



# Ensuring quality Education for all

## Exploring means and scope of convergence

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## EDUCATIONAL INDICATORS: PROGRESS SO FAR *(Elementary level)*

Sl. No.	Category	2018-19
1	No. of Elementary Schools	14.77 lakh
	(i) Availability of Primary school within 1 Km	97.49% (2020-21)
2	(ii) Availability of Upper Primary School within 3 Km	97.01% (2020-21)
3	Ratio of Primary to Upper Primary	1.9:1
4	Number of Teachers (Government)	40.36 lakh
	Pupil-Teacher Ratio (PTR) at Primary Level (overall)	28
	Pupil-Teacher Ratio (PTR) at Upper Primary Level	20
5	GER : Primary (overall)	101.2%
	GER : Upper Primary	87.7%

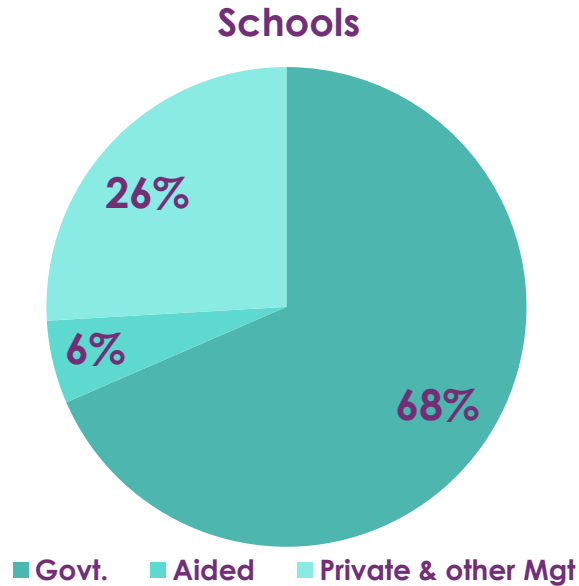
Source: UDISE+, AWP&B and Selected Educational Statistics

# EDUCATIONAL INDICATORS: PROGRESS SO FAR *(Secondary Level)*

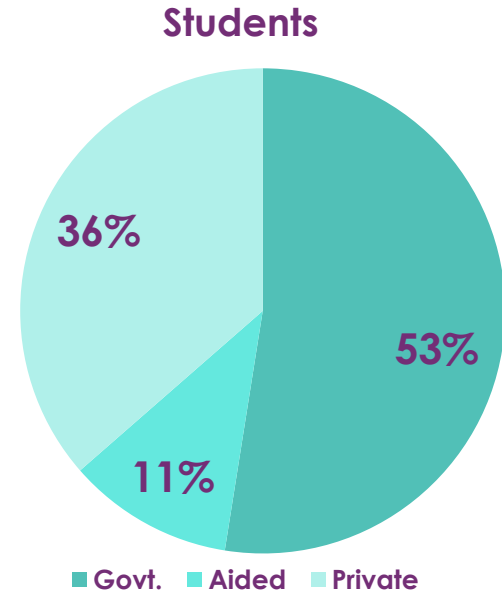
Sl. No.	Indicators	2018-19
1	Gross Access Ratio (GAR)	<b>95%</b> <i>(including Govt , Govt aided and private schools)</i>
2	Total Enrolment (Class IX-X) All	<b>38334571</b>
3	Gross Enrollment Ratio (GER)	<b>76.9%</b>
4	Pupil-Teacher Ratio (PTR)	<b>21</b>
5	Annual Average Dropout Rate	<b>17.9</b>
6	Transition Rate (Class VIII to IX)	<b>89.9%</b>
7	Gender Parity Index (GPI) All	<b>1.00</b>
8	GAR- Senior secondary level	<b>90.5%</b> <i>(including Govt , Govt aided and private schools)</i>

# Coverage: National Scenario

15 Lakh Schools



24.8 Crore Students



# **Samagra Shiksha:** Integrated Scheme of School Education

- A single flagship programme for School Education from **Pre-School to Senior Secondary Level** (Class 12th) launched in 2018-19.
- Scheme is in accordance with **Sustainable Developmental Goal for Education** (SDG-4) and
- Aligned with the recommendations of **National Education Policy (NEP) 2020 and extended upto 2025-26.**

Special emphasis to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and Aspirational districts

# Major Interventions and components

Sl. No.	Major objectives	Samagra Shiksha Provisions
1	<b>Access and Retention</b>	<ul style="list-style-type: none"> <li>• <b>Access to Infrastructure and Resources</b> <ul style="list-style-type: none"> <li>○ Upgradation of Schools at all levels based on gaps in access</li> <li>○ Strengthening of Existing Schools based on gaps</li> <li>○ Science Lab, Physics Lab, Chemistry Lab, Biology Lab, Arts/ Craft Rooms</li> <li>○ Additional Classrooms (ACR)</li> <li>○ Computer room, Library room, essential classroom furniture</li> <li>○ Drinking Water Facility</li> <li>○ Separate toilets for boys, girls and CWSN</li> <li>○ Ramps with hand rails</li> <li>○ Residential quarters for Teachers</li> <li>○ Solar Panel, Electrification etc.</li> </ul> </li> <li>• <b>Enabling environment for retention – RTE Entitlements:</b> <ul style="list-style-type: none"> <li>○ Provision of free Uniforms and Textbooks</li> <li>○ Residential Schools/Hostels- Netaji Subhash Chandra Bose Awasiya Vidyalaya</li> <li>○ Transport/Escort Facilities</li> <li>○ Special Training and mainstreaming of Out of School Children (OoSC)</li> </ul> </li> </ul>
2	<b>Capacity Building</b>	<ul style="list-style-type: none"> <li>• NISHTHA (<i>Integrated Teacher Training including Teachers, School Heads, Teacher Educators &amp; Coordinators at BRC/CRC</i>)</li> <li>• Training SMC/SMDC/PTA</li> </ul>
3	<b>Defining Standards</b>	<ul style="list-style-type: none"> <li>• Learning Outcomes, NAS</li> <li>• PGI for States/UTs and Districts</li> <li>• Item banks for criterion referenced assessment</li> </ul>

Sl. No.	Major objectives	Samagra Shiksha Provisions
4	<b>Quality</b>	<ul style="list-style-type: none"> <li>• Support at Pre-School Level</li> <li>• Foundational Literacy and Numeracy (FL&amp;N)</li> <li>• Teaching Learning Materials (TLMs)</li> <li>• Library Books</li> <li>• Sports Equipments</li> <li>• Quality interventions – LEP, RAA, HPC</li> <li>• DIKSHA</li> <li>• Equal access to quality digital content</li> <li>• ICT Labs and other digital initiatives</li> <li>• Science labs, Tinkering Labs etc.</li> <li>• Topic circles, Fit India Campaign, Ek Bharat Shresth Bharat (EBSB)</li> <li>• Youth Club and Eco Clubs in schools</li> <li>• Composite School Grant</li> <li>• State specific innovations</li> </ul>
5	<b>Strengthening of Teacher Education Institutions (TEIs)</b>	<ul style="list-style-type: none"> <li>• Establishment and support to SCERTs, DIETS, BITEs etc.</li> <li>• Establishment of Special Cells including Assessment Cell</li> <li>• In-service Training for Teacher, Head Teachers and Teacher Educators</li> <li>• Academic support through BRC/URC/ CRC</li> </ul>



Sl. No.	Major objectives	Samagra Shiksha Provisions
6	<b>Bringing Social and Gender Gaps</b>	<ul style="list-style-type: none"> <li>• KGBVs</li> <li>• Rani Laxmibai Atma Raksha Prashikshan (Self defence training)</li> <li>• Installation of sanitary pad vending machine and incinerators, etc.</li> <li>• Life skill and adolescent education programmes for emotional, mental and physical well being of children.</li> <li>• School health program and wellness ambassador.</li> </ul>
7	<b>Inclusion</b>	<ul style="list-style-type: none"> <li>• Braille and Large print books for children with visual impairment</li> <li>• Stipend for CWSN Girls, aids &amp; appliances, assistive devices, resource rooms etc.</li> <li>• Support for Special Educators.</li> <li>• Focus on Aspirational Districts, SFDs, EBBs, Border areas &amp; LWEE districts</li> </ul>
8	<b>Vocational education</b>	<ul style="list-style-type: none"> <li>• Vocational Education at Secondary and Senior Secondary level</li> <li>• Provision of Workshop/laboratory cum Classroom and on job trainings</li> <li>• Tools &amp; Equipments</li> </ul>
9	<b>Community mobilisation</b>	<ul style="list-style-type: none"> <li>• Community participation and monitoring for universal access, equity and quality</li> <li>• Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc.</li> </ul>

Sl. No.	Major objectives	Samagra Shiksha Provisions
I0	<b>Data Capturing</b>	<ul style="list-style-type: none"> <li>• UDISE+</li> <li>• PRABANDH</li> </ul>
II	<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Regular meetings with Education Secretaries/SPDs</li> <li>• Visits to States and UTs</li> <li>• National Workshop/Review Meeting on Physical and Financial Progress</li> <li>• Monitoring through PRABANDH System</li> <li>• Review of UTs by Hon'ble Home Minister with Lt. Governors and Administrators</li> <li>• Social Audit</li> <li>• UDISE+: Data bank of Education Indicators, Linkages with School GIS portal</li> <li>• Monitoring through Public Financial Management System (PFMS)</li> </ul>

# Ongoing Convergence under Samagra Shiksha for various interventions

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# Convergence with Panchayati Raj Department and Rural Development

- **Construction of basic amenities** in schools such as
  - Toilets and Drinking Water Facilities,
  - Major/Minor Repairs, Flooring Tiles, Black Boards
  - Hand-wash facility,
  - Boundary Wall, Playgrounds -MNREGS
- **Maintenance of basic amenities** such as Toilets and Drinking Water Facilities (Hand pumps etc.) in schools.
- **Human Resource/Technical support** for implementation of construction Activities.

## CONVERGENCE ARCHITECTURE WITH OTHER CENTRAL GOVERNMENT SCHEMES (1/2)

- ECCE through the Anganwadi centres under the Umbrella of Integrated Child Development Scheme (ICDS) of the **Ministry of Women & Child Development**.
- National Rural Drinking Water Programme and Swachh Bharat Mission under the **Ministry of Drinking Water and Sanitation** for providing toilets and drinking water facilities in schools.
- National Child Labour Project (NCLP) of the **Ministry of Labour** to promote successful mainstreaming into regular schools of all children who have been withdrawn from child labour and rehabilitated.
- Residential facilities for SC and ST children by the **Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs**.

# Department of Health and Family Welfare

- **CWSN Medical Support:**
  - Medical Assessment and referral services for Children with special needs,
  - Medical camp & surgical operations and
  - Issue of Disability certificate
- **Providing Sanitary Napkins** free of cost in schools
- **Regular health check-ups** for students
- Distribution of **Iron / Folic Acid tablets and De-worming tablets**
- **Medical support for Covid -19 response**
- Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP Scheme) and Scheme for Implementation of Persons with Disabilities Act, 1995 (SIPDA by **Ministry of Social Justice and Empowerment**).

## Mining Department

Funds for **construction of basic amenities** in schools (District Mineral Funds)

## Urban Development Department

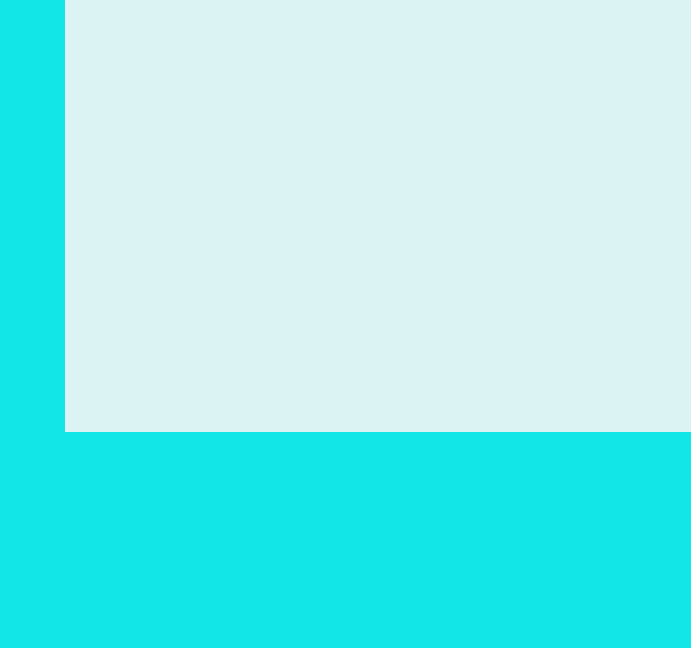
Funds for **construction of basic amenities** in urban schools

## Disaster Management Department


- Support in School Safety Audits
- Training of teachers on School safety and
- preparation of school safety plans.

## Tribal Development Department

Human Resource Support for Mapping various tribal languages and complementing effort for quality education



**Future Scope of  
Convergence  
with various  
Depts.**





# Role of Panchayats and Local Bodies: Initiate following

**Meetings to understand different provisions of NEP:** of Zila Parishads, Panchayat Samitis, Gram Panchayats and Gram Sabhas

**Village Education Committees in Gram Panchayats requested to undertake the following :**

- **Ensuring 100% enrolment** of all children in the Panchayat in schools at appropriate levels.
- **Strengthening infrastructure** of school
- **Ensuring ZERO drop out and NO out of school** children
- **Making the school environment inclusive** and non-discriminatory
- **Ensuring a safe environment** for all children in school
- **Volunteering and monitoring learning outcomes** of children specially Foundational learning
- **Facilitating internships** with local artisans, Self Help Groups for students.

# Panchayati Raj/Rural Development

- **School Development Plans** prepared by the **SMC/SMDC** may be converged with the **GPDP** through the **VECs**.
- **Conduct of social audit of schemes**
- **Safai-Karmi (Cleaning-staff)** may be hired in schools on a day to day basis for maintenance of cleanliness activities (*i.e. school premises, toilets etc.*)
- **Training of local village workers** as carpenters, electricians, plumbers and painters etc. for meeting demands of works in schools.
- **Funding provision** for construction/maintenance of basic amenities in school
- **Counseling/awareness campaigns** to reduce dropout & to bring back out of school children (OoSC) to school especially girl childs and CWSN

# Panchayati Raj/Rural Development

- Creating **community mobile banks** and facilitating pairing of **digital-haves and have-nots** among students
- Promoting **community driven education** - identify and mobilize **educated elders/retired teachers/school alumni/volunteers** for teaching and mentoring students.
- Hard copies of assignments/worksheets/**Text Books** may be supplied by **teachers through PRI support** to students without digital devices.
- Support **mobile schools (school-on-wheels)** for students not having access to digital learning devices.
- Facilitate **mapping of children of migrant laborers and CWSN** and supporting their education.

# Panchayati Raj/Rural Development

- **Create awareness among the parents** regarding **Learning Outcomes** for students of various classes.
- **Provision of disinfectants** for cleaning Furniture & Fixtures, school premises, Toilets etc.
- Usage of **Panchayat Bhawan as Learning Centre** by installing TV/Computer/Projector and Internet Connectivity (SWAYAM, SWAYAM PRABHA Channels may be broadcasted)
- Village Schools can be used as **centres for Entrepreneurship training/adult literacy/education for adults of village.**
- Milk, Vegetables and other MDM related items to be procured from **Local Farmers, Farmer Producer Organizations (FPOs)/SHGs/ Local Community** to generate employment.

2

- **Distribution and Stitching of School Uniforms**, generating financial opportunities for local community.
- Left over cloth from uniform can be used for stitching **COVID-19 Masks**.

**Involving Local volunteers, SHG groups, Mother's groups, etc through PRIs and ULBs**

3

**Internet Connectivity** (*Bharat Net*) to Schools

**Telecom  
Department**

4

**Electrification in schools** - transformers/lines/poles can be implemented in convergence with energy department.

**Department of  
Power/Energy**

5

**Training of Teachers/SDMC members** by local primary health center doctor/paramedic staff on dos and don'ts in COVID 19

**Department of Health and Family Welfare**

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6

**Identify, nurture and hone talented student athletes** for various sports such as hockey, football, athletics etc.

**Department of Sports & Youth Affairs**

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7

**School forest and School kitchen garden** - The schools having adequate land can be used for developing School forest and School garden. It will be very useful and innovative experience for the students of those particular schools. The land/premises can be used by growing vegetables and fruit bearing trees to supply nutritious mid-day meals to the children.



# EXPLORING CONVERGENCE UNDER NIPUN BHARAT

NATIONAL INIITIATIVE FOR PROFICIENCY IN  
READING WITH UNDERSTANDING AND NUMERACY

# NEP, 2020: Augmenting student learning outcomes through FLN

**National Education Policy 2020:** “Our highest priority must be to achieve universal foundational literacy and numeracy (FLN) in primary school and beyond. The rest of the policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing, and arithmetic at the foundational level) is not first achieved.”

## CHILDREN WHO FALL BEHIND, GET LEFT BEHIND

**Grade 3** is the inflection point by which children are expected to “learn to read” so that they can “read to learn” after that.

Higher order  
learning

Better learning  
Outcomes

Foundational  
Skills



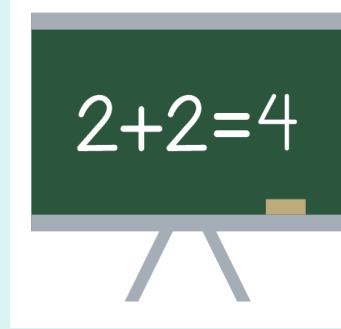
**The Education system aims to achieve Foundational Literacy and Numeracy by 2026-27, where, by Grade 3 every child can.....**



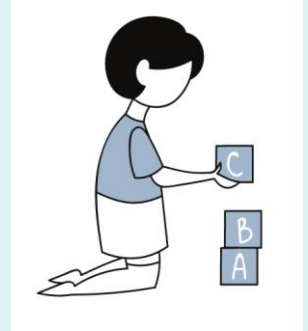
**Read with  
Comprehension**



**Write**



**Basic Mathematical  
Operations**



**Learn basic life skills**

## NIPUN BHARAT Vision



To create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III and not later than Grade V.

## Role of...

### Volunteers

States and UTs shall prepare guidelines for engaging peer groups and other local volunteers in contributing towards the goal of achieving FLN for all grade 3 students.

### Community Involvement

Organise various activities supported by teacher & Anganwadi sevika/sahayika i.e.,

- School readiness melas, Gunotsava/ Pravashotsav for children and their mothers;
- Reading, quiz competitions, awards and recognitions

### Local Bodies/ Panchayats

- Facilitate baseline analysis as prescribed by the State to identify struggling learners and status school/class wise.
- Ensuring 100% enrolment of all children in the Panchayat in schools at appropriate levels.
- Ensuring ZERO drop out and NO out of school children.
- Connecting volunteer parents to schools to help the school achieve the FLN goals.

## Adult Education- Convergence with Ministry of Panchayati Raj

- ❑ The Gram Panchayats will be the implementation unit in the rural areas. State/UTs may create a dedicated department/organization to implement the scheme of adult education for involving the Panchayati Raj Institutions.
- ❑ Outreach activities to be undertaken by Ministry/Department of Panchayati Raj in rural areas for identification of adult learners, extension of local library facilities, motivational and follow up programmes.
- ❑ Task of identifying the target persons and Voluntary Teacher (VT) in the villages for enrolling in the programme may be entrusted to the Gram Panchayats/Gram Sabhas of the concerned area.
- ❑ PRIs may also involved in Matching-Batching process for Voluntary Teachers and non-literates to organize literacy classes.
- ❑ Ministry of Panchayati Raj may support Adult Education as part of the environment building campaigns, events, webinars/seminars, conferences. The meetings may be organized at all levels with active participation of community leaders, PRI functionaries.

## Convergence with Ministry of Panchayati Raj

- ❑ Ministry of Panchayati Raj Supported scheme at EFC level of ADULT EDUCATION that
- ❑ “Ministry / Department may direct their counter parts in the States / UTs that the Annual Action Plan (AAP) of this scheme in so far as it covers the PRIs, should be unfailingly be included in the Gram Panchayat Development Plan for the concerned GP”.
- ❑ “Ministry may also consider if any Capacity Building & Training is required for the planning, implementation and monitoring of the scheme for PRIs and other concerned stakeholders. If so, they may provide material for training for that purpose which will be shared with the Panchayati Raj Departments of States and SIRD & PRs for formulating the training modules”

## Convergence with Ministry of Panchayati Raj

- ❑ Social audit of the scheme will be undertaken at village level on sample basis (25-50 villages/areas per state/UT) from time to time as per the guidelines issued by the Department and as per rules embedded in Panchayati Raj Act.
- ❑ Panchayati Raj Department may support adult education by making available the Panchayat Ghar, Community Halls, Schools after school hours, etc. for Adult Education. Specific Guidelines may issued by the Department to the States and UTs.
- ❑ Ministry of Panchayati Raj may support Adult Education by releasing Extra funds and Special recognition to the Gram Panchayats which achieves Goal of 100% literacy.
- ❑ Ministry of Panchayati Raj/PRIs may converge with Adult Education programme to invigilate the Basic Literacy Assessment Tests to be conducted in the Gram Panchayats.



# Vidyanjali 2.0

## A School Volunteer Programme

# Community Engagement: Role of Volunteers



**Teach with the help of state/NCERT primer/online modules at least two adult illiterates to become literate**



**Emphasis on Peer tutoring for foundational stage**



**Reading with comprehension at 45-60 words per minute, writing, basic maths operation: Help at least 2 children in the age group 3-9 years to achieve this**



**Multiple feedback system in Holistic Progress Card including Teacher, Parents, Peers etc.**



**Achieve basic life skills – communication, collaboration, hygiene, etc. - Help at least 2 children in the age group 3-9 to achieve this**



**Identifying & bringing OoSC back in the schooling system.**



## Vidyanjali 2.0

- “Enabling community/volunteers to interact and connect directly with the Govt and Govt aided schools of their choices and share their knowledge and skills and/or contribute in the form of assets/material/equipment to meet the requirement of the schools”
- NEP lays emphasis on proactive involvement of the community and alumni in volunteer efforts in several areas such as FLN, teaching support, career guidance and mentoring to students, adult literacy programmes etc.
- Any person who is a citizen of India/ Non-Residential Indian/Person of Indian origin OR any organization/institution/company/group registered in India can volunteer and contribute in two ways:
  - (i) Services/activities which are categorised in 2 verticals, namely:
    - ✓ Generic Level services/activities
    - ✓ Sponsorship activities
  - (ii) Assets/material/equipment such as basic civil infrastructure, basic electrical infrastructure, classroom support materials and equipment, digital infrastructure, equipment for extra-curricular activities & sports, yoga, health etc.
- Serving and retired teachers, scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, homemakers and any other literate persons can volunteer at a school that requests for assistance.

## **What we can do**

### **The Way- MoE can convergence to assist others**

- Space in SCERT/DIETS/BIETS can be used for providing training/capacity building by MoPR, MoRD or others as per availability/feasibility.
- Teachers can be used as resource person for various training/capacity building programs without losing the academic time for schools.
- Various awareness/Sensitisation campaign can be disseminated through our students to have greater and effective reach

*Let's join hands to create a sustainable  
schooling environment for our children and  
greater effectiveness of all schemes*

**Thank you**

