0	22.2	6.6	31.426
5	Chhattisgarh	2.626	0	31.485	0	34.111
6	Goa	1.9695	0	11.4	0	13.3695
7	Gujarat	3.2825	14.6259	21.96148	40.11817	79.98805
8	Haryana	2.626	0	36.76	0	39.386
9	Himachal Pradesh	3.636	16.47905	34.025	50.85	104.99
10	Jammu & Kashmir	3.636	19.7374	11.7	88.51	123.5834
11	Jharkhand	1.9695	0	18.75	51.3945	72.114
12	Karnataka	3.2825	0	87.225	41.8125	132.32
13	Kerala	2.626	0	10.718	46.485	59.829
14	Madhya Pradesh	0	3.25	15.6	57.7725	76.6225
15	Maharashtra	3.282	0	34.5	1.8	39.582
16	Manipur	2.727	4.68	0	0	7.407
17	Meghalaya	0	0	16.65	1.985	18.635
18	Mizoram	2.727	2.363	32.569	4.5	42.159
19	Nagaland	2.727	5.85	1.023	22.724	32.324

20	Odisha	34.138	11.5375	90.9	60.55	197.1255
21	Punjab	17.311	13.69715	31.479	16.825	79.31215
22	Rajasthan	0	3.25	65.4	44.4	113.05
23	Sikkim	0	2.7	16.5606	11.57268	30.83328
24	Tamil Nadu	0	3.25	52.9775	84.8125	141.04
25	Telangana	10.82	2.6	15.6	10.7855	39.8055
26	Tripura	17.747	2.3752	13.018	0	33.1402
27	Uttar Pradesh	105.696	29.25	4.225	115.7811	254.9521
28	Uttarakhand	3.636	10.107	2.9935	61.02205	77.75855
29	West Bengal	2.626	1.14136	61.19614	66.125	131.0885
30	Andaman and Nicobar Islands	2.008	5.85	0	7.5	15.358
31	Chandigarh	0	1.96	0	0	1.96
32	Delhi	0	0	1.515	0	1.515
33	Dadra & Nagar Haveli	1.95	0.0195	0.45	0	2.4195
34	Daman And Diu	1.969	0	0	0.9	2.869
35	Puducherry	0	1.95	37.995	0	39.945
Total			268.005	167.5631	861.8217	961.5534