

INITIATIVES IN SCHOOL EDUCATION

OVERVIEW

The core of Human Resource Development is education, which plays a significant and supportive role in balancing the socio-economic fabric of the country. For achieving better quality of life, an all-round development of our children to become good citizens is required. This can be achieved by building strong foundations in education. In pursuance of this mission, the Ministry of Human Resource Development (MHRD) works through two departments:

- Department of School Education and Literacy (DoSE&L)
- Department of Higher Education

While the Department of School Education and Literacy is responsible for the development of school education in the country, the Department of Higher Education takes care of one of the largest higher education systems of the world, just after the United States and China. MHRD has been working in collaboration with its organisations such as NCERT, NIEPA, NIOS, NCTE, etc. Though the scope of MHRD is very broad, this module focuses on only recent initiatives taken by the Department of SE & L towards universalising education and improving its quality.

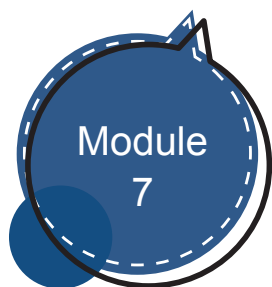
LEARNING OBJECTIVES

After going through this module, the learner will be able to

- Get awareness about the recent initiatives of the DoSE&L for school education such as PGI, UDISE+, etc. for implementation in the schools.
- Understand the objectives and provisions under *Samagra Shiksha* for improving quality of school education
- Take initiatives in schools with regard to promoting reading habits using library books and undertake activities related to sports, kitchen gardens, Youth and Eco Clubs, etc., for providing children experiential learning opportunities and joyful learning.

INTRODUCTION

Before 1976, education was the exclusive responsibility of the states. The Constitutional Amendment of 1976, which included education in the Concurrent List, was a far-reaching step. The substantive, financial and administrative implication required



a new sharing of responsibility between the Union Government and the states. While the role and responsibility of the states in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country. In order to achieve UEE (Universalisation of Elementary Education) as well as to promote secondary education, the Government of India had initiated a number of programs and projects commonly termed as Centrally Sponsored Scheme (CSS). CSSs are schemes that are implemented by State/Union Territory (UT) governments but are largely funded by the Central Government with a defined State Government share.

The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policies on Education, to ensure education of equitable quality for all in order to fully harness the nation's human resource potential. The common objectives are: to enhance access along with quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections; and to improve the quality of education.

Recently MHRD has undertaken various new initiatives such as Performance Grade Index (PGI), UDISE+, School Audit (*Shagunotsav*) and National Achievement Survey (NAS) to improve the overall quality of School Education covering administrative/governance issues and academic programmes for bringing improvement in learning outcomes under *Samagra Shiksha*. The success of these initiatives depends on their effective implementation, coordination at all levels, and strong linkages between the institutions right from the national level to the school level.

SAMAGRA SHIKSHA — INTEGRATED SCHEME FOR SCHOOL EDUCATION

Ministry of Human Resource Development launched *Samagra Shiksha* in 2018-19. It is an overarching programme for the school education sector extending from pre-school to class 12 with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Schemes of *Sarva Shiksha Abhiyan* (SSA), *Rashtriya Madhyamik*

A flagship programme aimed at all-round development of school children

Samagra Shiksha

Department of School Education & Literacy
Ministry of Human Resource Development
Government of India



Shiksha Abhiyan (RMSA) and Teacher Education (TE). This scheme marks the shift in focus from project objectives to improving systems level performance and schooling outcomes incentivising States towards improving quality of education.

The scheme envisages the ‘school’ as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

The Goal SDG-4.1 states that “By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.” Further the SDG 4.5 states that “By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.”

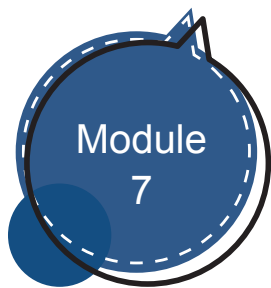
Let us reflect

How eliminating gender disparities in education will help in attaining Sustainable Development Goals?

Share any initiative of your school/institution with your colleague, wherein a Learner with Special Needs has successfully completed his/her education?

Objectives of the Scheme

- Provision of quality education and enhancing learning outcomes of students;



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- Bridging Social and Gender Gaps in School Education;
- Ensuring equity and inclusion at all levels of school education;
- Ensuring minimum standards in schooling provisions;
- Promoting Vocationalisation of education
- Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and
- Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as nodal agencies for teacher training.

Features of the Scheme

- Universalising access to quality school education by expansion of schooling facilities in the uncovered areas through up-gradation of schools up-to senior secondary level.
- Ensuring availability of adequate infrastructure to ensure that schools conform to the prescribed norms.
- Annual Grant of Rs. 5000 to Rs. 20,000/- per school for strengthening of libraries.
- Composite schools grant of Rs. 25,000 – Rs. 1 lakh to be allocated on the basis of school enrolment, out of which at least 10% is to be spent on Swachhta Action Plan.
- Annual Grant for sports equipments at the cost of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools.
- Allocation for Children with Special Needs (CWSN) of Rs. 3,500 per child per annum including a stipend of Rs. 200 per month for CWSN girls to be provided from Classes I to XII.
- Allocation for uniforms at the rate of Rs. 600 per child per annum.
- Allocation for textbooks at the rate of Rs. 250/400 per child per annum.
- Upgradation of Kasturba Gandhi Balika Vidyalayas (KGBVs) from Classes - 8 to Classes 6-12.
- Strengthening of Teacher Education Institutions like SCERTs and DIETs to improve the quality of teachers.
- Enhanced use of digital technology in education through smart classrooms, digital boards and DTH channels.

- Support States and UTs for implementation of provisions of RTE Act, including reimbursement under Section 12(1) (c) of the Act.
- Setting up of residential schools and hostels for difficult areas and for children in difficult circumstances.
- In view of promoting balanced educational development, preference to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and the 117 aspirational districts identified by NITI Aayog.

Let us reflect

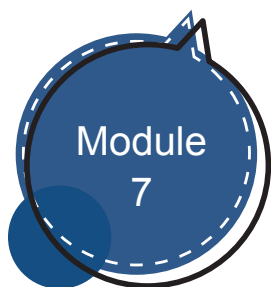
How will you justify the title '*Samagra Shiksha*' in the light of its features?

The main emphasis of the Scheme is on improving quality of school education by focusing on the two T's – Teacher and Technology. The strategy for all interventions under the Scheme would be to enhance the Learning Outcomes at all levels of schooling. The scheme proposes to give flexibility to the States and UTs to plan and prioritise their interventions within the scheme norms and the overall resource envelope available to them. Funds are proposed to be allocated based on an objective criteria based on enrolment of students, committed liabilities, learning outcomes and various performance indicators.

The Scheme will help to improve the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring, etc. This single Scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the Society.

Implementation of the Scheme

The Scheme is implemented as a Centrally Sponsored Scheme by the department through a single State Implementation Society (SIS) at the State/UT level. At the National level, there is a Governing Council headed by Minister of Human Resource Development and a Project Approval Board (PAB) headed by



the Secretary, Department of School Education and Literacy. The Governing Council is empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. Such modifications will include innovations and interventions to improve the quality of school education. The Department is assisted by a Technical Support Group (TSG) at Educational Consultants of India Limited (Ed.CIL) to provide technical support in functional areas pertaining to access, equity and quality of education by merging the TSGs of the erstwhile Schemes of SSA, RMSA and TE. States are expected to bring a single Plan for the entire school education sector. The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the 8 North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and three Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature. It is 100% centrally sponsored for Union Territories without Legislature. This is in accordance with the recommendations of the Sub-Group of Chief Ministers on Rationalisation of Centrally Sponsored Schemes received in October, 2015.

Components of the Scheme

Pre-school Education

The Framework for Implementation of *Samagra Shiksha* recognises the need and importance of pre-school education as pointed out in multiple research studies. Quality pre-school education not only increases the progress and achievement of children in schools, it also lays the foundation for future growth, learning and development, and develops positive attitudes and the desire to learn. Therefore, it becomes imperative to provide quality pre-school experiences to children. Under *Samagra Shiksha*, the preschool program is recognised as a critical component of the existing *Padhe Bharat Badhe Bharat* programme that focuses on foundational learning of early language and literacy and early numeracy in early grades of primary school, thereby recognising the continuum from pre-school to early grades (classes 1 to 3) of school.

Samagra Shiksha will support the efforts of State Government in providing Pre-school education in schools. For this, support for co-location of *Anganwadis* in Primary Schools wherever feasible and curriculum development in convergence with Ministry/Department of Women and Child Development

Why pre-school education is becoming very important for improving overall quality of school education? What are the challenges of implementing pre-school education in your state and UT?

will be provided. Preschool program will be up to 2 years' duration that is for children of the age group 4-6 years. As per UDISE 2015-16, there are 41.3 per cent of government primary schools that have a co-located *Anganwadi* Centre. In case of co-located *Anganwadis* where the children in the age group of 3-6 years are accommodated, the children of 4-6 years age group will be considered as pre-school children. As per UDISE 2016-17, out of 12.36 lakh schools with primary sections, 2.94 lakh schools, accounting for 24%, have pre-primary sections. 1.36 crore children are enrolled in pre-primary sections (both the sections) of which only 0.36 crore are in Government schools. Wherever the State Government is desirous of providing pre-school education in the formal primary school, the scheme will provide support.

The scheme lays down guidelines for safe and secure infrastructure including sanitation facilities; development of appropriate curriculum, learning activities, pedagogical practices and assessment; professional development of teachers and community participation and engagement. The scheme lays emphasis on ensuring coordination and convergence with Ministry of Women and Child Development for curriculum development, capacity building of *Anganwadi* workers, mentoring and support by school teachers and headmasters, augmenting learning materials. An amount of up to Rs. 3 lakh per school is provided to States and UTs for strengthening the pre-schools.

Inculcating Reading Habits among Students:

Library Grant under Samagra Shiksha (Padhe Bharat Badhe Bharat)

In order to complement the activities under *Padhe Bharat Badhe Bharat* and inculcate the reading habits among students of all ages, strengthening of school libraries is being undertaken including provision of books by providing library grant for government schools, under the newly launched centrally sponsored scheme of *Samagra Shiksha* from 2018-19. Findings of National Achievement Survey 2017 have revealed that reading books improve achievement of children. For the first time the provision for separate annual library grant has been made covering schools from primary to senior secondary. Library Grant of Rs.5,000 to Rs.20,000 has been provisioned from Primary to Senior Secondary Schools as detailed below:

1. Up to Rs. 5,000 /- for primary school and Rs. 10,000/- for upper primary school

Activity

Ask each individual to make

- a list of books, he/she has read in last five years.
- a list of books he/she thinks children would like to read.

Paste this list on chart papers on the walls and ask everybody to take a round and collect titles of books for children for their school libraries.

2. Up to Rs. 13,000/- for composite elementary schools (Classes I to VIII)
3. Up to Rs. 10,000/- for secondary schools (Classes 9 and 10)
4. Up to Rs. 15,000/- for Classes 6 to 12
5. Up to Rs. 15,000/- for composite secondary schools (Classes 1 to 10)
6. Up to Rs. 15,000/- for composite secondary schools (Classes 9 to 12)
7. Up to Rs. 10,000/- for senior secondary schools only (Classes 11 and 12)
8. Up to Rs. 20,000/- for composite senior secondary school (Classes 1 to 12)
9. These grants will be available on an annual basis.

The library resources have been utilised for facilitating the process of reading with comprehension in the light of *Padhe Bharat Badhe Bharat* (PBBB). Process of reading from early grade to higher secondary levels, requires continuous practice, development and refinement for which library is required to be updated with addition of books, journals, magazines, and other reading material from time to time.



Sports Grant under Samagra Shiksha (Khele India Khile India)

Sports in schools have immense benefits for both children and for educational systems. Sports help in the development of aspects such as physical, affective, social, and cognitive. Sports also contribute immensely in sharpening social skills, social behaviours, lifestyle, self-esteem, and pro-school attitudes.

A sport has numerous benefits. Physical activities and exercises under sports contribute towards the integrated development of mind and body, develop an understanding of the role of aerobic and anaerobic physical exercises for health and enhance self-confidence.

It provides opportunities to meet and communicate with other people, to take different social roles, to learn social skills



(such as tolerance and respect for others), and to adjust to team/collective objectives (such as cooperation and cohesion). It also makes one emotionally and mentally strong.

In view of holistic development of children giving them opportunities for participating in games and sports, under the *Samagra Shiksha* for the first time provision of grant for sports equipment has been made. Every government school will receive sports grant of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools for meeting expenses on procuring sports equipment for indoor and outdoor games.

Composite School Grant

The Scheme provides annual recurring school grant for all Government Schools for the replacement of non-functional school equipment and for incurring other recurring costs such as consumables for play materials, sports equipment, laboratories, electricity charges, internet, water, teaching aids etc. The amount of annual composite school grant varies from Rs. 25,000 to Rs.1, 00,000 per annum depending upon the number of students in the school as detailed in the table below:

Number of students in school	School Grant
≤ 100	Rs. 25,000/- (including at least Rs. 2,500 for <i>Swachhta</i> action plan)
> 100 to ≤ 250	Rs. 50,000/- (including at least Rs. 5,000 for <i>Swachhta</i> action plan)
> 250 to ≤ 1000	Rs. 75,000/- (including at least Rs. 7,500 for <i>Swachhta</i> action plan)
> 1000	Rs. 1,00,000/- (including at least Rs. 10,000 for <i>Swachhta</i> action plan)

Promoting Inclusive Education

Inclusive education for Children with Special Needs (CWSN) has been one of the major interventions of the erstwhile SSA-

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RTE and RMSA schemes. From the year 2018-19, *Samagra Shiksha* lays emphasis on improving quality of education for all students, including CWSN. Thus, this intervention is an essential component under *Samagra Shiksha*. The component provides support for various student oriented activities which include identification and assessment of CWSN, provision of aids, appliances, corrective surgeries, Braille books, large print books and uniforms, therapeutic services, development of teaching-learning material (TLM), assistive devices and equipment, environment building and orientation program to create positive attitude and awareness about nature and needs of CWSN, purchase/development of instructional materials, in-service training of special educators and general teachers on curriculum adaptation, stipend for girls with special needs etc. The component also emphasises the implementation of the Right to Free and Compulsory Education (RTE) Act, 2009, for children with special needs (within the age group of 6-14 years).



Presently, *Samagra Shiksha* aims to cover all children with special needs (CWSN) in a continuum from classes I to XII. Stipend of Rs. 200 per month for CWSN girls will be provided from Classes I to XII through Direct Benefit Transfer (DBT). Earlier it was only for Classes IX to XII. Allocation for Children with Special Needs (CWSN) has been increased from Rs. 3000 to Rs. 3500 per child per annum. In addition separate resource support (financial assistance towards salary of special educator resource persons) is also made available in order to appropriately address the needs of CWSN within the school.

Kasturba Gandhi Balika Vidyalaya (KGBV)

Bridging gender and social category gaps at all levels of school education is one of the major objectives of the *Samagra*

Shiksha. Consequently, to encourage the participation of girls in education, the existing Kasturba Gandhi Balika Vidyalayas (KGBVs) at upper primary level and girls' hostels at secondary level have been extended/converged to provide residential and schooling facilities upto Class-XII under the Scheme.

The Scheme provides for access and quality education to girls from disadvantaged groups of girls in the age group of 10-18 years aspiring to study in classes VI to XII; belonging to SC, ST, OBC, minority communities and BPL families to ensure smooth transition of girls from elementary to secondary and up to class XII wherever possible.

The scheme of *Samagra Shiksha* has provision for upgradation of existing KGBVs at upper primary level up to Class-XII. This would provide the facility of at-least one residential school for girls from Classes VI-XII in every educationally backward block which does not have residential schools under any other scheme.

The girls in the age group 10-18 aspiring to study in Classes VI to XII and belonging to SC, ST, OBC, minority communities and BPL families form the target group of the scheme. In addition to non-recurring grants for building, the *Samagra Shiksha* provides for recurring grants as below to account for all expenses including manpower cost—

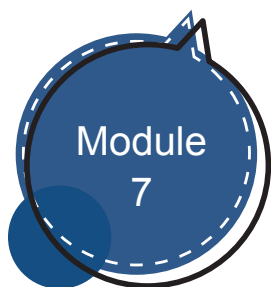
1. For KGBVs for Classes VI to VIII - upto Rs. 60 lakh per annum
2. For KGBVs for Classes VI to X - upto Rs. 80 lakh per annum
3. For KGBVs for Classes VI to XII - upto Rs.1 crore per annum
4. For Stand-alone Girls' Hostels for Classes IX to XII - upto Rs. 25 lakh per annum

Presently, out of the total 5970 sanctioned KGBVs up to 2018-19, 4841 KGBVs are functional and 5.91 lakh girls are presently enrolled in the KGBVs. 35 new KGBVs have been sanctioned during the year 2018-19 and 1232 KGBVs have been upgraded from Class VIII to X/XII during the year 2018-19.

Self Defense Training (RAKSHA)

Gender-based violence is a serious problem threatening the growth, development, education and health of adolescent girls in the country. According to the Crime in India Report by National Crime Records Bureau (NCRB), there has been a substantial increase in gender based





crimes during the last few years. Unfortunately, the data about the ones that go unreported, is not available.

Keeping in view, the rising number of crimes against girls in the country, it is important to provide self-defence training to them in the schools to ensure their safety and security. Self-defence training is a life skill that helps girls to be more aware of their surroundings and be prepared for the unexpected at any time. Through the self-defense training, the girls are taught to become psychologically, intellectually and physically strong enough to protect themselves in times of distress. Self-defense training techniques instills self confidence amongst girls and helps to promote girl's education particularly their transition to secondary and higher-secondary level and to reduce the drop-out rate in schools.

Through self-defense techniques, the girls are taught to increase their core strength. In dire situations, one is not required to have martial art training to save oneself instead a strategic nudge, a sharp flick, a kick or a punch are enough to deter the attacker. The girls are trained to use every day articles such as, key chain, dupatta, stole, mufflers, bags, pen/pencil, notebook, etc. as weapons of opportunity/improvised self-defense weapons to their advantage.

Under *Samagra Shiksha*, self-defense training is provided for three months per government schools having girls' enrollment at Rs. 3000/- per month. The training is meant for girls' student from class VI to XII. The training is also given to girls residing in Kasturba Gandhi Balika Vidhalaya (KGBVs). The States and UTs may also look for convergence for availing funding for self-defence training under the Nirbhaya Fund under Ministry of Women and Child Development, Government of India, Police Department, Home Guards, NCC, or with other state government schemes.

School Safety

Children have right to live with dignity and have access to education in an environment that is safe, protective and conducive to growth and development. School safety and security has to be seen from a broader perspective and not confined merely to infrastructural and physical safety. The issue of school safety has become more complex moving beyond corporal punishment to bullying, physical violence, sexual psychological and emotional violence, even leading to death in extreme cases. In the recent past, there have been reports of violence and tragic incidents in schools including murder, assault and rape. Children are increasingly having

easy access to internet and videos showing violence, crime, pornography and substance abuse. There is also rise in easy availability of drugs, alcohol and cigarettes. At the same time children are also facing tremendous exam stress and pressure from parents, teachers and peers leading to frustration and aggression or depression and in some cases suicide. The outlook of school management, Principal, teachers and staff in the school tends to be indifferent in general. This is a key cause of worry, demanding a school safety and security framework and plan of action. A comprehensive guideline with accountability framework is being developed in consultation with various stakeholders including school managements, teachers, students, parents and counselors for making schools safe and secure.

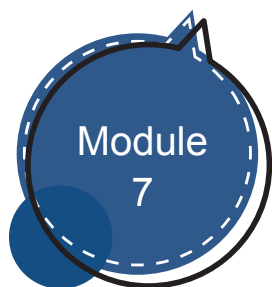
Jaago Badlo Bolo

The State Education Department of Telangana has conducted the year-long campaign of '*jaago badlo bolo*' against child sexual abuse in collaboration with the Police Department on the POCSO Act. Under this, training of Headmasters and teachers has been conducted.

While in an ideal situation, counsellors could be provided in every school, however as this is not possible at present due to dearth of trained counsellors in the country, teachers can be sensitised to function as a first step counsellor within the school. They can be oriented to identify any disturbing sign or behavior on the part of their students and engage with them. Under this integrated teacher training program, teachers are being given orientation on counselling, provisions of POCSO Act, JJ Act, School Safety guidelines, helpline and emergency numbers, drop-box for complaints etc. An amount of Rs. 1000 per teacher is being provided to all schools for classes I to XII for this purpose. Also, every school is to display a board on safety with helpline/emergency numbers and contact persons, for which Rs. 500 per school has been provided.

Rangotsav

It is an initiative of Ministry of Human Resource Development (MHRD) designed to cultivate awareness of cultural diversity among the young learners of the nation. The program had collection of cultural activities/events under it and schools all over the country participated in it while organizing it enthusiastically so that each and every child gets to experience the vibrant beauty of different cultures. Rangotsav the cultural



fortnight was conducted from 7th to 21st December, 2018 with an idea to prepare a non-judgmental platform for students, teachers and all other stake holders to encourage their participation. The main objectives of *Rangotsav* were—

- Transform the school environment into a vibrant and a joyful place of learning through various activities of art and culture and to provide a suitable platform to celebrate the artistic talent and creativity of every member of the school community, including students, teachers and other staff members.
- Showcase and celebrate the rich cultural heritage of India with all its diversity and provide age appropriate exposure to all children thus enabling them to understand and appreciate the variety of cultures, geographies, languages, food, and customs of the country.
- Promote spirit of national integration through well-planned activities to achieve the goals of *Ek Bharat Shreshtha Bharat*.
- Regular practice of integrating arts (even after *Rangotsav*) in the day-to-day school routine, throughout the session to promote joyful learning environment in the schools.
- The response to *Rangotsav* was immense and purely welcoming. Schools across the country took efforts to open up the cultural gates for students as well as teachers, which resulted in celebration of artistic talent nationwide.
- Apart from activities at school level like *Bhasha Sangam* and others, there were number of regional, state, zonal and national level events conducted as part of *Rangotsav*, such as National Children Assembly and Integration Camp, national level folk dance, national level role play, *Kala Utsav*, *Sangeet Kala Sangam* and Inter School Band Competition.

School based Assessment (Annual Achievement Survey)

In order to objectively assess the learning outcomes, this department has already initiated the process of conducting the National Achievement Survey (NAS), which is an external evaluation, at regular intervals. The process has been developed after detailed and nuanced interactions with all the stakeholders. The results of the NAS held in 2017-18 are already available in the public domain.

Further, based on the evidence gathered from the survey of 2.2 million students during the NAS conducted in 2017, and the subsequent targeted interventions by NCERT in a pilot survey for creating a framework to improve learning outcomes, it has been decided to conduct a School Based Assessment

(SBA) in 2019 to assess the Learning Outcomes of all the children at the Elementary level, which would be a qualitative and non-threatening evaluation process of the students by the respective schools.

These quantitative and qualitative evaluation techniques, in tandem with the external evaluation, are crucial to ensure that the desired learning outcomes are reached. Both these evaluations are therefore essential and form a logical continuum.

Constitution of Youth Club and Eco Club

Youth clubs in schools are an instrument to develop life skills, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress, shame and fear.

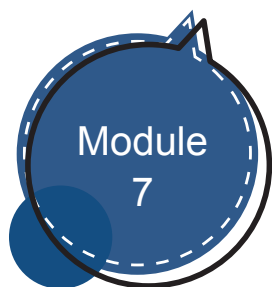
Eco clubs in schools will empower students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence, engage their parents and neighborhood communities to promote sound environmental behavior. It will empower students to explore environmental concepts and actions beyond the confines of a syllabus or curriculum.

In view of the above, all schools will constitute Youth and Eco clubs for students where they can participate in activities such as debates, music, arts, sports, reading, physical activities after school hours and during vacation. These would help in utilising the ideal school infrastructure particularly playing fields, sports equipment and libraries which will help the students to develop hobbies, skills and interests they might not otherwise be able to explore.

For Youth and Eco club, the financial provision of Rs. 15,000/- per school per year is being provided at the elementary level while a provision of Rs. 25,000/- per school per year is being provided at the secondary level.

Transport and Escort Facility

The scheme provides children's access to elementary schools through Transport and Escort facility to children in Classes I-VIII and for Children with Special Needs (CWSN). Children in remote habitations with sparse populations or in urban areas where availability of land is a problem or children belonging to extremely deprived groups or CWSN may not find access to schools. Such children have been provided support for transportation or escort facilities to children in sparsely populated, hilly/densely forested/desert terrains, as well as urban areas where non-availability of land makes it unviable to set up schools as per the 'neighbourhood' norms of the state.



Addressing needs of children living in very small hamlets (in remote, desert/ tribal areas) where opening of schools is not viable and ensuring access by providing free transportation to and from school and or through residential facility to ensure access for such children.

Transport facility to children in classes I-VIII from sparsely populated areas and urban areas where schools is not available or Urban Deprived Children has been provided. The financial provision of Rs. 3,000/ per child per annum under the erstwhile SSA has been enhanced to an average cost of Rs. 6,000/ per child per annum based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided.

Free Uniforms and Textbooks

Allocation for two sets of uniforms for all girls and children belonging to SC/ST/BPL families' in Government schools up to class VIII has been enhanced from Rs. 400 to Rs. 600 per child per annum under *Samagra Shiksha*. The purpose of school uniforms is to inspire a sense of belonging and ownership of the school for the children using its services.

Appropriate use of text books is a major indicator of quality education imparted in schools. Therefore, textbook production reform, including the layout and design, text and cover paper size and specifications, ink, printing and binding, etc., have significant implications. Allocation for textbooks to all children in Government/Local Body and Government Aided schools including *Madrasas* desirous of introducing the State curriculum, has been enhanced from Rs.150 to Rs. 250/- per child per annum at the primary level and from Rs. 250 to Rs. 400 per child per annum at the upper primary level. Primers/ textbooks developed for tribal languages with bridging materials to facilitate the transition to the State language of instruction and English, would be eligible for textbooks for classes I and II within the ceiling of Rs. 200/- per child.

Strengthening of CRCs— Mobility support to CRCs

The Cluster Resource Centers (CRCs) are the most critical units for training and on-site support to schools and teachers. The CRCs need to undertake regular visits and organise monthly meetings to discuss academic issues and design strategies for better school performance. Periodic inspection and supervision of schools to observe the infrastructure and facilities and the administrative aspects is critical. In addition, a proper system of academic and curricular support has to be developed to

serve the purpose of continuous professional up gradation of teachers. In this context, each Cluster Resource Coordinator should visit the schools and provide onsite academic support under his/her jurisdiction at least once in two months and send reports on a common platform to be shared by MHRD.

Reporting by the BRCs

The potential of Block Resource Centers (BRCs) as academic resource centers is yet to be realised and their role and functions are to be academically channelized. BRCs/URCs need to function as resource centres to study the problems and to design strategies to address the academic issues in schools.

The Block Resource persons (BRP) will be adequately trained and utilised more effectively. Under the Integrated Teacher Training Programme all the target groups, namely, teachers, principals, block and cluster resource persons, etc., will be brought on the same platform and oriented on similar content focusing on their specific roles and responsibility. There will be regular visits by the BRPs to schools for continuous monitoring, follow-ups and to ensure that learning from trainings are translated in classroom transactions. The reporting will be done through the mobile app which will be compiled at a central server where the software will generate discrepancy reports which will then be followed up for necessary action.

School Management Committee (SMC) Training

Training of SMC members is required to be conducted by the Cluster Resource Coordinator (CRC). Four Quarterly meetings of SMC would be held in a year on dates to be notified by the State government for all the schools. Support for holding the meetings and uploading quarterly reports on a mobile app on the meeting held as well as on the status/activities of the schools will be provided.

Financial provision of up to Rs. 3,000 per school per annum for Government schools is being provided at both the elementary and secondary level, subject to a specific plan.

Display of logo of Samagra Shiksha

A logo is the symbol of the vision and spirit of the Scheme. A logo also helps in fostering the spirit and building a bond between the school, the student and the community at large. Earlier, SSA logo was painted on school walls which was very well received by the community and helped in identifying the schools.

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Thus, it becomes important for all schools to display the logo prominently on the premises. All schools will be required to display the logo of *Samagra Shiksha* along with facilities under the scheme such as free text books, free uniforms, etc., at prominent place through wall paintings or display board. The design of the logo will be shared by MHRD.

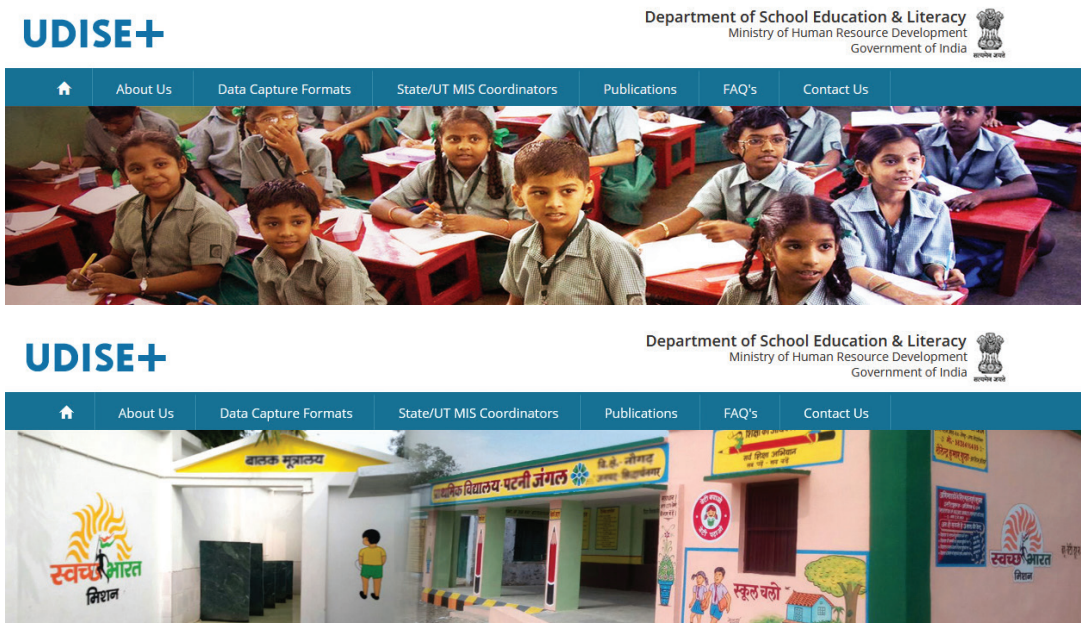
Credible Data, Accountability, and Awards

UDISE+

The Unified District Information on School Education (UDISE) collects data on all schools in the country. From 2018-19, it has been decided to update the UDISE and introduce new features. The UDISE+ (i.e., UDISE Plus) application will be online and will gradually move towards collecting real-time data. UDISE+ application, in addition to data collection, will have the following features—

1. A dashboard with data analytics and data visualisation will be developed. It will include time series data to study the trend over years and monitor growth. Progress in key performance indicators will be tracked.
2. The system will be linked to GIS mapping and school report cards will be generated.
3. To ensure data quality, a separate module for third party verification will be developed including a mobile app.

The process of data collection will start in January, 2019.



Performance Grading Index (PGI)

The PGI is for the purpose of grading States and UTs on their performance across 70 indicators on school education.

1. The Index will grade States and UTs thus allowing for more than one State/UT to occupy the same grade, and therefore all 36 States and UTs to ultimately reach the highest level. The PGI has been conceptualised as a tool to encourage States and UTs to adopt certain practices like online recruitment and transfer of teachers, electronic attendance of Students and Teachers, etc.
2. The PGI has seventy (70) indicators divided into two categories—Outcomes and Governance processes. The first category is divided into four domains which are - learning outcomes, access outcomes, infrastructure and facilities and equity outcomes. The second category is about Governance processes which covers attendance, teacher adequacy, administrative adequacy, training, accountability and transparency.
3. The total marking under PGI is 1000 points. Each indicator has been given either 20 or 10 points.

Shagun Portal

On 18th January 2017, the Honourable Minister for Human Resource Development launched the *Shagun* portal – www.seshagun.nic.in. It has two modules – (1) Repository of innovation and (2) Online monitoring.

Digital Repository

The digital Repository has been designed to change the narrative on school education by showcasing the multitude of innovative and successful models being implemented by all States and UTs in diverse circumstances. It enables these successful initiatives to be replicated and taken to scale.

This repository of good practices focuses on positive stories and developments that are driving performance improvements in school education. These innovative practices are documented in the form of case studies, videos, testimonials and images.

This digital platform is for public, media, stakeholders, influencers and global academia to witness the innovative ideas and success stories being registered in the field of elementary education. Innovations that have benefited State Governments, public schools, teachers and students are documented and disseminated through this repository. In the *Shagun* Repository, there are 296 videos on best practices, 269 case studies, 151 testimonials, and 4586 photographs.



In the year 2018-19, the department decided to expand the repository by covering all the schemes of the department and activities of various autonomous bodies such as NCERT, NIEPA, CBSE, NCTE, NIOS, KVS, NVS and National Bal Bhawan (NBB).

Monitoring

The online monitoring module of *Shagun* measures state-level performance and progress against key educational indicators which enables DSEL and education departments of State and UTs to conduct real-time assessments. The main functions are fund utilisation tracking, performance measurement on key educational indicators, online planning and goal setting, physical targets, and outcomes monitoring.

The portal offers data analytics and generates graphics which represent the progress of States and UTs against key identified parameters such as

exact number of out of school children mainstreamed, the increase or decrease in enrolment in government schools vis-à-vis private schools, expenditure on increasing the learning outcomes, and teachers' salaries.

Shagunotsav

In a major initiative, all Government schools throughout the country will be visited and checked during August-September, 2019. This is a Census based audit to be carried out in September, 2019 of all 11.85 lakh government and government aided schools in all States and UTs including nearly 7 lakh standalone primary schools. Data on various school based parameters is presently collected through the tools of Unified District Information System for Education (UDISE), SHAGUN, Project Monitoring System (PMS) and Performance Grading Index (PGI) to assess the quality and infrastructure at school

level. However, the same is not corroborated through field visits. Feedback received from Central *Prabhari* Officers of aspirational districts has shown that many schools are not visited at all or the frequency of visit is very less. Therefore, a need was felt to take up the exercise of school based census to cover each and every school to ascertain the adequacy of infrastructure facilities, teachers, students, school management and community participation.

The parameters for the school census are to be based on the indicators monitored through UDISE+, PGI and *Shagun*. Assessment of Learning Outcome will not be part of this evaluation as it will be conducted through the next round of NAS/School Based Assessments. The feedback will help in facilitating the system to be responsive to school specific needs and initiate appropriate policy interventions. The guidelines for the programme have been issued on 25th April, 2019.

Recognising Good Performance

National Awards to Teachers

These Awards were instituted in 1958. From the mid-1960s, 5th September came to be the fixed date for the function on account of birthday of Dr. Sarvapalli Radhakrishnan, former President of India. Over the years, the number of awards increased to 378 awards, but it was felt that the awards were losing their stature.

The guidelines of the scheme were revised in the year 2018 along the pattern of the changes made in major national awards. The new scheme is transparent, fair, and rewards demonstrated excellence and performance.

The features of the new scheme are

1. Online self-nominations from teachers were invited on www.mhrd.gov.in. The web portal was developed by the Administrative Staff College of India (ASCI) and the entire software ran smoothly without any glitches or complaints.
2. About 6000 applications were received from teachers from all over the country clearly indicating that the initiative was successful.
3. All regular teachers were eligible and no minimum years of service was required. This enabled meritorious young teachers to apply.
4. The number of awards was rationalised to 45, thereby restoring the prestige of the awards.

5. No State, UT or organisation had a quota in the final selection. This encouraged them to compete for the awards.
6. An independent jury at the national level made the final selection. The jury reviewed the list of 152 candidates forwarded by all States, UTs and organisations. Each nominee made a presentation before the jury, which made a final assessment and recommended 45 names for the Teachers Awards.

Honourable Prime Minister interacted with and felicitated the awardees at his residence on 4th September 2018. He also tweeted about his interaction with the awardees.

While awardees like Mr. Arvind Jajware from Jharkhand and Mr. Vikram Adsul from Maharashtra practiced joyful learning to reduce drop outs and increase enrolment, teachers like Mr. Rakesh Patel from Gujarat, Mr. Imran Khan from Rajasthan deployed ICT and child friendly activity based learning to transform their schools into abodes of learning. Teachers like Ms. Shaila R.N. from Karnataka mobilised community support to improve school infrastructure for the benefit of students while Ms. Karma Chomu Bhutia from Sikkim strived hard for increasing enrolment.



Honourable Vice President of India gave away the Awards at Vigyan Bhawan on 5th September 2018. Films on the achievements of each awardee were also shown during the ceremony.

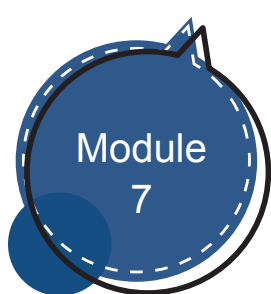


Awarding cleanest schools under Swachh Vidyalaya Puraskar

The Department of School Education and Literacy instituted Swachh Vidyalaya Puraskar (SVP) in 2016-17 at District, State and National level as a next step to Swachh Vidyalaya Initiative. These awards are given to ensure long term sustainability and behavior change towards cleanliness in schools. *Swachh Vidyalaya Puraskar* is an initiative to recognise, inspire and celebrate excellence in water, sanitation and hygiene practices in schools. The schools voluntarily applied online through a website and mobile App for the awards. *Swachh Vidyalaya Puraskar 2017-18* was open to private schools besides government and government aided schools.

Swachh Vidyalaya Puraskar 2017-18

SVP 2017-18 received overwhelming response from schools. 6,15,152 schools registered online for the *Swachh Vidyalaya Puraskar 2017-18*, which is more than double the number of schools which participated in the previous year. States and UTs shortlisted 727 schools for consideration of the National level awards. After cross validation and thorough screening top 52 schools were conferred the National Awards for SVP 2017-18. The top four States viz. Puducherry, Tamil Nadu, Gujarat and Andhra Pradesh and the best 9 districts viz. Pondicherry, Srikakulam, Chandigarh, Hisar, Karaikal, Latur, Nellore, South Goa and Vadodara, were given the certificates of recognition during the function held on 18.9.2018.



Methodology for the awards

Selection of schools for the awards is made on the basis of scores obtained by them in five sub-categories, namely (i) Water, (ii) Toilet, (iii) Hand washing with Soap, (iv) Operations and Maintenance, (v) Behavior Change and Capacity Building. The best schools selected for the National award are given a cash prize of Rs. 50,000/- as an additional school grant for sustaining and improving sanitation and hygiene conditions in the school, along with a Certificate of Recognition. The best states and top districts which participated in the *Swachh Vidyalaya Puraskar* were also recognised.

BEST PRACTICES IN STATES AND UTs

‘Nali Kali’, Karnataka

Nali Kali is meant for children in multi-grade classrooms were learning to read, write and unleash their creativity in a joyful and exciting environment. In 2009-10, *Nali Kali* was introduced in all government-run Kannada medium schools of Karnataka, for classes I and II. Pupils participate actively throughout learning process; lessens the burden of the teacher; class room interaction is maximum; no examination trauma/anxiety. Childs natural instincts such as curiosity, dynamism, and exploration find a place for channelization. The *Nali-Kali* method of classroom transaction not only gives a greater autonomy to the teacher but also creates the right atmosphere for the child to learn in a friendly and joyful way. Learning takes place systematically in groups organized according to age wise competencies in an interactive manner. When children master the competency of one group, they move on to another group to learn the next competency. The teaching takes place through songs, games, surveys, storytelling, use of educational toys and improvised teaching-learning materials, all made by the teachers themselves. When students are grouped and learning happens in a non-formal mode, they’re likely to remember it longer. The concept believes in reduced learning loads and total mastery at the minimum level of learning.

‘Ganitha Kalika Andolana’ (GKA), Karnataka

The State has initiated *Ganitha Kalika Andolana* (GKA)—a mathematics learning movement program to improve numeracy skills and facilitate classroom teaching of Mathematics among students in Government primary schools. Mathematics is widely believed to be a foundational discipline upon which a lot of future learning in school depends. This is a model support

programme aimed at bridging learning gaps in mathematics among children by using an activity based creative approach, understanding by doing and peer learning rather than rote application of mathematical concepts. It seeks to encourage clarity of thought and the ability to address mathematical problems in day-to-day life. The programme is implemented by provisioning Math Teaching Learning Materials (TLMs) to schools, and by providing training and support to teachers in government primary schools. These TLMs are designed to facilitate learning of competencies prescribed in the Karnataka State curriculum. To measure the learning outcomes, assessment of children is being done using an Android-based application on a tablet. This initiative supplements governmental efforts in enhancing the quality of math learning outcomes.

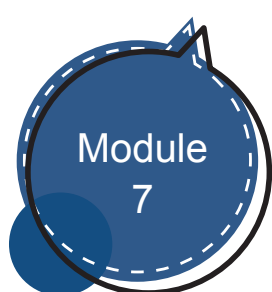
Activity Based Learning (ABL), Tamil Nadu

The ABL has been designed essentially with a focus on classroom reform which enables individualised, self-learning in an interesting and interactive manner, and is based on the model of the NGO Rishi Valley Rural Education Centre, well known for their experiments with joyful learning programs and intensive teacher training. The ABL teacher in the classroom has transformed to a facilitator of learning; does not lecture to the class or direct the learning of the whole class in a uniform pattern. In ABL classrooms, the children sit together according to their learning levels, irrespective of their age-appropriate grade.

The ABL classroom has a wide variety of cards and materials which enable a structured learning process amongst children at different levels of competencies. Children learn to make independent decisions at a young age, from choosing their activity card for the day, to marking their own attendance.

Sapno ki Udaan Programme: an initiative to educate out of school children through mobile School (Uttarakhand)

To extend the reach of better quality education under the preview of Right to Education, the Mobile Schools-Multi Purpose Vehicles have been used to provide Mobile Schooling facilities by extending awareness and motivational campaigns among the masses. These vehicles are being provided with various learning equipment's, multimedia system and qualified Resource Persons to fulfill the objectives of counselling and awareness. The major aim of this initiative is to identify and main-stream Out of School children, by conducting special drives for identification of such children and arrangement of appropriate age specific special training to mainstream them



in the neighboring schools. This has helped in addressing the need of floating child population by attracting them towards schools and simultaneously motivating their parents.

Multilingual Education (MLE), ODISHA

Multilingual education is a structured programme to develop appropriate cognitive and reasoning skills enabling children to operate equally in their native, State and national languages, starting in mother tongue with transition to second (Odia) and third language (English). In Odisha, children are taught in Odia language, which is challenging for many of the tribal children whose mother tongue is not Odia. The context of textbooks is also unfamiliar to tribal children, leaving them unable to fully comprehend the classroom teaching and learning activities which had an adverse effect on retention and learning outcomes.

In Mother Tongue based Multilingual Education (MLE) programme, the schooling begins in mother tongue and transits to additional languages gradually. The use of mother tongue as medium of imparting education in early grades enable children to develop a strong education foundation through beginning in the language the learners know best, building on the knowledge and experience they bring to the classroom, and enhance confidence and self-esteem. The MLE programme is operational in various schools of 21 tribal languages in 17 tribal dominated districts.

‘Pragna’: An activity based learning model of Gujarat

The Activity based joyful learning as a concept has been very rooted in the state because of work done by late Shri Gijubhai Badheka in Daxinamoorti School of Bhavnagar. Even the textbooks of primary classes were developed with the same pedagogy. However, it was observed in *Gunotsav* 1 (year 2009) that many of the children were lacking in very basic skills of reading, writing and numeracy even after Class V. While analysing the problem, it was realised that the state need the pedagogy which guarantee learning. The state level pedagogy workshop was organised in which different types of pedagogy models were discussed and it was decided to have more strengthened ABL methodology. Accordingly, inspired from *Rushi Velly* model (MGML) was adapted. The state had done modification in the MGML methodology and came up with *ABL-Pragna (Pravrutti dwara Gnan)* methodology. The state level core team was formed and was given exposure to schools implementing MGML kinds of methodologies in other states. Then the same core team developed new material for

ABL-Pragna methodology in collaboration with UNICEF. The learning cycle (Introduction-Practice-Evaluation) for each concept is ensured in the ABL-Pragna methodology.

Details of the initiative

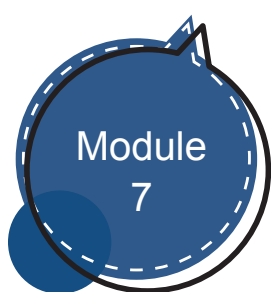
- The content is divided in small activities and there is specific card for each activity.
- The content is organised in sequential ladder through which children themselves progress, by completing one by one activity.
- The children are arranged in four different types of groups. The child keeps changing the group individually as per his/her progress.
- Three types of interactions (Teacher- Child, Child-Child, Child-Material) are ensured.
- The basic steps of learning cycle completion (Introduction of concept, Practice, Evaluation) are maintained for all concepts by each child.
- Continuous Evaluation is an inbuilt part of the *Pragna* as each child is assessed throughout the ladder.

Impact

Children's scholastic achievement has been improved. Three major studies conducted have revealed that students of *Pragna* schools performed better than non-*Pragna* schools. The first research was conducted by *Pratham*, another research was conducted by UNICEF and Education Initiative and the third research was conducted by Evaluation department of Government of Gujarat. Another major benefit observed is that the *Pragna* classroom is an inclusive classroom because the dynamic group rotation system provides opportunity to each child to work with all other children.

Apart from learning achievement as a major benefit, following benefits also have been observed.

- Private schools are inspired by this learning approach and implement in their schools
- Interactive and innovative teaching provides ample practice in speaking and listening and creative thinking and develops confidence and fluency in the use of language
- It gives children an opportunity to learn through experience and learning without burden.
- Child gets an exposure to various project work and field work.



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- Child gets ample opportunities to create something and display the same.

The programme was started in 256 schools in year 2010. Gradually the programme scaled in up to around 22000 schools till year 2017-18. Then with few modifications, the Pragna scaled up in all schools across the state in year 2018-19.

MID-DAY MEAL: NEW APPROACHES

With a view to enhance enrolment, attendance and retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme 'National Programme of Nutritional Support to Primary Education (NP-NSPE)' was launched on the 15th August 1995. The scheme was extended in 2008-09, to cover children of upper primary classes and the Scheme was renamed as 'National Programme of Mid-Day Meal in Schools' popularly known as Mid-Day Meal Scheme (MDMS). The MDMS covers all school children studying in I-VIII classes in Government and Government-aided schools, Special Training Centers (STCs) and *Madrasas* and *Maqtabas* supported under *Samagra Shiksha*.

One of the objectives of Mid-Day Meal Scheme is to improve the nutritional status of children and to fulfil the objective and also to address the pressing problem of majority of children in India, viz. hunger, the MDM Guidelines envisages that children should receive 450 and 700 calories in Primary and Upper Primary stages respectively.

During the year 2018-19, 9.17 crore children studying in classes I-VIII in 11.34 lakh eligible schools were covered under the scheme.

Setting up of School Nutrition Garden

School Nutrition Garden (SNG) is a place where herbs, fruits and vegetables are grown in the school premises for use in preparation of mid-day meal. The objectives of developing School Nutrition Gardens are to help address malnutrition and micro nutrient deficiencies and also to give children first-hand experience with nature and gardening. Large piece of land is not required for setting up of School Nutrition Gardens and even roof tops can be used for growing vegetable/fruits in containers. Plants may also be grown in small containers, cans, jars, discarded earthen pots, wooden *peti*, ceramic sinks, food tins, and *atta* bags etc, where land is not available.

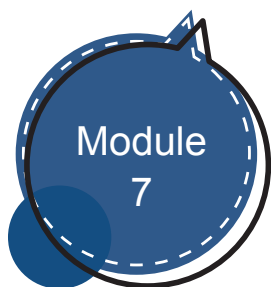
The grown whole vegetables, fruits from School Nutrition Gardens may be consumed under mid-day meal including parts

like stem (banana, bottle gourd, pumpkin), leaves (coriander, mint, spinach), flower (pumpkin flower, morringa), peels of vegetable (bottle gourd, pumpkin, ridge gourd). State may have convergence with the line department viz. *Krishi Vigyan Kendra*, Department of Agriculture/Horticulture, Food and Nutrition Board, State Agriculture Universities, etc., for setting up of School Nutrition Gardens.

Under the 'flexi fund component for innovative interventions' in Mid-Day Meal Scheme, an amount of Rs. 5000/- per School Nutrition Garden may be utilised for purchase of seeds, equipment, compost etc. on sharing basis between Centre and States and UTs. However, as the power for implementing scheme with minor modifications from the existing guidelines has been delegated to District Level Committee chaired by the District Magistrate, the committee may rationalize and allot funds on the basis of school specific requirement, within the overall average of Rs. 5000/- per School Nutrition Garden. Seeds/saplings may be obtained from Agriculture/horticulture department. The State may have convergence with Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS) of Ministry of Rural Development for constructing compound walls in the schools, leveling off the ground etc. as per the Master Circular - A guide for Programme Implementation Financial Year 2018-19, issued by the Ministry of Rural Development relating to the items admissible for assistance through MNREGS. Photos of the School Nutrition Garden (high definition) supported by small write-ups may be uploaded quarterly on the MDM - MIS portal.

Tithi Bhojan

Tithi Bhojan is an initiative started by the States and UTs with an aim to provide additional nutrition to children studying in schools. Under this program community provides full meal or additional items on special occasions such as festivals, anniversaries, birthdays, marriages, and days of national importance etc. It has been emphasised that *Tithi Bhojan* is not a substitute to Mid-Day Meal and this only supplements or complements Mid - Day Meal. Guidelines on *Tithi Bhojan* have already been issued by MHRD. The concept of *Tithi Bhojan* has been adopted by the States and UTs of Assam (*Sampriti Bhojan*), Andhra Pradesh (*Vindu Bhojanam*), Dadra and Nagar Haveli (*Tithi Bhojan*), Daman and Diu (*Tithi Bhojan*), Gujarat (*Tithi Bhojan*), Haryana (*Beti ka Janamdin*), Karnataka (*Shalegagi Naavu Neevu*), Madhya Pradesh, Maharashtra (*Sneh Bhojan*), Chandigarh (*Tithi Bhojan*), Puducherry (*Anna Dhanam*), Punjab



(*Priti bhojan*), Rajasthan (*Utsav Bhoj*), Tamil Nadu (*Nal Virundhu*) and Uttarakhand (*Vishesh Bhoj*).

Convergence with Ministry of Health and Family Welfare

There is a convergence of this Ministry with M/o Health and Family Welfare for the health and nutrition component of MDM.

1. Health check-up of children studying in elementary classes (I-VIII) and in the age group of 6-14 years are being carried out under *Rashtriya Bal Swasthaya Karyakaram* (RBSK). States and UTs have been advised to ensure the health check-ups.
2. Micronutrients are provided in convergence with M/o Health and Family Welfare. Iron and Folic Acid (IFA) tablets are also provided to children under Weekly Iron and Folic acid Supplementation Programme (WIFS).
3. Deworming medicine is provided to children on National Deworming Day (NDD) biannually (Albendazole-400).

Cooking Competition

Organising cooking competition for mid-day meal is one of the focus areas during 2019-20. Main objectives of organising cooking competition are to motivate cook-cum-helpers by incentivising the best recipes using the whole vegetables i.e. stems, leaves, peels etc.; to give emphasis on preparation of mid-day meal with locally available food articles as per the culturally accepted food habits; to promote community participation in the preparation of mid-day meal; to associate the school children (one from primary classes and one from upper primary classes) as judges for the competition because they are the ultimate beneficiaries of Mid-Day Meal. In addition, nutrition experts may also be associated with the cooking competition. The winners may be suitably given prizes and formally felicitated.

Activity

Make small groups of 6 participants in each group and ask them to discuss and present the key challenges of the implementation of these initiatives and solutions to overcome these challenges.

IMPLEMENTATION OF SAMAGRA SHIKSHA, MDM AND SOME BEST PRACTICES

The heads and teachers of each school need to make school level plans for the maximum utilisation of the provisions like *Samagra Shiksha*, MDM and some of the best practices for improving quality of school education for the benefits of the students. . They need to revisit their school activities to incorporate these provisions, they also need to make plan how well some of these provisions can be integrated into the classroom process or how these will provide support to strengthen classroom processes- such as eco club, youth club, library, etc.