

**List of the CPIO & Under Secretary in EE-II Bureau  
Department of School Education & Literacy**

S.No.	Name of CPIO	Address
1.	Shri V.K. Verma, Under Secretary	Department of School Education & Literacy, Room No.405-C, Shastri Bhawan, New Delhi - 110001
2.	Shri Alok Jawahar, Under Secretary	Department of School Education & Literacy, Room No.407-C, Shastri Bhawan, New Delhi - 110001
3.	Shri Manjeet Kumar, Under Secretary	Department of School Education & Literacy, Room No.105-D, Shastri Bhawan, New Delhi - 110001
4.	Ms. Sharda Sharma, Under Secretary	Department of School Education & Literacy, Room No.130-C, Shastri Bhawan, New Delhi - 110001
5.	Ms. Jyoti Pahwa, Under Secretary	Department of School Education & Literacy, Room No.104-D, Shastri Bhawan, New Delhi - 110001

**List of the First Appellate Authority in EE-II Bureau  
Department of School Education & Literacy**

S.No.	Name of First Appellate Authority	Address
1.	Ms. Surbhi Jain, Director	Department of School Education & Literacy, Room No.210-C, Shastri Bhawan, New Delhi - 110001
2.	Ms. Meenakshi Jolly, Director	Department of School Education & Literacy, Room No.215-D, Shastri Bhawan, New Delhi - 110001
3.	Ms. Anamika Singh, Deputy Secretary	Department of School Education & Literacy, Room No.101-D, Shastri Bhawan, New Delhi - 110001
4.	Shri G.C. Hosur, Director	Department of School Education & Literacy, Shastri Bhawan, New Delhi - 110001

## Brief on SSA-RTE

Sarva Shiksha Abhiyan (SSA) is one of India's important social sector programmes for universalisation of elementary education. Its goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children for the age of 06 to 14 years.

Norms of SSA have been aligned with provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 that provides for the right of children in the age group of 6-14 years to free and compulsory education till completion of his/her elementary education from class I to VIII in a neighborhood school.

SSA is the main instrument for implementation of the RTE Act, 2009. SSA emphasizes for providing education in an equitable manner i.e. equal opportunity for all children to complete elementary education irrespective of their gender, religion, caste, socio-economic, cultural or linguistic background and geographic location.

### Achievement:-

- The total enrolment in elementary schools has risen from 18.79 crore children in 2009-10 to 19.76 crore children in 2014-15.
- As per UDISE 2014-15, Gross Enrolment Ratio (GER) is 98.85% for boys and 101.43% for girls, which indicates universal enrolment at primary level. The GER at upper primary level is 87.71% for boys and 95.29% for girls.
- The Pupil Teacher Ratio (PTR) has improved from 32 in 2009-10 to 25 in 2014-15. 62.65% of the government schools in India have PTR as per the RTE norm (30:1 primary and 35:1 upper primary on an average).
- Number of Out of School children in 2005 was 134.6 lakh in 2005 which has come down to 81 lakh in 2009 and 61 lakh in 2013.
- Average Annual Dropout rate at primary level has come down from 6.76% in 2009-10 to 4.34% (2013-14) at upper primary level and 3.77% (2013-14) at upper primary level, as per UDISE, 2014-15.
- The transition rate from primary to upper primary has gone up from 85.17% in 2009-10 to 89.74% in 2013-14 as per UDISE, 2014-15.
- The Gender Parity Index (GPI) in 2014-15 has reached 0.93 for primary level and 0.95 at upper primary level.
- Percentage of girls' enrolment has gone up from 48.12% in 2009-10 to 48.34 % in 2014-15 at elementary level.
- Enrolment of SC children has gone up from 19.06 % in 2010-11 to 19.80% in 2014-15 at elementary level which is more than their share in population (16.6% as per census 2011).
- Enrolment of ST children is 10.47% in 2014-15 at elementary level which is more than their share of population (8.6% as per census 2011).
- Enrolment of Muslim children has grown up from 12.50% in 2010-11 to 13.77% in 2014-15 at elementary level. (14.2% share of population as per census 2011).
- Increased enrolment share of girls/SC/ ST/Muslims: Participation of girls and of children of other disadvantaged groups has improved. The Gender Parity Index which was 0.94 in 2009-10 increased to 1.02 in 2013-14 at primary level and for upper

primary it increased from 0.93 to 1.06. The share of different categories is as shown in Table below.

**Table 6: Share of Girls, SC, ST and Muslims in Total Enrolment**

Social Group	Primary		Upper Primary	
	2009-10	2014-15	2009-10	2014-15
Girls	48.46 %	48.19%	48.12 %	48.63%
SC	20.07%	19.93%	19.17%	19.55%
ST	11.54%	10.83%	9.4 %	9.76%
Muslims	13.48%	14.37%	11.89%	12.60%

Source: DISE

- **Improvement in school infrastructure:** Since coming into force of the RTE Act, 2009, 44,595 school buildings, 7,00,460 additional classrooms, 5,46,513 toilets and 34,671 drinking water facilities have been sanctioned to the State under SSA programme to augment the school infrastructure for compliance with RTE Act. The status of RTE Compliance on infrastructure standards is as follows:

- 95.72% of the schools have a drinking water facility
- 92.09% of the schools have separate girls' toilet facility and 94.74 % boys toilet
- 72.28% of the schools with Ramp facility
- 54.08% of the schools with Playground
- 58.44% of the schools with Boundary wall
- 86.24% of the schools with Kitchen shed

The physical progress under the RTE-SSA programme is

Items	Cumulative sanction from 2000-01 to 2015-16	Cumulative achievement from 2000-01 upto December, 2015	Percentage of cumulative achievement from 2000-01 upto December, 2015
Opening new PS	204736	202839	99.07
Opening new UPS	159392	156189	97.99
<b>Sub Total:</b>	<b>364128</b>	<b>359028</b>	<b>98.60</b>
Construction of PS	199230	181988	91.35
Construction of UPS	112392	104883	93.32
<b>Sub Total:</b>	<b>311622</b>	<b>286871</b>	<b>92.06</b>
Additional classrooms	1861220	1728067	92.85
Drinking water	238973	226861	94.93
Toilets	1014507	951586	93.80
Teachers Appointment	1948695	1558641	79.98

### Quality of Education in Government Schools

One of the major objectives of RTE-SSA is to provide elementary education of equitable quality to every child. Across the country, States are being supported to design and implement comprehensive Quality Improvement Programs, to bring about overall changes in their teachers training, curricula, learning materials, learning processes, learning outcomes, assessment and

monitoring  
Important  
below:

(i) E

monitoring systems, in order to ensure that the quality of teaching learning is improved. Important initiatives taken to improve the quality of the elementary education are mentioned below:

**(i) Focus on Quality of Elementary Education:**

States have been supported for initiatives to improving learning in foundational classes of school (classes 1 and 2) and specific initiatives to improving learning of maths and science in upper primary classes. These include a variety of programmes like Activity based learning in Tamil Nadu and Gujarat; specific programmes designed by states like Bihar and Jharkhand, bridging from home language to school language programme in Odisha.

**(ii) Curriculum Reform:**

The National Curriculum Framework (NCF) 2005 prepared by NCERT calls for a significant shift in the education system towards schools that are more child-friendly and inclusive, and teaching learning processes that are more constructivist in nature. Each State has been urged to renew its own State curriculum in light of NCF 2005 recommendations, by bringing in cohesive changes in their curriculum, teaching learning material, pedagogy and assessment systems. 23 States so far have renewed their curriculum based on NCF 2005, 10 States/UTs have adopted NCF 2005 developed by NCERT as the State curriculum framework, 3 States/UTs have followed the curriculum of neighboring States, to make them more activity-based, child-friendly and sensitive to gender and marginalized groups. 22 States have completed revision of their textbooks.

**(iii) Padhe Bharat Badhe Bharat (PBBB):**

Three rounds of National Achievement Surveys of class III conducted since 2003 have revealed that the overall language proficiency (Reading with Comprehension) and Mathematics proficiency (Number, measurement, geometry, money, pattern, data handling) in the country is average and not what is expected of the elementary education system since the launch of Sarva Shiksha Abhiyan (SSA). Classes I and II are important stages for developing the reading and writing with comprehension and numeracy skills. Children who fail to learn to read in the first two grades of school are likely to fall behind and have difficulty in learning other subjects as well. Thus both Early reading and writing with comprehension and Early mathematics learning are critical to improve the quality of elementary education in the country.

A nationwide sub-programme of Sarva Shiksha Abhiyaan *Padhe Bharat Badhe Bharat* has been launched on 26<sup>th</sup> August, 2014 to ensure quality at the foundational years of schooling i.e., classes I & II. Through this programme it will be ensured that all children are able to read with comprehension as well as basic numeracy skills. The programme envisages dedicated teachers for Classes I & II. It centers on capacity building of teachers, organizing separate reading periods in daily school time-table, maintaining a print rich environment, for reading through children's literature in school libraries and reading corners in classes I & II; for tribal children special bridge materials have been prepared in States which have a high tribal population.

The two tracks of Padhe Bharat Badhe Bharat are: Early reading and writing with comprehension (ERWC) and early mathematics (EM). For PBBB in 2014-15 an amount of Rs 456 crore was sanctioned and an amount of Rs. 525 crore has been approved for 2015-16.

**(iv) Rashtriya Avishkar Abhiyan:**

Rashtriya Avishkar Abhiyan was launched on 9<sup>th</sup> July 2015 by the Former President Dr. A.P.J. Kalam. It is an initiative to motivate and encourage children of the age-group 6-18 years, in science, mathematics and technology. The programme framework is on a twin

track approach (i) Systemic improvements in the School System; (ii) Initiatives to encourage Science, Mathematics through alternative strategies. The strategies of the programme targets, teachers, students, effective classroom transaction, school facilities for science and maths, and community engagement. The activities/components of RAA are funded under Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan.

In 2015-16, an amount of Rs. 124.78 crore and Rs. 108.26 crore have been earmarked under SSA and RMSA respectively. In case of collaborative initiatives with Ministry of Science and Technology and Department of Higher Education, funds would be pooled with their schemes and norms. All State Governments/UTs have also been given a funding of Rs. 5 lakh per District under innovation fund of SSA to undertake innovative activities and build awareness around learning of Science and Mathematics.

**(v) National Programme on School Standards and Evaluation (NPSSE)**

NPSEE was recently launched on 7<sup>th</sup> November, 2015 as **Shala Sidhhi**. The initiative aims at evaluating each school as an institution, both at elementary and secondary levels. It is an initiative to relook at school evaluation with the intent to improve quality of school education. This will entail to evolve a comprehensive mechanism to address the developmental needs of the school. NUEPA has developed indicators for School performance assessment. The initiatives will include (a) school performance standards to provide common core and expectations for all schools (b) guidance on strategies for helping schools to improve (c) use of the performance standards as the reference or benchmark for both internal and external evaluation of the school (d) school performance standards to be integrated and interlinked with school leadership and teachers' performance (e) State programs on school standards and performance assessment like the Gunotsav of Gujarat, Pratibha Parv of Madhya Pradesh, Samiksha of Odisha and Karnataka School Quality Assessment Organization (KSQAO) of Karnataka are used as reference points

**Inclusive Education**

The major interventions under SSA for the education of children with special needs (CWSN) are identification, functional and formal assessment, provision of aids and appliances, teacher training, engagement of resource persons exclusively for CWSN, support services and barrier free access. SSA also ensures that every child with special needs (CWSN), irrespective of the kind, category and degree of disability, is provided quality inclusive education.

The number of children with special needs that have been brought into the fold of education (through enrolment in formal schools, school readiness programme and through home-based education) is 23.18 lakh as per the Unified District Information System for Education (UDISE) 2014-15.

**Emphasis on Girls Education**

**(i) Kasturba Gandhi Balika Vidyalayas (KGBV):**

Kasturba Gandhi Balika Vidyalayas (KGBVs) have been opened in Educationally Backward Blocks (EBBs) where the female rural literacy is below the national average to provide for residential upper primary schools for girls. 3599 KGBVs are operational in the country enrolling 3.53 lakh girls. The KGBV component of SSA scheme targets girl's education for drop out girl children particularly from low literacy habitations, below poverty line and SC/ST/minorities population.



Initiatives to  
strategies of the  
ool facilities for  
nts of RAA are  
Livan.

(ii)

**‘Swachh Bharat: Swachh Vidyalaya Initiative’:**

In response to the clarion call made by the Prime Minister on 15<sup>th</sup> August, 2014, the Department launched Swachh Vidyalaya Initiative under the rubric of Swachh Bharat Mission with an objective to provide separate toilets for boys and girls in all government schools within a year. Under Swachh Vidyalaya Initiative, 4,17,796 toilets were constructed in 2,61,400 schools in a period of one year, thus ensuring that every single government school now has a separate toilet for girls and boys. This includes schools in the most difficult to reach areas in the country such as districts facing Left Wing Extremism (LWE), in forests, remote mountainous terrain and in crowded slums. The Initiative was made successful in partnership with all State Governments, Central Public Sector Undertakings, and Private Corporates. With this, about 13.77 crore children in 11.21 lakh government schools all over the country now have access to toilet facilities.

**Funding of implementation of the RTE Act**

Section 7 of the RTE Act provides that the Central and State Governments will have concurrent responsibility for providing funds for carrying out the provisions of the RTE Act. The Central Government provides funds under the SSA programme to States, based on their demands expressed through Annual Work Plans and Budgets (AWP&B), which are appraised based on the performance of State and availability of Central funds. The State’s outlay is finalised after due dialogue with the State concerned in the Project Approval Board of the Ministry of Human Resource Development. The funding pattern of SSA, applicable from 2010-11 after the passage of the RTE Act, is 65:35 for all States except States in the NER where the funding pattern is in the 90:10 ratio. The releases by the Central Government and expenditures during the 12th Plan are as follows:

**Allocation for SSA since 2009-10**

(Rs. in crore)

Sl. No.	Year	Budget Expenditure (BE)	Revised Expenditure (RE)
1	2009-2010	13100.00	13100.00
2	2010-2011	15000.00	19000.00
3	2011-2012	21000.00	21.000
4	2012-2013	25555.00	23875.83
5	2013-2014	27258.00	26608.01
6	2014-2015	28258.00	24380.00
7	2015-2016	22000.00	22000.00
8	2016-2017	22500.00	-

The Central Government has also approved an outlay of Rs.2,31,233 crore for implementation of the combined RTE-SSA programme for the five year period of 2010-11 to 2014-15. The outlay of Rs 2,31,233 crore is supported by Grant-in-Aid of Rs.24,068 crore recommended by the 13<sup>th</sup> Finance Commission to the States during the 5 years. The balance requirement of Rs. 2,07,165 crore would be shared between the Centre and States in the ratio of 65:35 for all States/UTs. In the case of the eight States in the NER the existing sharing pattern of 90:10 would continue. Thus the total central share would be Rs 1,37,107 crore (NER: Rs 8820 crore), and State share would be Rs 70,058 crore (NER 980 core) over the five year period from 2010-11 to 2014-15. The details of fund released to States during the last five years may be seen at Table.

**State-wise Central Releases under Sarva Shiksha Abhiyan(SSA)**

*(Rs. in Lakh)*

Sl.No.	Name of the State	Release				
		2011-12	2012-13	2013-14	2014-15	2015-16 (as on 30.03.2016)
1	Andhra Pradesh	183551.72	141049.46	174715.39	154566.68	66810.81
2	Arunachal Pradesh	23880.1	43764.67	19261.85	33607.83	18179.44
3	Assam	106921.15	130881.60	131820.73	97782.17	88347.80
4	Bihar	185108.2	275462.25	261013.11	216336.05	251557.33
5	Chhattisgarh	69870.22	85015.73	76699.64	92705.34	62219.70
6	Goa	1079.14	1013.04	1333.57	1310.38	813.58
7	Gujarat	88027.79	113918.08	80559.63	78476.48	59953.18
8	Haryana	40461.41	33810.35	35088.42	42110.65	34501.21
9	Himachal Pradesh	14192.78	10737.30	11453.10	12547.30	8529.54
10	Jammu & Kashmir	30070.5	50805.85	89143.50	51276.51	129980.55
11	Jharkhand	57903.46	56183.87	45010.71	75775.18	55863.31
12	Karnataka	62788.35	68450.58	65371.33	66213.52	41759.33
13	Kerala	17021.85	13449.14	20800.66	21844.02	12858.86
14	Madhya Pradesh	190427.12	135343.30	200408.56	149094.91	160197.85
15	Maharashtra	117962.58	106854.62	65653.65	58288.54	40761.52
16	Manipur	3940.55	17362.44	13193.93	21465.80	20123.25
17	Meghalaya	14410.6	18670.78	28340.86	20404.51	16626.96
18	Mizoram	10814.05	15317.60	10657.69	14739.69	9437.51
19	Nagaland	9798.33	11231.95	15803.02	20568.72	8739.53
20	Odisha	92719.98	104307.62	73956.08	66695.31	82081.65
21	Punjab	48112.44	49472.68	38323.72	36215.98	30003.82
22	Rajasthan	148580.86	153520.11	242488.70	248041.55	193462.09
23	Sikkim	4022.84	2693.85	4195.08	4526.13	3098.39
24	Tamil Nadu	68141.96	71637.13	96827.48	135819.79	82111.73
25	Telangana				81406.88	21776.01
26	Tripura	17493.76	12010.11	15991.09	19800.13	16527.45
27	Uttar Pradesh	263682.61	375476.26	466698.04	449867.53	505434.30
28	Uttarakhand	20892.49	17941.10	22043.51	22880.56	19380.06
29	West Bengal	177652.74	258056.58	153196.42	97240.30	84679.41
30	A & N Islands	907.36	1089.28	612.35	147.21	359.46
31	Chandigarh	1611.21	1772.64	3009.26	3893.53	3521.81
32	Dadra & N. Haveli	564.35	652.76	927.19	911.74	594.91
33	Daman & Diu	257.06	433.12	145.54	72.77	78.38
34	Delhi	3783.29	4293.24	8322.82	6223.73	6022.16
35	Lakshadweep	127.86	57.62	0.00	58.83	139.87
36	Pondicherry	757.62	918.91	443.19	100.00	583.14
	<b>Total</b>	<b>2 077538.33</b>	<b>2383655.62</b>	<b>2473509.82</b>	<b>2403016.25</b>	<b>2137115.90</b>