

INDEX

Sl. No.	Name of the Scheme	Page No.
1.	Samagra Shiksha Abhiyan	2-8
2.	PM Poshan	9-13
3.	Additional Secretary Bureau	13-19
4.	Adult Education	19-20
5.	Economic Adviser Bureau	20-21
6.	Kendriya Vidyalaya Sangathan	21-24
7.	Navodaya Vidyalaya Samiti	24-25
8.	Central Board of Secondary Education	25-29
9.	National Council of Educational Research & Training	29-33
10.	National Institute of Open Schooling	33-34
11.	National Bal Bhawan	34-35
12.	National Award for Teachers	35-37

Department of School Education & Literacy

1. Samagra Shiksha Abhiyan

S. No.	Scheme/ Program me/ Initiative	Salient Features (bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
1.	Samagra Shiksha	May be seen at Annexure-I.	<p>The achievements of Samagra Shiksha are as follows:</p> <ul style="list-style-type: none"> • During 2018-2019 to 2021-2022, 1391 schools have been upgraded at Elementary, Secondary and Higher Secondary level, 73 new residential schools/ hostels have been opened, 49136 schools have been strengthened (including Additional classrooms), 15926 schools have been covered under ICT & Digital initiatives, 5787 schools have been covered under vocational education, 788 KGBVs have been upgraded from class VIII to class X, 931 KGBVs have been upgraded from class VIII to class XII and 13506 separate girls toilets have been constructed. • In addition, during 2018-2019, 4.78 lakh out of 	May be seen at Annexure-II.

S. No.	Scheme/ Program me/ Initiative	Salient Features (bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
			<p>school children have been provided special training at elementary level, 4.24 lakh children have been provided transport and escort facility, 16.76 lakh children have been covered under Section 12(1)(c) of the RTE Act, 6.96 cr children have been provided free uniforms, 8.72 cr children have been provided free textbooks at elementary level, 0.74 cr children have been provided remedial teaching, 14.58 lakh teachers have been trained, 69173 schools provided self-defence training to girls, 3.79 lakh CWSN girls have been provided stipend and 23183 special educators have been provided financial assistance, 237995 schools provided library facility and 372341 schools provided sports equipment facility.</p>	

S. No.	Scheme/ Program me/ Initiative	Salient Features (bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
			<ul style="list-style-type: none"> • Also, during 2019-2020, 5.07 lakh out of school children have been provided special training at elementary level, 6.78 lakh children have been provided transport and escort facility, 21.58 lakh children have been covered under Section 12(1)(c) of the RTE Act, 6.89 cr children have been provided free uniforms, 8.78 cr children have been provided free textbooks at elementary level, 1.76 cr children have been provided remedial teaching, 28.84 lakh teachers have been trained, 166528 schools provided self-defence training to girls, 3.22 lakh CWSN girls have been provided stipend and 24030 special educators have been provided financial assistance, 458059 schools provided library facility and 561962 	

S. No.	Scheme/ Program me/ Initiative	Salient Features (bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
			<p>schools provided sports equipment facility.</p> <p>Also, during 2020-2021, 3.26 lakh out of school children have been provided special training at elementary level, 2.41 lakh children have been provided transport and escort facility, 32.67 lakh children have been covered under Section 12(1)(c) of the RTE Act, 6.57 cr children have been provided free uniforms, 8.84 cr children have been provided free textbooks at elementary level, 1.44 cr children have been provided remedial teaching, 14.44 lakh teachers have been trained, 83021 schools provided self-defence training to girls, 3.68 lakh CWSN girls have been provided stipend and 23331 special educators have been provided</p>	

S. No.	Scheme/ Program me/ Initiative	Salient Features (bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
			<p>financial assistance, 708712 schools provided library facility and 396522 schools provided sports equipment facility. In addition, approximately 23.85 lakh Teachers (State/ UTs + Organizations) completed NISHTHA Online Elementary level Course .</p> <ul style="list-style-type: none"> • Also, during 2021-2022, 1.37 lakh out of school children have been provided special training at elementary level, 5.99 lakh children have been covered under Section 12(1)(c) of the RTE Act, 65.9 lakh children have been provided free uniforms, 3.93 cr children have been provided free textbooks at elementary level, 9.32 lakh children have been provided remedial teaching, 1.33 lakh teachers have been trained, 252 schools provided self-defence 	

S. No.	Scheme/ Program me/ Initiative	Salient Features (bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
			<p>training to girls, 1.09 lakh CWSN girls have been provided stipend and 14564 special educators have been provided financial assistance, 21693 schools provided library facility and 43122 schools provided sports equipment facility.</p>	

Annexure-I

Salient Features of Samagra Shiksha

The Samagra Shiksha scheme is an integrated scheme for school education covering the entire gamut from pre-school to class XII. The scheme treats school education as a continuum and is in accordance with Sustainable Development Goal for Education (SDG-4). The scheme not only provides support for the implementation of the RTE Act but has also been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

The major interventions, across all levels of school education, proposed under the scheme are:

- Universal Access including Infrastructure Development and Retention;
- Foundational Literacy and Numeracy,
- Gender and Equity;
- Inclusive Education;
- Quality and Innovation;
- Financial support for Teacher Salary;
- Digital initiatives;
- RTE Entitlements including uniforms, textbooks etc.;

- Support for ECCE;
- Vocational Education;
- Sports and Physical Education;
- Strengthening of Teacher Education and Training;
- Monitoring;
- Programme Management; and
- National Component.

Annexure-II

Components/ provisions which need wider outreach

- **Provision of upto Rs 500 per child for Teaching Learning Materials**, indigenous toys and games, play based activities per annum for pre-primary sections in Government Schools.
- **Support for NIPUN Bharat Mission on Foundational Literacy and Numeracy** to ensure that every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III through Provision of TLM upto Rs 500 per child per annum, Rs 150 per teacher for teacher manuals and resources, Rs 10-20 lakh per district for assessment and PMU at National, State and District levels.
- **Transport facility** has been extended to secondary level @ upto Rs 6000 per annum.
- **For out of school children at 16 to 19 years of age**, support will be provided to SC, ST, disabled children, upto Rs 2000 per child per grade to complete their secondary/senior secondary levels through NIOS/SOS.
- **Financial support for State Commission for Protection of Child Rights @ Rs 50 per elementary school in the state, for developing appropriate mechanism for protection of child rights and safety.**
- **Additional Sports grant** of upto Rs. 25000 to schools in case atleast 2 students of that school win a medal in Khelo India school games at the National level.
- All KGBVs to be upgraded to class 12 and financial support for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) increased from Rs 25 lakh to upto Rs 40 lakh per annum.
- Self defence training for girls under '**Rani Laxmibai Atma Raksha Prashikshan**' and amount increased from Rs 3000 to Rs 5000 per month.
- **Separate provision of stipend for CWSN girls @ Rs. 200 per month for 10 months, in addition to student component of Rs 3500 per CWSN per year from pre-primary to senior secondary level.**
- **Provision of annual identification camps for CWSN at block level @Rs. 10000 per camp and equipping of Block Resource centres for rehabilitation and special training of CWSN.**

2. PM Poshan (earlier called MDM)

<p>National Program me of Mid-Day Meal in Schools (Renamed as "Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)".</p>	<ul style="list-style-type: none"> • Objectives - The objectives of the Mid-Day Meal Scheme (Renamed as "Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)" are to address two of the pressing problems for majority of children in India, viz. hunger and education by: <ol style="list-style-type: none"> i) Improving the nutritional status of children studying in classes I – VIII in Government and Government-Aided Schools, Special Training Centers (STC) and Madrasas & Maqtabs supported under Samagra Shiksha. 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. 	<ul style="list-style-type: none"> • The National Programme of Mid-Day Meal in Schools, popularly known as the Mid-Day Meal Scheme, (Renamed as "Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)" 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 Madarsas and Maqtabs supported under Samagra Shiksha. 11.80 crore children studying in 11.20 lakh institutions have been benefitted under the Scheme. • A total of 25.71 lakh cook-cum-helpers have been engaged by the States/UTs under Mid-Day Meal Scheme (Renamed as "Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)" and more than 90% are women. Out of 25.71 lakh cooks, 21% SCs, 15% STs, 42% OBCs and 7% are from Minorities. • With the approval of Hon'ble Shiksha Mantri, it was decided to provide monetary assistance through Direct Benefit Transfer (DBT) of cooking cost component of MDM to all eligible children as per MDM norms for summer vacation period of 2021 only as a one time special welfare 	<p>Components of the Scheme and norms of assistance</p> <p>i) Food Grains: Supply of food grains @ 100 grams per child per school day for primary and 150 grams for upper primary at NFSA rate i.e. Rs 2 per kg for wheat and Rs 3 per kg for rice. (<u>100% Central Assistance</u>)</p> <p>ii) Cooking Cost: It includes cost of ingredients, e.g. pulses, vegetables, cooking oil, other condiments and fuel. As approved by CCEA and finance ministry, Annual enhancement of cooking cost is linked with price index (Rs 4.97 – Pry, Rs 7.45 – U</p>
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		<p>measure.</p> <ul style="list-style-type: none"> • An ad hoc grant of Rs. 2679 crore has been released to all the States and UTs in 2021-22 and 11.97 lakh MTs foodgrains were allocated to them under Mid Day Meal Scheme to ensure continuation of Mid Day Meal Scheme (Renamed as “Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)”). • Also during 2020-21, with the approval of Hon’ble Shiksha Mantri, this Department issued the advisories to States and UTs to provide Food Security Allowance, comprising of food grains and pulses, oil etc (equivalent to cooking cost) to enable children to meet their nutritional requirement in order to safe guard their immunity. Food Security Allowance has been provided to all enrolled children during closure of schools due to COVID pandemic and during summer vacations as a one time special measure for the first time in the history of the scheme. About 11.80 crore children are benefited under the scheme studying in 11.20 lakh school :- • During 2020-21, Rs 12882.11 crore was released to States and UTs as central assistance and 34.45 	<p>Pry w.e.f. 1.4.2020) <u>(on Sharing basis)</u></p> <p>iii) Honorarium to Cook-cum-helpers (CCH): Honorarium of Rs. 1000 to each CCH per month. <u>(on Sharing basis)</u>. 1 CCH up to 25 children, 2 CCH for 26-100 children, 1 more CCH for every addition of upto 100 children.</p> <p>iv) Transportation Assistance: As per PDS rate for transportation of food grains from FCI go-down to school door steps. Maximum Rs. 1500 per MT for transportation of food grains from FCI godown to school door steps for States other than NER and 2 Himalayan</p>
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	<p>lakh MT foodgrains was allocated to them.</p> <ul style="list-style-type: none"> • During COVID-19 pandemic, this Department has also held continuous consultations with the States and UTs at various levels in order to maintain healthy nutritional level of the children. • Annual enhancement of cooking cost has been linked with inflation index. Cooking cost was enhanced by 10.99% from Rs. 4.48 to Rs. 4.97 per child per school day for primary children and from Rs. 6.71 to Rs. 7.45 per child per school day for upper primary children w.e.f. 01.04.2020. • States and UTs have been encouraged to conduct social audit. Several States have successfully conducted social audit. • School re-Opening - Detailed guidelines has been issued for resuming hot cooked mid day meal in schools. Hot cooked mid-day meal is being served in the States where schools have reopened. These broad guidelines are aimed at helping State/district/block authorities to prepare for resuming the normal cooking and serving of Mid-Day Meal in schools with focus on food safety, health, and hygiene along with physical/social 	<p>States and UTs. <u>(100% Central Assistance)</u></p> <p>v) Management, Monitoring and Evaluation (MME): @ 3% of above recurring components (1+2+3+4). <u>(100% Central Assistance)</u></p> <p>vi) Kitchen-cum-store: as per plinth area norm and State Schedule of Rates. <u>(on Sharing basis)</u>.20 sqmeter for schools having enrolment of 100 students. Addition of 4 sq meter for every addition of up to 100 students. <u>(on Sharing basis)</u></p> <p>vii) Kitchen devices: Linked with enrolment. <u>(on Sharing</u></p>
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		<p>distancing.</p> <ul style="list-style-type: none"> • To ensure continuous maintenance and monitoring of cleanliness and hygienic conditions in and around school premises. • Cleanliness and hygiene should be maintained during midday meal preparation, serving, eating, and after eating the place and utensils, etc., should be properly cleaned. • CCEA Note for consideration of Cabinet Committee on Economic Affairs (CCEA) for continuation/Revisions/Modifications of MDMS has been approved by the Cabinet on 29.9.2021 during 2021-22 to 2025-26 and the Scheme has been renamed as (Renamed as "Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)" with the financial outlay of Rs. 54061.73 Crore from the Central Government and Rs. 31733.17 Crore from State Governments and UT Administrations. 	<p><u>basis)</u></p> <p>viii) Repair of kitchen-cum-stores: Rs 10,000/- per unit, for the kitchen-cum-stores, which were constructed 10 years ago.(<u>on Sharing basis</u>)</p> <p>ix) Flexi Funds (School Nutrition Garden and Supplementary nutrition): 5% of the total recurring assistance, within the approved outlay.</p> <p>x) New Component of Balvatika(Pre-Primary) under the PM Poshan covering 24 Lakhs children has also been approved by the Cabinet on 29.09.2021.</p>
School Nutrition (Kitchen) Gardens. (SNG)	Under Mid-Day Meal Scheme all the States and UTs are being encouraged to set up School Nutrition (Kitchen) Gardens. Various stake holders	As per the latest reports more than 3 Lakhs (including all States/UTs) number of SNG have been established so far.	-

	<p>viz. teachers, students, parents and even local residents are involved in development and maintenance of these Gardens. These Gardens are places where fruits and vegetables are grown in the school premises, which may be used in preparation of mid-day meal. Purpose of School Nutrition (Kitchen) Gardens is to give children first-hand experience with nature and gardening. They can learn about balanced diet and organic methods of growing fruits & vegetables, as per the geographical situation and need of the school.</p>		
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3. Additional Secretary

S. No .	Schemes/ Programme/ Initiatives	Salient features	Noteworthy achievements so far	Components/ provisions which need wider outreach
01.	Strengthening Teaching-Learning and Results for States (STARS)	STARS project is proposed as a new centrally sponsored scheme, for undertaking qualitative and systemic reforms in the identified States as well as innovative approaches which can be scaled up to cover the entire country.	<ul style="list-style-type: none"> • On boarded Independent Verification Agency (IVA) for verification of results • The MoE has approved the STARS states' 	<p>The Program focuses on cross-learning and knowledge sharing amongst states.</p> <p>As a program to operationalize the National Education Policy (2020), States</p>

		<p>The project envisages improving student outcomes in and strengthening the governance of school education in the selected States (viz. Himachal Pradesh, Kerala, Maharashtra, Madhya Pradesh, Odisha and Rajasthan). The targeted beneficiaries of the project are the children from the age of 3 to 18 years (pre-school to class XII), Teacher Education Institutions and Teachers.</p>	<p>Annual Work Plans and Budgets (AWPBs) for FY 20-21 and has released a first instalment of funds worth ~INR 912 million to the states.</p> <ul style="list-style-type: none"> • The MoE has also completed appraisal of the State AWPBs for FY 21-22, allocating INR ~6.5 billion for planned activities. • Disbursement Linked Results (DLRs) for Year 1 (FY 20-21) worth US\$ 31 million have been achieved, verified, and approved. The letter for withdrawal of credits has been issued to DEA. The targets achieved are: <p><i>DLI 1: Increase in students achieving minimum proficiency in grade 3</i></p>	<p>are undertaking innovative systemic reform. Some noteworthy initiatives that may be highlighted for outreach and to facilitate scaling up of reform in other States include:</p> <ul style="list-style-type: none"> • Early Years Education: All six STARS states have contextualized models of pre-school education in place. Most states are currently working on developing/implementing early childhood and foundational learning packages to promote need-based teacher training and strengthen early years education. • Improving Learning Assessment Systems: The establishment of India's new National Assessment Centre, known as Performance Assessment,
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		<p>language in selected states</p> <p>Year 1 Target: National Report for NAS 2017 with state and subject wise scaled scores for Grade 3 published by NCERT. Allocated Amount: US\$ 7 million</p> <p>DLI 2: Improvement in secondary school completion rate in selected states</p> <p>Year 1 Target: (i) UDISE Flash Statistics for 2017-18 with latest data on secondary school completion rate published and made available for public access Allocated Amount: US\$ 6 million</p> <p>DLI 3: Improvement in governance index scores in selected</p>	<p>Review, and Analysis of Knowledge for Holistic Development (PARAKH), in line with the NEP 2020; Preparation for India's participation in PISA 2022 and strengthening competency-based learning assessments including the conduct of the National Achievement Survey (NAS) scheduled to be held in November 2021. Further, all six STARS states are working on setting up or strengthening their State Assessment Cells to enable teacher training on continuous comprehensive evaluations and classroom assessments</p> <ul style="list-style-type: none"> • Improving Teacher Performance and Classroom Practice: All
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			<p>states Year 1 Target: State performance measurement index developed, state performance assessed, and report released by MoE for academic year 2018-19. Allocated Amount: US\$ 2 million</p> <p>DLI 4: Strengthened learning assessment systems Year 1 Target: Independent National Assessment Centre notified by MoE Allocated Amount: US\$ 4 million</p> <p>DLI 5: Partnerships developed to facilitate cross learning between states Year 1 Target: MoE identifies and establishes interstate learning partnerships</p>	six STARS states are working on strengthening in-service teacher training at elementary and secondary levels and plan to complete needs-based teacher training assessments in FY 21-22, in line with the State Incentive Grant (SIG) Framework of the Program. The management of the COVID-19 fallout through State-specific remote learning initiatives may be highlighted. <ul style="list-style-type: none"> • Strengthening School-to-Work Transition: The SIG framework of the STARS Program focuses on enabling career guidance for secondary school students and
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		<p><i>by connecting each selected state with at least two non-selected states</i></p> <p><i>Allocated Amount: US\$ 2 million</i></p> <p><i>DLI 6: State level improved service delivery</i></p> <p><i>Year 1 Target: (i) State Incentive Grant (SIG) Manual prepared, approved and adopted by MoE</i></p> <p><i>Allocated Amount: US\$ 10 million</i></p> <ul style="list-style-type: none"> • A national stakeholder consultation discussion was held on September 28, 2021 with sector experts, non-state actors, professionals, academicians, researchers, MoE and the STARS states to inform and strengthen program implementation 	<p>facilitating vocational education, with an emphasis on out of school children. An orientation meeting between the STARS States and Sector Skills Councils (Logistics, Automotive, Banking, Financial Services and Insurance and Green Jobs) was organized in June, 2021 to strengthen industry linkages and enable states to shape vocational education programs aligned with market relevant courses and the future of work.</p> <p>• Governance and Decentralized Management for Improved Service Delivery: All STARS states are working towards developing a leadership training plan</p>
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			on.	for academic support staff (Block and Cluster Resource Officials) and school leaders. In order to strengthen service delivery, every state is also developing a draft-regulatory framework for the involvement of non-state actors to help clearly define objectives, key performance indicators and results monitoring mechanisms for non-state actor engagement.
02.	Accelerating State Education Program to Improve Results (ASPIRE)	ASPIRE will support the implementation of Samagra Shiksha in the five selected states (Assam, Jharkhand, Gujarat, Tamil Nadu and Uttarakhand) to accelerate quality outcomes in government schools, especially improved foundational learning at the primary level and reduced dropout rates at the secondary level.	This project is under EFC Stage	

		<ul style="list-style-type: none"> • To transforming a set of about 1800 government schools into leader/exemplar schools with improved learning environments and human resources • Support education outcomes at primary and secondary grades (particularly foundational learning at the primary level and dropout rates at the secondary level) • To implement foundational LEPs in elementary schools across about 14,000 cluster schools given the priority of early grade learning outcomes and learning loss caused by the COVID-19 pandemic. • Focus on ed-tech for improving teaching-learning outcomes • Introduce and develop curricula frameworks for STEAM and integrated pre- and vocational education 		
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4. Adult Education

Scheme/ Programme/ Initiatives	Salient features (Bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
Padhna Likhna Abhiyan (PLA)	The main objective of PLA is to impart Functional Literacy to 57 lakh non-literates of 15 years and above	22 States/ UTs of the country conducted Assessment Test/ Promotion process of learners during 28 th to	The PLA scheme was approved only for the financial year 2020-21. However, due to COVID-19 Pandemic

	age group in the country during F.Y. 2020-21. PLA is the first scheme which was approved to implement in all 36 States/ UTs in both urban and rural areas in the country.	31 st July, 2021 and around 17.32 lakh learners appeared in the Assessment Test/ Promotion process.	situation, the tenure of the scheme was extended by the Department of Expenditure upto 30 th September, 2021.
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5. Economic Adviser

Sr. No	Scheme/ Programme/ Initiative	Salient Features (Bullet form)	Noteworthy achievement so far	Components/ provisions which need wider outreach
1.	Ek Bharat Shreshtha Bharat	<ul style="list-style-type: none"> • To CELEBRATE the Unity in Diversity of our Nation and to maintain and strengthen the fabric of traditionally existing emotional bonds between the people of our Country; • To PROMOTE the spirit of national integration through a deep and structured engagement between all Indian States and Union Territories through a year-long planned engagement between States; • To SHOWCASE the rich heritage and culture, customs and traditions of either State for enabling people to understand and appreciate the diversity that is India, thus fostering a sense of common identity • To ESTABLISH long-term engagements and, • To CREATE an environment which promotes learning 	<ul style="list-style-type: none"> • Guidelines of EBSB revised in accordance to the National Education Policy-2020 • Till September 2021, 3 crore students participated in EBSB activities at school level • 2, 94, 820 EBSB clubs constituted so far in CBSE and other schools • Over 8 crore students participated in Kala Utsav Programme, Band Competition, National Integration Day, "Ek Bharat Shreshtha Bharat Parv", Mother Tongue Day, Bhasha Sangam etc. • 24073728 students from class I to X participated in "Mandatory Art- 	<ul style="list-style-type: none"> • Activities based on the provisions of National Education Policy-2020 <ul style="list-style-type: none"> (i) Establish EBSB Clubs (ii) SCERT to prepare 100 sentences in the language of paired State/UT • Celebration of National Unity Day on 31st October <ul style="list-style-type: none"> (i) Ek Bharat Shreshtha Bharat Utsav in schools (ii) National Level Story writing competition on the contribution of paired State / Union Territory (UT) in India's Struggle for Freedom at MyGov platform for students from Grade 6 to 12.

Sr. No	Scheme/ Programme/ Initiative	Salient Features (Bullet form)	Noteworthy achievement so far	Components/ provisions which need wider outreach
		between States/UTs by sharing best practices and experiences.	Integrated Project"— CBSE, by submitting their reports	
2.	Vidyanjali	A programme for promoting Community and Voluntary Participation for Enhancing Quality of School Education	<ul style="list-style-type: none"> The program has been launched by Hon'ble Prime Minister on 7th September 2021 during the inaugural conclave of ShikshakParv. Detailed Guidelines on Vidyanjali have been issued. Schools and Volunteers initiated registration on the portal 	<ul style="list-style-type: none"> Promotion of Vidyanjali through social media adequately to turn it into a mass movement. Encourage volunteers to contribute through Vidyanjali and schools to onboard on the portal.

6. Kendriya Vidyalaya Sangathan (KVS)

Schemes/ programmes / initiatives	Salient Features	Noteworthy achievements so far (KVS inputs)	Component / provision which need wider outreach.	About KVS														
KVS - Scheme	<p>Integrated scheme from Class - I to Class- XII</p> <p>Mission</p> <p>The Kendriya Vidyalayas have a four-fold mission, viz,</p> <p>1. To cater to the educational needs of the children of</p>	<p>Details of Schools, students, Teachers in last two sessions are as follows:</p> <table border="1"> <thead> <tr> <th>Session 2019-20</th> <th>Session 2020-21</th> </tr> </thead> <tbody> <tr> <td align="center">Schools</td> <td align="center"></td> </tr> <tr> <td align="center">1235</td> <td align="center">1245</td> </tr> <tr> <td align="center">Students</td> <td align="center"></td> </tr> <tr> <th>Total Enrolment</th> <th>Total Enrolment</th> </tr> <tr> <td align="center">1315216</td> <td align="center">1388895</td> </tr> <tr> <td align="center">Teachers</td> <td align="center"></td> </tr> </tbody> </table>	Session 2019-20	Session 2020-21	Schools		1235	1245	Students		Total Enrolment	Total Enrolment	1315216	1388895	Teachers		KVS provides 25% reservation in class I, at the entry stage to the children belonging to weaker sections and disadvantaged	The Government of India approved the Scheme of Kendriya Vidyalayas in
Session 2019-20	Session 2020-21																	
Schools																		
1235	1245																	
Students																		
Total Enrolment	Total Enrolment																	
1315216	1388895																	
Teachers																		

	transferable Central Government employees including Defence and Para-military personnel by providing a common programme of education; 2. To pursue excellence and set the pace in the field of school education; 3. To initiate and promote experimentatio n and innovations in education in collaboration with other Bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc. 4. To develop the spirit of national integration and create a sense of "Indianness" among children.	Sanc tione d	In Po si ti on	Sanc tione d	In Po si ti on	e groups SC/ST /EWS /BPL/ OBC (non-creamy layer) as per the provisions of RTE 2009. 3% seats of total available seats for fresh admission are horizontally reserved for Divyang- children as per the provisions of RTE Act 2009 read in conjunction with Disabilities (Equal Opportunitie s, Protection of Rights and Full Participation) Act 1995. 15% seats for Scheduled caste and 7.5% seats for Scheduled Tribes and 27% seats for other backward (OBC-NCL) are reserved in all fresh admissions in all Kendriya	Novemb er 1962 to provide Educati onal facilities for the children of transfer able Central Govern ment / Defence employe es. Initially, 20 Regime ntal Schools in Defence Stations were taken over as Central Schools during the Academ ic Year 1963-64 and function ed as a unit (Central School Unit) of the Ministry of Educati on Govern ment Of
	Salient Features In pursuance of the above objectives, the Kendriya Vidyalayas system	46631	0899	47091	8601		

	<p>has following features and norms:</p> <ol style="list-style-type: none"> 1. Common textbooks and bilingual (English & Hindi) medium of instruction for all Kendriya Vidyalayas. 2. All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE). 3. All Kendriya Vidyalayas are co-educational, composite schools. 4. Teaching of three languages – English, Hindi & Sanskrit from Class VI to VIII is compulsory. In Classes IX and X, any two languages out of English, Hindi and Sanskrit can be opted. Sanskrit can also be taken as an elective subject at +2 stages. 5. Through an ideal and updated methodology, KVS strives to maintain excellence in academic pursuits. 	Vidyalayas.	India. On 15.12.1965 it was register ed as a Society and became an autono mous organiza tion as "Kendriy a Vidyalay a Sangathan".
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	6. No fee is charged from the students admitted under provisions of RTE Act.		
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7. Navodaya Vidyalaya Samiti (NVS)

Salient Features	Noteworthy Achievements so far	Components / Provisions which need Wider Outreach
<ul style="list-style-type: none"> • Location: JNVs are located in rural areas across the country. • Free of cost Co-educational Residential School: All the students are provided free education alongwith free boarding and lodging facilities. • Jawahar Navodaya Vidyalaya Selection Test: Entrance of the students on the basis of merit. • Reservation of seats for Rural / Girl / Disabled / SC / ST/ OBC Children. • Adherence to 	<ul style="list-style-type: none"> • Total No. of sanctioned Schools- 661 • Around 25000 Teaching and Non-teaching posts are sanctioned in NVS. • Around 2.87 lakhs students are on roll of NVS. • All the students who get admitted in NVS are benefitted by Navodaya Vidyalaya Scheme. • Around 25-30 alumni of NVS are selected in Civil Services through UPSC every year. • Performance of NVS Students in CBSE Board Exams is maintained around 99% every year. • NVS students secure good ranks in JEE / JEE Advanced & NEET competitive exams every year. • A good number of NVS students secured their admission in prominent international universities & institutes. 	<ul style="list-style-type: none"> • Students of primary schools may be made more aware about Navodaya Vidyalayas and the process of admission in NVS, so as to increase registration for JNVST. Enhanced registration will increase competition among candidates and more talented and deserving children will get the benefit of Navodaya Vidyalaya Scheme. • Interaction of Teachers and Students of JNVs with other nearby schools and optimum use of NVS as a pace setting institution.

Salient Features	Noteworthy Achievements so far	Components / Provisions which need Wider Outreach
three language formula. <ul style="list-style-type: none"> • Promotion of National Integration through Migration Scheme. 		

8. Central Board of Secondary Education(CBSE)

Sl. No.	Name of the scheme/Initiative/Programme	Salient features (Bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
1.	Ek Bharat Shrestha Bharat' programme	<ul style="list-style-type: none"> • Integrated scheme from primary school to Class XII • aims to promote greater mutual • understanding between people of diverse cultures living in different States and UTs in India. • schools affiliated to CBSE are playing a key role by organising • programmes related to music, drama, cuisine, language, history, tourism of the state/UT • paired with the state in which they are situated. 	Total Number of Schools 1463 Total Number of Students 1405434	-----
2.	National Achievement Survey	<ul style="list-style-type: none"> • This national level survey would be conducted by the Central Board of Secondary Education (CBSE) as Assessment Administrator for Grade 3, 5, 8 and 10 students of State Govt. schools, Govt. Aided schools, Private Unaided recognized schools and Central Government schools. 	All preparation to conduct NAS on November 12 have been made.	

		<ul style="list-style-type: none"> • NAS findings would help diagnose learning gaps of students and determine interventions required in education policies, teaching practices and learning. • Through its diagnostic report cards, NAS findings help in capacity building for teachers, officials involved in the delivery of education. NAS 2021 would be a rich repository of evidences and data points furthering the scope of research and development. 	
3.	Structured Assessment for Analysing Learning (SAFAL) for classes 3,5, and 8	<ul style="list-style-type: none"> • In view of the New Education Policy 2020, key focus on skill-based and competency-based assessment, and of NIPUN Bharat, CBSE has decided to introduce a competency-based assessment to assess student learning outcomes on key competencies at classes 3,5 and 8. SAFAL results would provide diagnostic data and insights to each school for promoting development of students. • Ensure implementation of Competency Based Learning: <ul style="list-style-type: none"> • Measure school performance on key competencies • Identify areas of academic intervention for support/management 	<ul style="list-style-type: none"> • An advisory committee has been formed for SAFAL and the committee concurred with the proposed assessment strategy and implementation modalities for SAFAL. The first assessment will be conducted in February 2022. • The development of the assessment framework is at its penultimate stage, with the Language framework finalized with consensus from national and international experts. The Math and Science frameworks are currently under review by experts. • The assessment blueprint for language defining the layout, structure, and number of items being tested has been developed and is under review.

		<ul style="list-style-type: none"> • A 3-day workshop was conducted in April to develop items for Language for grades 3,5 and 8. CBSE is preparing to conduct similar workshops for developing Mathematics and Science items in July/August • SAFAL handbook has been released to the public. • SAFAL will be conducted digitally, and the process to develop an online assessment digital tool has been initiated in conjunction with the Centre for Development of Advanced Computing (CDAC). Work Order to CDAC has been issued 	
4.	SQAA	<p>CBSE has been mandated to act as Standards Setting Authority (SSA) for Kendriya Vidyalayas and Navodaya Vidyalayas and frame parameters against which these schools can be assessed for quality interventions. The quality assessment framework will</p> <ul style="list-style-type: none"> • enable schools to evaluate themselves against the defined standards and embed transformational change • provide the schools with qualitative benchmarks around which 	<p>Progress so far and way ahead</p> <ul style="list-style-type: none"> • Launch of Framework by the Hon'ble Prime Minister on September 7, 2021 • Initiation of Pilot Study with different schools from across the country including KVs, JNVs which will be concluded in January 2022 • Development of a user-friendly

	<p>they can charter their own self-improvement</p> <ul style="list-style-type: none"> enable schools to establish an expected level of excellence in all aspects of its functioning. <p>Standards have been prepared in different areas of school functioning:</p> <table border="1"> <thead> <tr> <th>Domain</th></tr> </thead> <tbody> <tr> <td>Curriculum, Pedagogy Assessment</td></tr> <tr> <td>Infrastructure</td></tr> <tr> <td>Human Resources</td></tr> <tr> <td>Inclusive Practices</td></tr> <tr> <td>Management & Governance</td></tr> <tr> <td>Leadership</td></tr> <tr> <td>Beneficiary Satisfaction</td></tr> </tbody> </table>	Domain	Curriculum, Pedagogy Assessment	Infrastructure	Human Resources	Inclusive Practices	Management & Governance	Leadership	Beneficiary Satisfaction	<p>IT system with inbuilt system for undertaking online self-assessment on the framework and report generation</p> <ul style="list-style-type: none"> Orientation programme for schools to sensitize them on the School Quality Assessment Standards Framework. A meeting has been conducted with Commissioner KV and Commissioner NVS for setting up a unit in their organizations for implementation of the same. <p>Integration with Extension of Affiliation</p> <ul style="list-style-type: none"> From 2022, all KVs, JNVs & any CBSE school submitting the application for extension of affiliation would also be required to self-assess themselves on SQAA Framework Result of self-assessment by school (Maturity Level of school) will not have any impact on the extension of affiliation Review of the self-assessment
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			<p>report of the school will be done ON DEMAND by the school</p> <ul style="list-style-type: none"> Pilot is being conducted in 24 school and will be completed by February 2022 	
5.	Art Integrated	<p>CBSE has also initiated mandatory Art-integrated project work for classes I to X to promote Art Integrated Learning in schools and to make teaching-learning Competency-Based and joyful. As part of this, at least one Art-Integrated Project in each subject is mandatory for all students of classes IX and X from the academic session 2020-21 onwards. The project needs to integrate any art form of the paired state under Ek Bharat Shreshtha Bharat.</p>	<ul style="list-style-type: none"> Till February 2021, more than 12.5 million students had submitted arts-integrated projects at the secondary and senior secondary level. 	

9. National Council of Educational Research & Training (NCERT):

Sl. No.	Name of the scheme/Initiative/Programme	Salient features (Bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
1.	Ek Bharat Shrestha Bharat' programme	<ul style="list-style-type: none"> Integrated scheme from primary school to Class XII aims to promote greater mutual understanding between people of diverse cultures living in different States and 	Total Number Schools 1463 Total Number Students 1405434	----- ----- ----- -----

		<p>UTs in India.</p> <ul style="list-style-type: none"> schools affiliated to CBSE are playing a key role by organising programmes related to music, drama, cuisine, language, history, tourism of the state/UT paired with the state in which they are situated. 		
2.	National Achievement Survey	<ul style="list-style-type: none"> This national level survey would be conducted by the Central Board of Secondary Education (CBSE) as Assessment Administrator for Grade 3, 5, 8 and 10 students of State Govt. schools, Govt. Aided schools, Private Unaided recognized schools and Central Government schools. NAS findings would help diagnose learning gaps of students and determine interventions required in education policies, teaching practices and learning. Through its diagnostic report cards, NAS findings help in capacity building for teachers, officials involved in the delivery of education. NAS 2021 would be a rich repository of evidences and data points furthering the scope of research and development. 	All preparation to conduct NAS on November 12 have been made.	
3.	Structured Assessment for Analysing Learning (SAFAL) for classes 3,5, and 8	<ul style="list-style-type: none"> In view of the New Education Policy 2020, key focus on skill-based and competency-based assessment, and of NIPUN Bharat, CBSE has decided to introduce a competency-based assessment to assess student learning outcomes on key competencies at classes 3,5 and 8. SAFAL results would provide diagnostic data and insights to each school for promoting development of students. Ensure implementation of Competency Based Learning: 	<ul style="list-style-type: none"> An advisory committee has been formed for SAFAL and the committee concurred with the proposed assessment strategy and implementation modalities for SAFAL. The first assessment will be conducted in February 2022. The development of the assessment framework is at its penultimate stage, with the Language framework finalized with consensus 	

		<ul style="list-style-type: none"> • Measure school performance on key competencies • Identify areas of academic intervention for support/management 	<p>from national and international experts. The Math and Science frameworks are currently under review by experts.</p> <ul style="list-style-type: none"> • The assessment blueprint for language defining the layout, structure, and number of items being tested has been developed and is under review. • A 3-day workshop was conducted in April to develop items for Language for grades 3,5 and 8. CBSE is preparing to conduct similar workshops for developing Mathematics and Science items in July/August • SAFAL handbook has been released to the public. • SAFAL will be conducted digitally, and the process to develop an online assessment digital tool has been initiated in conjunction with the Centre for Development of Advanced Computing (CDAC). Work Order to CDAC has been issued 	
4.	SQAA	<p>CBSE has been mandated to act as Standards Setting Authority (SSA) for Kendriya Vidyalayas and Navodaya Vidyalayas and frame parameters against which these schools can be assessed for quality interventions. The quality assessment framework will</p> <ul style="list-style-type: none"> • enable schools to evaluate themselves against the defined standards and embed 	<p>Progress so far and way ahead</p> <ul style="list-style-type: none"> • Launch of Framework by the Hon'ble Prime Minister on September 7, 2021 • Initiation of Pilot Study with different schools from across the country including KVs, JNVs which will be concluded in January 2022 • Development of a 	

		<p>transformational change</p> <ul style="list-style-type: none"> • provide the schools with qualitative benchmarks around which they can charter their own self-improvement • enable schools to establish an expected level of excellence in all aspects of its functioning. <p>Standards have been prepared in different areas of school functioning:</p> <table border="1"> <thead> <tr> <th>Domain</th></tr> </thead> <tbody> <tr> <td>Curriculum, Pedagogy Assessment</td></tr> <tr> <td>Infrastructure</td></tr> <tr> <td>Human Resources</td></tr> <tr> <td>Inclusive Practices</td></tr> <tr> <td>Management & Governance</td></tr> <tr> <td>Leadership</td></tr> <tr> <td>Beneficiary Satisfaction</td></tr> </tbody> </table>	Domain	Curriculum, Pedagogy Assessment	Infrastructure	Human Resources	Inclusive Practices	Management & Governance	Leadership	Beneficiary Satisfaction	<p>user-friendly IT system with inbuilt system for undertaking online self-assessment on the framework and report generation</p> <ul style="list-style-type: none"> • Orientation programme for schools to sensitize them on the School Quality Assessment Standards Framework. • A meeting has been conducted with Commissioner KV and Commissioner NVS for setting up a unit in their organizations for implementation of the same. <p>Integration with Extension of Affiliation</p> <ul style="list-style-type: none"> • From 2022, all KVs, JNVs & any CBSE school submitting the application for extension of affiliation would also be required to self-assess themselves on SQAA Framework • Result of self-assessment by school (Maturity Level of school) will not have any impact on the extension of affiliation • Review of the self-assessment report of the school will be done ON DEMAND by the school • Pilot is being conducted in 24 schools and will be completed by February 2022 	
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10. National Institute of Open Schooling (NIOS)

S. No	Scheme/Program/Initiatives	Salient Features	Noteworthy achievements to far	Components/provisions which need wider outreach
1.	Development of Self learning Material of Sindhi Language (NCPSL)	Development of material at OBE, Secondary and Senior Secondary levels in ODL format	Material developed at secondary level. Senior secondary course material is under development.	Advocacy at regional levels
2.	Tejaswini Project (In collaboration with DWCDSS Government of Jharkhand)	Socio-economic empowerment of Adolescent girls and young women	50,000 out of school girls will be	Provision to support (funding from world bank) adolescent girls and young women aged

		To Improve market-driven skills and till Secondary education of AGYW	benefited after implementation	14 to 20 across 17 districts of Jharkhand state
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11. National Bal Bhawan (NBB)

Sl. No.	Scheme/programme/ initiatives	Salient features (Bullet form)	Noteworthy achievements so far	Components/ provisions which need wider outreach
1	National Bal Bhavan	<p>National Bal Bhavan, is an autonomous body under the Department of School Education and Literacy, Ministry of Education, Govt. of India established in 1956. This institution is a non-formal education center for children between the age group of 5 to 16 years.</p> <p>National Bal Bhavan provides different activities and opportunities to the children in accordance with their age, efficiency and strength, to develop children's creativity and skill.</p> <p>The Salient function of NBB are as under:-</p> <ul style="list-style-type: none"> • Enhancement and sustainability of 	<p>Thousands of children participate in Summer fiesta and other events organised by NBB.</p>	-

	<p style="text-align: center;">creativity through various non formal-non techniques revolving (learning by doing activities, workshops, seminars, camps and conferences etc).</p> <ul style="list-style-type: none"> • To monitor, project proposals from affiliated Bal Bhavans and Bal Bhavan Kendras across the country and fund devolution accordingly. • To have collaborative programmes with other govt./semi govt. agencies in the interest of children • To organize National Level Camps, Seminars, and Conferences in Delhi and other places on various themes for children and adults. • To process invitations for cultural exchange programmes received from different countries and involving Bal Bhavan children from across the country. 	
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12. National Award for Teachers (NAT)

Scheme/ Programme/ Initiatives	Salient features (Bullet form)	Noteworthy achievements so far	Components / Provisions which need wider outreach
<u>National Awards to Teachers (NAT)</u>	The purpose of National Awards to Teachers is to celebrate the unique contribution of some of the finest teachers in the country and to honor those teachers who through their commitment and industry	The National Awards to Teachers were first instituted in 1958 to	As per pre-revised guidelines the quota for each States/

<p>have not only improved the quality of school education but also enriched the lives of their students.</p> <p>Conditions of Eligibility of Teachers for consideration for the Awards:</p> <p>School teachers and Heads of Schools working in recognized primary/ middle/ high/ higher secondary schools under the following categories:</p> <ul style="list-style-type: none"> a.) Schools run by State Govt./UTs Administration, schools run by local bodies, schools aided by State Govt. and UT Administration. b) Central Govt. Schools i.e. Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), Sainik Schools run by Ministry of Defence (MoD), Schools run by Atomic Energy Education Society (AEES) and Eklavya Model Residential Schools (EMRS) run by Ministry of Tribal Affairs. c) Schools affiliated to Central Board of Secondary Education (CBSE) (other than those at (a) and (b) above) d) Schools affiliated to Council for Indian Schools Certificate Examination (CISCE) (Other than those at (a), (b) and (c) above) <p>(i) Normally retired teachers are not eligible for the award but those teachers who have served a part of the calendar year (at least for four months i.e. upto 30th April in the year to which National Awards relate) may be considered if they fulfill all other conditions.</p> <p>(ii) Educational Administrators, Inspectors of Education, and the staff of training Institutes are not eligible for these awards.</p> <p>(iii) Teacher/Headmaster should not have indulged in tuitions.</p> <p>(iv) Only regular Teachers and Heads of Schools will be eligible.</p> <p>(v) Contractual Teachers and Shiksha Mitras will not be eligible.</p> <p>The guidelines of the scheme of National Awards to Teachers were totally revamped in the year 2018. The Selection process of</p>	<p>recognize excellence and commitment of teachers in shaping the minds as well as future of the youth. From mid-60s, 5th September came to be the fixed date for the function on account of birthday of Dr. Sarvepalli Radhakrishna n, former President of India. The award was to accord public recognition to meritorious teachers working in elementary and secondary schools.</p> <p>The Guidelines of National Awards to Teachers were revised in 2018. All regular teachers are eligible with no minimum years of service required. This enables meritorious young teachers also to apply. The</p>	<p>UTs/ Organizations was fixed and the total awards at National level comes to around 378. The award money was given to each teacher was Rs.50,000/. In the revised guidelines the provision of the award money for each teacher is also Rs.50,000/- which needs to be increased from existing amount of Rs.50,000/- to Rs.1,00,000/- to each awardee.</p>
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	<p>teachers passes through a transparent three stages i.e. District, State and National Level Selection process. Online self-nominations from teachers on https://nationalawardstoteachers.education.gov.in have been introduced.</p> <p>number of awards has been rationalized to 45 (+2 Special Category for differently abled teachers etc.), thereby restoring the prestige of the awards. There is no quota fixed for any State/ UT/ Organization and Category. The year wise details of teachers awarded from 2018 is as under:</p> <table border="1"> <tr><td>2018</td></tr> <tr><td>2019</td></tr> <tr><td>2020</td></tr> <tr><td>2021</td></tr> </table>	2018	2019	2020	2021
2018					
2019					
2020					
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