



SAMAGRA SHIKSHA

An Integrated Scheme for School Education

FRAMEWORK FOR IMPLEMENTATION

INDEX

Abbreviations	4
Preface	7
Chapter 1	9
INTRODUCTION	9
Chapter 2	22
EARLY CHILDHOOD CARE AND EDUCATION (ECCE)	22
Chapter 3	31
NIPUN BHARAT MISSION FOR FOUNDATIONAL LITERACY AND NUMERACY (FLN)	31
Chapter 4	39
ACCESS AND RETENTION	39
Chapter 5	69
CIVIL WORKS	69
Chapter 6	83
QUALITY AND INNOVATION INTERVENTIONS	83
Chapter 7	121
FINANCIAL SUPPORT FOR SALARY OF LANGUAGE TEACHERS	121
Chapter 8	123
GENDER AND EQUITY	123
Chapter 9	142
INCLUSIVE EDUCATION	142
Chapter 10	153
STRENGTHENING OF TEACHER EDUCATION	153
Chapter 11	184
VOCATIONAL EDUCATION	184
Chapter 12	206
ICT AND DIGITAL INITIATIVES	206
Chapter 13	227
COMMUNITY MOBILIZATION	227
Chapter 14	231
MANAGEMENT, MONITORING, MEDIA, EVALUATION & RESEARCH (MMMER)	231

Annexures

Annexure I	262
Details of 86 Paras of NEP 2020 integrated with Samagra Shiksha	262
Annexure II	274
Programmatic and Financial Norms: SAMAGRA SHIKSHA	274
Annexure III	329
Output Outcome Monitoring Framework (OOMF): Samagra Shiksha.....	329
Annexure IV (A)	331
Output/outcomes year-wise.....	331
(as mentioned in EFC document).....	331
Annexure IV (B)	333
OUTPUT-OUTCOME MONITORING FRAMEWORK FOR SAMAGRA SHIKSHA (2022-23).....	333
Annexure -V.....	343
Inclusive Education: Letter dated 10.06.2022 regarding the same for compliance by all State & UT	343

Abbreviations

BRC	Block Resource Centre
BRP	Block Resource Person
CSSTE	Centrally Sponsored Scheme of Teacher Education
CRC	Cluster Resource Centre
CRP	Cluster Resource Person
CTE	College of Teacher Education
CWSN	Children with Special Needs
DIET	District Institute of Education and Training
IASE	Institute of Advanced Studies in Education
ICT	Information and Communication Technology
KRP	Key Resource Person
LO	Learning Outcome
MHRD	Ministry of Human Resource Development
MIS	Management Information System
NAS	National Achievement Survey
NCERT	National Council for Educational Research and Training
NIEPA	National Institute of Educational Planning and Administration
NRG	National Resource Group
NRP	National Resource Person
PAB	Project Approval Board
PGI	Performance Grading Index
PTR	Pupil Teacher Ratio
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	The Right of Children to Free and Compulsory Education Act, 2009
SCERT	State Council of Educational Research and Training
SIE	State Institute of Education
SMC	School Management Committee
SMDC	School Management and Development Committee
SPO	State Project Office
SPD	State Project Director
SRG	State Resource Group
SRP(L)	State Resource Person under Leadership program of NIEPA

SSA	Sarva Shiksha Abhiyan
TTI	Teacher Training Institution
UDISE+	Unified District Information System for Education Plus
UT	Union Territory
CBSE	Central Board of Secondary Education
COTPA	Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003
COVID-19	Corona Virus Disease 2019
CPCR	Commission for Protection of Child Rights Act, 2005
CPO	Child Protection Officer
CPR	Cardio Pulmonary Resuscitation
CPTD	Child Parent Teacher Dialogue
CrPC	The Code of Criminal Procedure Act
CSA	Child Sexual Abuse
CTE	College of Teacher Education
CWSN	Children with Special Needs
DC	District Collector
DEO	District Education Officer
DIET	District Institute for Education and Training
DM	District Magistrate
DRISHTI	Disseminate, Roll-out, Intervene, Support, Hand-hold, Track and Incentivize
IASE	Institute of Advanced Studies in Education
ICPS	The Integrated Child Protection Scheme
ICSE	Indian School Certificate Examination
ICT	Information and Communication Technology
IPC	Indian Penal Code
IT	Information Technology
KVS	Kendriya Vidyalaya Sangathan
MDM	Midday Meal
MOE	Ministry of Education
NCERT	National Council of Educational Research and Training
NCPCR	National Commission for Protection of Child Rights
NDMA	National Disaster Management Authority

NEP	National Education Policy
NPC	National Policy for Children
NVS	Navodaya Vidyalaya Samiti
POCSO	The Protection of Children from Sexual Offences Act and Rules
POSH	Prevention, Prohibition and Redressal Act
PTA	Parent Teachers Association
PTM	Parent Teachers Meeting
PSC	Pre-School Centres
RTE	The Right of Children to Free and Compulsory Education Act, 2009
SCERT	State Council of Educational Research and Training
SCPCR	State Commission for Protection of Child Rights
SDG	Sustainable Development Goal
SJPU	Special Juvenile Police Unit
SM	School Management
SMC	School Management Committee
SOP	Standard Operating Procedure
SSC	School Safety Committee
SSSA	State School Standards Authority
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
UT	Union Territory
VAC	Violence against Children
WHO	World Health Organization
WSA	Whole School Approach

PREFACE

Samagra Shiksha scheme was launched in the year 2018 as an integrated scheme for school education catering from pre-primary to Sr. Secondary classes. The launch of the scheme has reflected a paradigm shift in the approach as the entire gamut of the school education sector has been treated holistically without any segmentation of elementary and secondary as was in the case of erstwhile schemes of SSA and RMSA. The centrally sponsored scheme of Samagra Shiksha was aligned with SDG 4 and recognised the importance of Early Childhood Education and provided systemic intervention in harmony with existing infrastructure of Anganwadis. The scheme was also extended for Sr. Secondary level to promote universal access at all levels.

The formulation of National Education Policy 2020 (NEP 2020) has paved the way for developing all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. The NEP 2020 envisions a transformation in the entire education system and envisages education as a continuum without any segmentation and focuses on making education more experiential, holistic, integrated, character-building, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and above all, more joyful. It also focuses on bridging the gaps in attainment of learning outcomes through undertaking reforms that bring the highest quality, equity and integrity into the system, from early childhood care and education through higher education. Samagra Shiksha Scheme being the core scheme for school education sector has been aligned with NEP 2020 and extended from 2021-22 to 2025-26, to assist the State and UTs to achieve the above objectives of NEP 2020.

The Scheme has taken care of core principles of NEP 2020 that are Access, equity, quality, affordability and accountability, and as many as 86 recommendations of NEP are included in Samagra Shiksha (Annexure I), some of the important recommendations included are as follows:

86 paras of NEP have been integrated under the scheme	
- Supporting 5+3+3+4 pedagogic structure - National Mission of Foundational Literacy and Numeracy- NIPUN BHARAT	Support for OOSC in age group of 16- 19 years
Holistic Progress Card (HPC)	Activities of PARAKH
- Introduction of tracking of learning outcomes as well as transition of children - Support for Social Audit	- Separate stipend for CWSN girl child - Enhanced provision for self defence training of girls
Induction of qualified counsellors at secondary and senior secondary level	Provision for identification of CWSN and Resource Centre at block level,
Language Teachers	Expansion of schooling facilities from pre-primary to senior secondary level including Residential Hostels, KGBVs etc.,

• Capacity building of teachers (50 Hrs CPD)	• Provision for Hub and Spoke model in vocational education
• Bagless days and internships • Support for Assessment Cells in SCERT etc.	• Provision for Smart classroom and support for DIKSHA

Samagra Shiksha in its new form reinforces the commitment to provide a safe, equitable, inclusive and stimulating learning environment with a wide range of learning experiences, good physical infrastructure and availability of appropriate resources conducive to learning to all children as envisaged by the National Education Policy 2020.

Chapter I

INTRODUCTION

1.1 Background

1.1.1 Education is the most important tool for social, economic and political transformation and a key instrument for building an equitable society. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity¹. Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976 included education in the Concurrent List. 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 standards including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

1.1.2 With the formulation of National Policy on Education (NPE), 1986, India initiated a wide range of programmes for achieving the goal of Universalisation of Elementary Education (UEE). These efforts were intensified in the 1980s and 1990s through several schematic and programme interventions, such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P. Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP), District Primary Education Programme (DPEP) and the Sarva Shiksha Abhiyan (SSA) – the flagship Centrally Sponsored Scheme in partnership for UEE across the country. This was further strengthened with the 86th Constitution Amendment Act in 2002, making elementary education a fundamental right followed by the passage of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which gave a legal mandate to provide free and compulsory elementary education to every child in the age group of 6-14 years. State and UTs were supported in the implementation of the RTE Act, 2009 through the Centrally Sponsored Scheme of SSA. The Scheme was aligned with the provisions of the Act with effect from September, 2010.

1.1.3 A successful programme of UEE is the precondition for taking the first reliable step towards Universal Secondary Education. The NPE emphasised improving equitable access to secondary education and the enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams (Para 5.13 of the NPE, 1986). The NPE and the Programme of Action (POA), 1992 while recognising secondary education as a critical instrument for social change, called for its planned expansion. The NPE, (as modified in 1992) specifically laid emphasis again on *increasing access to secondary education with particular focus on participation of girls, SCs and STs; increased autonomy of Boards of Secondary Education to enhance their ability to improve quality; introduction of ICT in school curriculum for coping with globalisation; renewed emphasis on work ethos and values of a humane and composite culture in the curricula; and vocationalisation through specialised institutions or*

¹India, Planning Commission, Twelfth Five Year Plan (2012-2017) Volume-III, p. 48

through the refashioning of secondary education to meet the manpower requirements of the growing Indian economy (Para 5.13 to 5.15). The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) initiated in 2009, demonstrated the government's ambition for a secondary education system that can support India's growth and development. In the year 2013-14, four other Centrally-sponsored Schemes for secondary education viz., ICT in Schools, Girls' Hostel, Vocationalisation of Secondary and Senior Secondary Education and Inclusive Education for Disabled at Secondary Stage (IEDSS) were subsumed under RMSA. This was done to provide for convergence based implementation of different programmes for secondary education with inclusion of aided schools for quality related interventions and Senior Secondary segment for certain components.

1.1.4 The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education (CSSTE) was initiated in 1987 pursuant to the formulation of the NPE, 1986. The NPE stated that improvement in the status and professional competence of teachers is the corner stone of educational reconstruction and envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. District Institute of Teacher Education (DIETs), Colleges of Teacher Education (CTEs), and Institutes of Advanced Studies in Education (IASEs) were, thus established. The CSSTE Scheme aimed to provide infrastructural and institutional support to Government Teacher Education Institutions (TEIs).

1.1.5 It is, therefore, evident that the Centrally Sponsored Schemes of SSA, RMSA and TE were the three major school education development programmes of the Ministry of Education, Government of India being implemented in partnership with State/UTs. The common objectives of all the Schemes were to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education for all. While SSA covered the elementary level (grades I-VIII) and was supporting implementation of the RTE Act, 2009, RMSA covered grades IX-X (IX-XII for certain components). CSSTE provided for teachers' education through an institutional setup for both pre-service and in-service training across classes I-X. Further, with the role of SCERT as an academic authority u/s 29(1) of the RTE Act, the focus was on strengthening of SCERTs and DIETs. With the persistent efforts of the Central and the State Governments, these schemes have significantly addressed several major gaps in the school education system and have significantly contributed towards laying a strong foundation for an equitable quality school education system in the country. However, the major challenge is provision of quality education. The focus of the Central Government is now on improvement in quality of education.

1.2 Towards Samagra Shiksha – An Integrated Scheme for School Education

1.2.1 Overtime, parallel institutional arrangements at national, state, district and sub-district levels with little convergence with mainstream school education administration have been created for the planning and management of these Schemes. This may have led to a duplication of efforts and personnel towards implementing similar interventions and achieving similar objectives. Independent evaluations of the Schemes have suggested increased convergence and integration between the Schemes through a single school education development programme covering grades I-X/XII. This would help in instilling allocative efficiency and optimal utilization of budgetary and human resources. Recognising the potential

gains from convergence, an advisory dated 16th November, 2017 on integrating the administrative structures at various levels created for SSA and RMSA in the States to achieve productive synergies, better co-ordination and economies of administrative costs was sent to all State and UTs. The creation of a single administrative structure would also assist in developing a school sector-wide strategy stressing on improvement in quality of education.

1.2.2 Given the shift in the approach to development of school education from input-based to outcome based central sector interventions as envisaged in the document entitled, India: Three-Year Action Agenda, 2017/18 to 2019/20 (NITI Aayog, 2017)², a 'paradigm shift' is envisaged in the approach to central sector spending on school education. The Union Budget, 2018-19, proposed to treat school education holistically without segmentation from pre-school to Class 12. An overarching programme for the school education sector extending from pre-school to class 12 was, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. This sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes is the emphasis of the Scheme along-with incentivizing States towards improving quality of education.

1.2.3 The Samagra Shiksha – An Integrated Scheme on School Education envisages the 'school' as a continuum from pre-school³, primary, upper primary, secondary to Senior Secondary levels. The vision of the Scheme is to ensure inclusive and equitable quality and holistic education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education⁴ and the National Education Policy (NEP) 2020. The scheme was initially approved from 2018-19 to 2020-21 and has now been revised and extended upto 2025-26, with major changes aligning it to the vision of National Education Policy 2020 released on 29th July 2020.

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”.

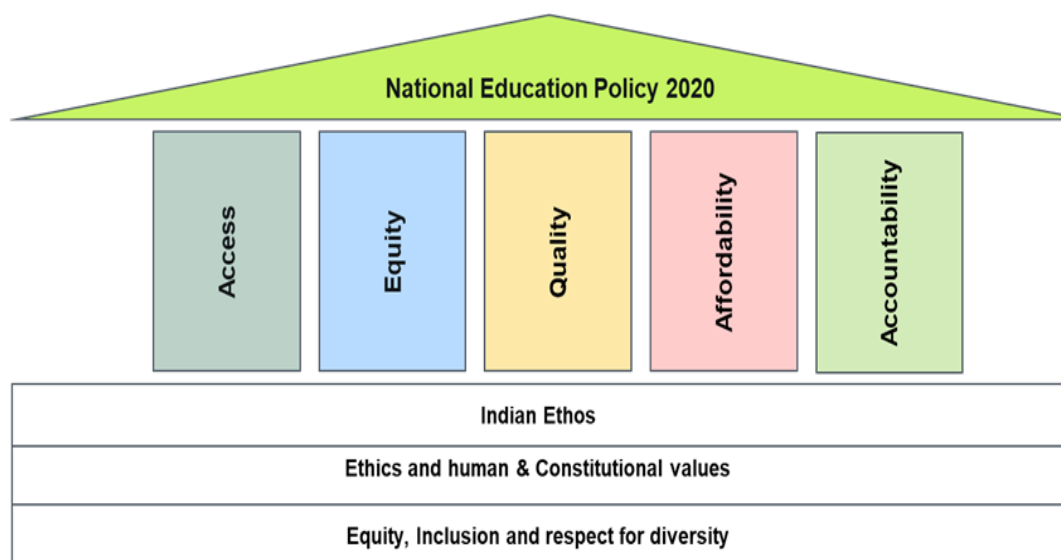
1.2.4 Alignment with National Education Policy (NEP) 2020:

² Available at <http://niti.gov.in/writereaddata/files/coop/IndiaActionPlan.pdf>

³Pre-schools referred to by all nomenclatures such as Balwadi, pre-nursery, nursery, preschool, preparatory, pre-primary, LKG, UKG, pre-nurseries, play centres, crèches, Balvatikas etc.

⁴<https://sustainabledevelopment.un.org/sdg4>

The NEP 2020 is the first education policy of the 21st century, which aims to address the many growing developmental imperatives of our country and is aligned to the 2030 Agenda for Sustainable Development. The NEP, 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. This policy envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, thereby making India a global knowledge superpower.



1.2.5 The major objectives of the Scheme are:

- Support State and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020),
- Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009;
- Focus on Early Childhood Care and Education;
- Emphasis on Foundational Literacy and Numeracy;
- Thrust on Holistic, Integrated, Inclusive and activity based Curriculum and Pedagogy to impart 21st century skills among the students;
- Provision of quality education and enhancing learning outcomes of students;
- Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education;
- Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as a nodal agency for teacher training;
- Ensuring safe, secure and conducive learning environment and minimum standards in schooling provisions and
- Promoting vocational education.

The **main outcomes of the Scheme** are envisaged as Universal Access, Equity and Quality including Vocational Education, Inclusive Education, and increased use of Technology and strengthening of Teacher Education Institutions (TEIs).

1.2.6 Samagra Shiksha Scheme is implemented as a Centrally Sponsored Scheme by the Department through single State Implementation Societies (SIS) at the State/UT level. At the National level, there is a Governing Council (GC) headed by Minister of Education and a Project Approval Board (PAB) headed by Secretary, Department of School Education and Literacy. The GC is empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. Such modifications may include innovations and interventions to improve the quality of school education. The Department is assisted by a Technical Support Group (TSG) provided by Educational Consultants of India Limited (EdCIL) to provide technical support in functional areas pertaining to access, equity and quality education and for planning and monitoring of implementation of Samagra Shiksha.

1.2.7 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 3 Himalayan States/UTs viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature (except J&K). 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 Rationalization of Centrally Sponsored Schemes received in October, 2015⁵. Samagra Shiksha scheme has been envisaged as an additional support to the State and UTs to improve quality of education, however, education being in the concurrent list with majority of the schools under the domain of the State and UTs, the primary responsibility of providing accessible, affordable, equitable, inclusive and quality education lies with the State/UT Governments.

Preference in the interventions would be given to Educationally Backward Blocks (EBBs), LWE affected districts, Special Focus Districts (SFDs), Border areas and the 115 Aspirational districts. **The programmatic and financial norms under the Scheme are detailed at Annexure II.**

1.2.8 The main emphasis of the Scheme is on improving quality of school education by focussing 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 provides flexibility to the State and UTs to plan and prioritize their interventions within the scheme norms and the overall resource envelope available to them.

1.2.9 The Scheme will help improve the transition rates across all 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 will enable SCERTs/DIETs 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 to good quality education across all State and

⁵ Available at <http://niti.gov.in/writereaddata/files/Final%20Report%20of%20the%20Sub-Group%20submitter%20to%20PM.pdf>

UTs and across all sections of the Society.

1.3 RTE Roadmap under the integrated Scheme: The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The RTE Act, 2009⁶, which represents the consequential legislation envisaged under Article 21-A, has become effective on 1st April 2010. This act provides a justiciable legal framework that entitles all children between the age of 6-14 years free and compulsory admission, attendance and completion of elementary education. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety. Samagra Shiksha supports State and UTs in implementation of the RTE Act, 2009.

1.4 The Scheme envisages providing an equitable and inclusive quality education which would be guided by the following principles⁷:

- (i) **Holistic (SAMAGRA) view of education**, as interpreted in the NEP 2020, with implications for systemic transformation of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
- (ii) **Equity**, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Minorities, landless agricultural workers and children with special needs, etc. – can avail the opportunity.
- (iii) **Access**, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST, minority, girls in general, children with special needs and other disadvantaged sections.
- (iv) **Gender concerns**, implying not only an effort to enable girls to keep pace with boys but to use education as a decisive intervention to bring about a basic change in the status of women.
- (v) **Centrality of teacher**, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
- (vi) **Moral compulsion** is imposed through the RTE Act on parents, teachers, and educational administrators and other stakeholders, rather than punitive processes.
- (vii) **Convergent and integrated system of educational management**: All states must move in that direction as speedily as feasible.

The Framework for Implementation of the Scheme provides a broad outline of approaches and implementation strategies, within which the State and UTs can frame detailed guidelines

⁶http://mhrd.gov.in/rte_rules

⁷The guiding principles are based on the report for which in September 2009, the Government had set up a Committee under the chairpersonship of Shri Anil Bordia, former Union Education Secretary, to suggest follow up action on SSA vis-à-vis the RTE Act. The Committee submitted a report in April 2010, entitled "Implementation of RTE Act and Resultant Revamp of SSA".

keeping in view their specific social, economic, institutional contexts and legal commitments under the RTE Act, 2009.

1.5 Major Interventions and Components: The major interventions, across all levels of school education, supported under the scheme are:

Sl. No.	Major objectives	Samagra Shiksha Provisions
1	Access and Retention	• Access to Infrastructure and Resources ○ Upgradation of Schools at all levels based on gaps in access ○ Strengthening of Existing Schools based on gaps identified through UDISE+. ○ Science Lab, Physics Lab, Chemistry Lab, Biology Lab, Arts/ Craft Rooms ○ Additional Classrooms (ACR) ○ Computer room, Library room, essential classroom furniture ○ Drinking Water Facility ○ Separate toilets for boys, girls and CWSN ○ Ramps with hand rails ○ Residential quarters for Teachers ○ Solar Panel, Electrification etc. • Enabling environment for retention – RTE Entitlements: ○ Provision of free Uniforms and Textbooks ○ Residential Schools/Hostels- Netaji Subhash Chandra Bose Awasiya Vidyalaya ○ Transport/Escort Facilities ○ Special Training and mainstreaming of Out of School Children (OoSC) ○ Health check-up
2	Capacity Building	• NISHTHA (Integrated Teacher Training including Teachers, School Heads, Teacher Educators & Coordinators at BRC/CRC) and need based trainings. • Capacity building of educational administrators • Training of SMC/SMDC/PTA
3	Defining Standards	• Learning Outcomes • NAS • FLN Survey • PGI for States/UTs and Districts • Item banks for criterion referenced assessment
4	Quality	• Support at Pre-School Level • Foundational Literacy and Numeracy (FL&N)- NIPUN Bharat • Teaching Learning Materials (TLMs) • Library Books • Sports Equipment • Quality interventions: ✓ Learning Enhancement (LEP), ✓ Rashtriya Avishkar Abhiyan (RAA), ✓ Holistic Progress Card (HPC) • DIKSHA

Sl. No.	Major objectives	Samagra Shiksha Provisions
		• Equal access to quality digital content • ICT Labs, smart classrooms and other digital initiatives • Vidya Samiksha Kendra (VSK) • Science labs, Tinkering Labs etc. • Topic circles, • Fit India Campaign, • Ek Bharat Shrestha Bharat (EBSB) • Youth Club and Eco Clubs in schools • Composite School Grant • State specific innovations related to: ✓ bagless days, ✓ internships, ✓ exposure to vocational education, ✓ learning enhancement, ✓ art integrated, sports integrated, toy based pedagogies etc.
5	Strengthening of Teacher Education Institutions (TEIs)	• Establishment and support to SCERTs, DIETS, BITEs etc. • Establishment of Special Cells including Assessment Cell • In-service Training for Teachers, Head Teachers and Teacher Educators • Academic support through BRC/URC/ CRC
6	Bridging Social and Gender Gaps	• Kasturba Gandhi Balika Vidyalyas (KGBVs) • Rani Laxmibai Atma Raksha Prashikshan (Self-defence training) • Installation of sanitary pad vending machines and incinerators, etc. • Life skill and Adolescent Education Programmes for emotional, mental and physical well-being of children. • School health program and wellness ambassador.
7	Inclusion	• Braille and Large print books for children with visual impairment • Stipend for CWSN Girls, aids & appliances, assistive devices, resource rooms etc. • Identification camps for CWSN at block level • Support for Special Educators and resource persons. • Focus on Aspirational Districts, SFDs, EBBs, Border areas & LWE districts
8	Vocational Education	• Vocational Education at Secondary and Senior Secondary level • Provision of Workshop/laboratory cum Classroom and on job trainings • Tools & Equipment
9	Community Mobilisation	• Community participation and monitoring for universal access, equity and quality • Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc.
10	Data Capturing	• UDISE+ • PRABANDH
11	Monitoring	• Regular meetings with Education Secretaries/SPDs • Visits to State and UTs

Sl. No.	Major objectives	Samagra Shiksha Provisions
		• National Workshop/Review Meeting on Physical and Financial Progress • Monitoring through PRABANDH System • Review of UTs by Hon'ble Home Minister with Lt. Governors and Administrators • Social Audit • UDISE+: Data bank of Education Indicators, Linkages with School GIS portal • Monitoring through Public Financial Management System (PFMS)

To summarise, the major interventions are:

- (i) Early Childhood Care and Education
- (ii) Foundational Literacy and Numeracy
- (iii) Universal Access including Infrastructure Development and Retention;
- (iv) RTE Entitlements including uniforms, textbooks etc.
- (v) Quality and Innovation
- (vi) Financial support for Teacher Salary
- (vii) Appointment of language Teachers
- (viii) Gender and Equity
- (ix) Inclusive Education
- (x) Strengthening of Teacher Education Institutions and Training
- (xi) Vocational Education
- (xii) ICT and Digital Initiatives
- (xiii) Sports and Physical Education
- (xiv) Monitoring and Programme Management and
- (xv) National Component.

In order to help the States and UTs in implementing Samagra Shiksha, various guidelines have been developed. Details are given below:

Sl. No.	Guidelines	Links of Website
1.	SARTHAQ: Students' and Teachers' Holistic Advancement through Quality Education	Part 1: https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/SARTHAQ_Part-1_updated.pdf Part 2: https://dsel.education.gov.in/sites/default/files/SARTHAQ_Part_2.pdf
2.	PRAGYATA guideline on Digital Education	pragyata-guidelines_0.pdf (education.gov.in)
3.	Learning Enhancement Guidelines for Continuous Learning	pragyata-guidelines_0.pdf (education.gov.in)
4.	Alternative Academic Calendar from Primary to Senior Secondary Level	https://ncert.nic.in/alternative-academic-calendar.php
5.	Guidelines for continuing education of Children of Migrant Labourers	https://samagra.education.gov.in/docs/Migrant_about_guideline.pdf
6.	SOP/Guidelines for re-opening of schools	https://www.education.gov.in/sites/upload_files/mhrd/files/Modifications_SoP.pdf
7.	Guidelines for School re-opening on Learning with Social Distancing	https://www.education.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf
8.	Continuous Learning Plan (CLP)	https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf
9.	NCTE guidelines for TEIs	https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_637335320672297662.pdf
10.	Guidelines for identification and bringing back Out of School Children and addressing concerns on School Re-opening	https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf
11.	COVID response in school education: action plan for access, retention, continuous learning, capacity building and stakeholder engagement	https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf
12.	Guideline for "Parent Participation in Homebased Learning during School closure and beyond"	https://www.education.gov.in/sites/upload_files/mhrd/files/MoE_Home_Learning_Guidelines.pdf
13.	National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT)	https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf
14.	Guidelines for Children of Migrant Labourers: Focuses	https://www.education.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf

	on providing admission to the immigrant children in the nearby government schools without the requirement of submitting any document except an identity card.	
15.	School Bag Policy	https://www.education.gov.in/sites/upload_files/mhrd/files/School_Bag_Policy_2020.pdf
16.	Vidya Pravesh: A 3-month play-based 'school preparation module' developed by NCERT for all students entering Grade 1 students that will bring the concept of play schools to villages too	https://ncert.nic.in/pdf/vidyapravesh.pdf
17.	Initiatives for Indian-Sign Language – For the first time Indian-Sign Language has been introduced as a language subject at secondary level, also over 1200 e=contents have been developed in sign language by NIOS and NCERT.	https://nios.ac.in/online-course-material/course-material-for-divyang-students/isl_230.aspx
18.	SAFAL (Structured Assessment for Analysing Learning levels) - Competency-based assessment to be introduced in CBSE schools for grades 3, 5 and 8 with focus on testing core concepts, application-based questions and higher order thinking skills.	http://cbseacademic.nic.in/web_material/Manuals/Safal_handbook.pdf
19.	Artificial Intelligence for All - A 4-hour self-learning journey to help demystify and create a basic understanding of AI for everyone, launched by CBSE, Ministry of Education, and Intel India	http://cbseacademic.nic.in/web_material/Circulars/2021/56_Circular_2021.pdf
20.	NDEAR (National Digital Education Architecture) – A unifying national digital infrastructure to energise and catalyse the education ecosystem that will be open, interoperable, evolvable and public	https://www.ndear.gov.in/
21.	Samagra Shiksha– Approval given for continuation till March 2026 with a total financial outlay of	https://samagra.education.gov.in/about.html

	Rs.2,94,283.04 crore which includes Central share of Rs.1,85,398.32 crore. Has been aligned to NEP 2020 recommendations.	
22.	Performance Grading Index 2019-20 for grading of states and UTs	https://pgi.udiseplus.gov.in/#/home
23.	Performance Grading Index-Districts (PGI-D) 2018-19 & 2019-20	https://pgi.udiseplus.gov.in/#/home
24.	Ek Bharat Shreshtha Bharat: Revised guidelines aligned to NEP 2020 have been issued.	https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf
25.	Participation by schools in Toycathon/Hackathon. Developing a culture of innovation and active imbibing of 21st Century skills.	https://toycathon.mic.gov.in/
26.	Guidelines for Art-Integrated Education issued by CBSE	http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf
27.	Promoting Story-Telling teaching and learning through Graphic Novels	https://diksha.gov.in/
28.	Revised guidelines for library grant and promotion of reading	https://samagra.education.gov.in/docs/revised_guidelines_for_promotion_Library_Reading%20.pdf
29.	Guidelines for development of e-content for CWSN have been issued, so they can have anytime, anywhere access to learning resources.	https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf
30.	Continuous Professional Development (CPD)- launch of various courses for teachers on IT and ET, E-hazard management, Knowledge of India, COVID safety protocols etc.	https://diksha.gov.in/
31.	Introduction of Experiential Learning pedagogy	https://diksha.gov.in/
32.	DIKSHA: One Nation One digital platform for school education:	https://diksha.gov.in/
33.	Learning Outcomes Based Item Bank have been created and uploaded on DIKSHA platform.	https://diksha.gov.in/
34.	E-content made available in 32 Indian Languages on DIKSHA	https://diksha.gov.in/
35.	PM eVidya- For ensuring Equitable Education through multiple modes	https://pmevidya.education.gov.in/

36.	Swayam Prabha TV channels: one class, one TV channel for grades 1 to 12	https://www.swayamprabha.gov.in/
37.	Shiksha Vani: Extensive use of Radio, Community radio, CBSE Podcast - Shiksha Vani, TV with coherence	http://cbseacademic.nic.in/web_material/Circulars/2019/18_Circular_2019.pdf
38.	Exposure of Vocational Education at Upper Primary Level: More than 6000 schools approved in 2021-22.	https://samagra.education.gov.in/vocational.html
39.	Guidelines on School Safety and Security	https://dsel.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf
40.	Guidelines on Reading Campaign	https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_on_Reading_Campaign.pdf
41.	National Achievement Survey 2021 Report Card	https://nas.gov.in/report-card/2021
42.	Low Performing District Primer	https://cbseitms.nic.in/lpd/assets/pdf/Mission_Education.pdf
43.	NCF Mandate Document	https://ncert.nic.in/pdf/Mandate-NCF.pdf
44.	Guidelines for Social Audit of Samagra Shiksha	https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_for_Social_Audit_of_Samagra_Shiksha_scheme.pdf

Chapter 2

EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

2.1 Major Goals

- Every child of appropriate age has access to Pre School, is enrolled and attending.
- Every child achieves optimum health and fitness parameters.
- All teachers are qualified to deliver quality ECCE as per National Curriculum Framework (NCF)/State Curriculum Framework (SCF).
- Every child acquires all cognitive/transversal/affective/psychomotor skills required for being school/grade-1 ready.
- Every pre-school has an inclusive teaching and learning environment.

2.2 Background

Investing in early childhood development is one of the best investments a country can make to boost economic growth, promote peaceful and sustainable societies and eliminate extreme poverty and inequality. Equally important, investing in early childhood development is necessary to uphold the right of every child to survive and thrive.

Early years of development of a young child is a period of rapid brain development, as 80-90 percent of the brain develops by the time the child is 6-years-old. Brain research has shown that these early years are also the most critical or sensitive period for laying the foundations for language development, higher cognitive functions and sensory pathways. Nurturing care including health and nutrition, responsive care giving, safety-security and early learning, are necessary for a child to grow physically, mentally and socially.

Investing in programmes focussing on young children results in gains in development of human capital. James Heckman, Nobel laureate in Economics presents this through his famous equation suggesting that investment in early childhood education for disadvantaged children, developing cognitive skills, social abilities and healthy behaviours, sustained through early development with effective education through to adulthood, leads to a more capable and productive workforce. Provisioning of high quality early childhood services targeted at children from disadvantaged families can be a powerful equalizer, promoting social justice and equity.

At present, there are 3.02 crore children in the age group 3-6 years who are beneficiaries of pre-school education in Anganwadi Centres under Anganwadi Services.⁸ (Source: Annual Report 2020-2021, Ministry of Women and Child Development)

⁸ Source: Based on Report of the Expert Committee on Population Projection, Ministry of Health and Family Welfare, Government of India, July 2020

Total Projected Population of India age group 3 to 5

	Year	Male	Female	Total
INDIA	2021	44272333	39688667	83961000

2.2 The Indian context – Policy and programmes

In India, the young child has always been part of governments' policies and programmes since independence. However, the approach and perspective have evolved over the years and shifted from welfare to development to now being seen through a rights-based lens⁹.

For the first time in 1975, through the Integrated Child Development Services Scheme (ICDS), Government of India acknowledged the need to invest in young children below the age of six years, by providing a comprehensive integrated service package including, health check-ups, referral services, immunization, supplementary nutrition, pre-school education and nutrition and health education, for pregnant and lactating mothers and children up to the age of 6 years.

With the 86th amendment to the Constitution, in 2010, Article 45 was amended thereby ensuring that - "the State shall endeavour to provide early childhood care and education for all children until they complete the age of six years." With the inclusion of early childhood care and education in the Directive Principles of State Policy (DPSP), provisioning for ECCE became the duty of the state, however this could not be enforced by judiciary.

Section 11 of the RTE Act, 2009 states that "with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate government may make necessary arrangements for pre-school education for such children."

The Samagra Shiksha scheme acknowledges, "School as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels." Since, Ministry Of Women and Child Development is running a comprehensive programme for children under 6 years of age, efforts will be made to strengthen the area of Pre-school education through greater convergence with ICDS programme of the Ministry of Women and Child Development.

The National Education Policy 2020 has some significant recommendations for pre-school education (paras 1.1 to 1.9), which when adopted will have far-reaching implications for pre-school education in India. The key recommendations of the policy include the following:

- The policy recommends pre-school education and early grades of primary school (Classes 1 and 2) i.e. 5 years period from age of 3-8 years, to be considered as a continuum of learning for the young child and to be the foundational stage of schooling.
- To include pre-school education for children from age 3-years to 6-years, through 4 alternative models i.e. Anganwadi Centers (AWCs), pre-primary sections in schools, co-locating AWC in schools and standalone pre-schools.
- All AWCs to be linked to the nearest government primary school, as part of a school complex and to be strengthened.

⁹Sharma, A., Sen, R. S. & Gulati, R. (2008). Early Childhood Development Policy and Programming in India, International Journal of Early Childhood - Policy Change, 40 (2), 65-84.

- It is envisaged that every child before attaining the age of 5 years, will move to a Preparatory class or Balvatika (that is before class-I) which has a qualified pre-school teacher.
- NCERT to have an expanded mandate to develop National curricular and pedagogical framework for early childhood care and education.(NCPFECCE)
- A 6-month/1 year special training programme for Anganwadi Workers to be undertaken.
- Joint Task force including MWCD, MoE, MoTA and MHFW to be set up to work out details.

Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready. On completion of education prior to the age of 5 in Anganwadis/pre-schools, every child shall move to a “Preparatory Class”, leading to improved student learning outcomes and reduced drop outs. Anganwadi Systems will be strengthened ensuring holistic development of a child’s social, emotional, cognitive and physical needs.

2.3 Major Tasks:

- Development of National Curriculum Framework (NCF) for ECCE.
- Integrating ECCE data with UDISE+ for data collection & assessment.
- Co-location of Anganwadi Centres with primary schools as per feasibility.
- Strengthening of Infrastructure facilities in primary schools/pre-primary sections.
- Roll-out of ECCE in a phased manner starting with introductory/preparatory class/Balvatika in Anganwadis and primary schools.
- Extending PM POSHAN to pre-primary classes in government primary schools for Nutritious Food and Health for Children.
- Training of ECCE teachers and Anganwadi workers.
- Creation of a Joint Task Force including Ministry of Tribal Affairs, WCD, Health etc.

2.4 Guidelines for establishment of pre-school sections in primary schools and co-location of Anganwadis:

- **Pre-School Campus:** The physical environment of the pre-school campus should be such that children feel safe, secure, comfortable and at ease and can enjoy exploring and learning. The teachers and helpers and other support staff should be well trained to supervise and look after the young children. There must be adequate staff to maintain hygiene, sanitation, ensures safety, security of children in the school.
- **Sanitary Facilities:** The pre-school will be equipped with basic sanitation facilities such as healthy, safe and nutritious meals, safe drinking water facility, and cleanliness in and around the school.
 - a. Separate toilets for boys and girls, suitable for small children and for children with special needs.
 - b. Toilets should be safe and have regular water supply.
 - c. Soap/hand wash and clean towel should be made available.
 - d. Bathroom fixtures and sinks may be provided at the level children can reach easily.
 - e. Garbage bin with a lid should be provided in each class and in outdoor area.
- **Safety Precautions Indoor and Outdoor:** Keeping in view that the young children have recently learnt some motor skills like running; some additional safety precautions will have to be observed:

- a. The classroom should have adequate space for movement; the play space should ensure safety of children i.e. prevent children from running out and getting hurt from grievous injury.
 - b. The furniture and toys need to be child –friendly and free from any sharp edges.
 - c. Doors should be light in weight and should not be of self-locking or swinging type.
 - d. There should be mesh in all the windows to prevent mosquitoes coming in.
 - e. No toxic paint should be used for play material/ equipment. The equipment should not have any sharp corners, jutting nails etc. and should be sturdy.
 - f. Play material should not have any loose parts which children may swallow by mistake.
 - g. Maintenance of outdoor equipment should be regularly attended to, in order to protect children from injury.
 - h. Electric outlets which are accessible to the children must have protective caps when not in use.
 - i. Any arrangement made by the school for transporting children should be safe, comfortable and convenient.
 - j. Items of potential danger or cleaners like: flammable liquids, toxic material, soaps and detergent etc. must be kept in original container with original label. These should be stored in an area not in use by the children and is away from the kitchen.
 - k. During cleaning, daily inspection of indoor and outdoor area must be done to search for sharp objects (needle, pins and branches), poisonous foliage and mushrooms, bee or wasp nest and depth of area under swings.
 - l. In a pre-school, it is essential to provide some time for rest/ nap during the day's program. A clean mattress with sheet along with a comfortable pillow may be provided for this purpose.
 - m. Every centre must have clearly written procedure to be followed in the event of emergency. Further emergency numbers (ambulance, fire safety, Police, doctor) should be kept handy.
- **Child friendly Infrastructure:** To ensure access to child friendly infrastructure requirement of additional Classrooms (ACR), Toilets, Drinking water facility etc. may be provided under the strengthening component for pre-primary classes in primary schools.
 - **Facilities for Children with Special Needs in early years:** For providing support to the learning of children with disabilities, focus is on early identification and support during early years. States/UTs will build specific capacities of teachers at Foundational levels. Under Samagra Shiksha, provision of stipend for CWSN girls @ Rs. 200 per month for 10 months, has been extended to pre-primary level.
 - **Child Abuse and Rights:** Special care will have to be taken that there is no child abuse:
 - a. No physical, verbal or emotional abuse.
 - b. No harsh discipline and No corporal punishment.
 - c. Children should not be neglected.
 - d. All boys and girls to be treated equally
 - e. All teachers must be trained to identify, understand and respond appropriately in case they observe any signs of child abuse /neglect.
 - f. Teachers should be trained in promoting tolerance and unity and respect for diversity in line with the quality standards.

- g. All teachers to be trained in accommodating CWSN children with compassion.
- **Location of Pre-school:** Pre-school being co-located on the campus of primary school should be easily accessible to the children. Transportation facilities available in the area may also be utilised in case the distance is more than 1 KM. Following are the points for the location of the school:
 - Away from heavy traffic, ponds, well, ditches, nallahs, pollution, heaps of garbage, cattle shed/animal shelter, slush, stagnant water and uncovered drains.
 - The building must be surrounded with boundary wall or fence to mark the safe area.
 - The pre-school sections may be located on the ground floor.
 - There may be a direct approach road for easy transport and delivery of supplies.
 - The pre-school should be in the same premises as the primary school.
 - Escort facility should be ensured for vulnerable children.
- **Co-location:** State and UTs have been requested to examine the possibility of co-locating Anganwadi Centres (AWCs) in the campus of the nearby primary schools with a view to improve child preparedness for going to school and to ensure smooth transition from preschool to formal schooling. Nationally, 24 % of government primary schools have a co-located Anganwadi Centre (UDISE + 2019-20). It is important to emphasize that co- location of Anganwadis run under ICDS programme should lead to greater convergence with the school. The school and the Anganwadi should work as part of each other so that co-location of anganwadis in schools does not only remain physical co location. The Principal of the Primary School should look after and help to develop the educational component of the anganwadi centre. S/he should ensure that the teachers of Primary school and the anganwadi workers work in a collaborative manner. District education officers (DEO) and Child Development Project officers (CDPO) will organize joint meetings of the Principals/headmaster and anganwadi workers/supervisors and work out strategies to bring about convergence at the local level.

2.5 Major Tasks at National level

- The Joint Task Force with representation of various ministries has been constituted by the MoE for smooth integration of early childhood education with the school education system.
- A Data Capture Format (DCF) is being developed for integrating ECCE in UDISE+ portal.
- The Guidelines for implementing NIPUN Bharat were released by MoE containing Goals, Competencies and Learning Outcomes for 3-9 years old children.
- MoE has developed a three months school preparatory module known as ‘Vidya Pravesh’ under NIPUN Bharat Mission for children entering in class 1. The same is recommended for adoption/adaption to be introduced at Balvatika level also to prepare children for school.

2.6 Comprehensive description about interventions:

2.6.1 Programmatic Interventions:

- At pre-school level, support for training of master trainers for training of Anganwadi workers for pre-school education in line with the NCERT Framework, co-location of

Anganwadis in Primary Schools can be provided.

- National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 which will be developed by NCERT (NEP Para 1.3) aligned to National Education Policy, 2020.
- State and UTs to develop teaching learning materials in ECCE based on rich local traditions involving art, stories, poetry, games, songs, toys and more. (NEP Para 1.3)
- In-service teacher training would include training for ECCE teachers as per existing norms on art-integrated, sport integrated, story-telling, experiential and toy-based pedagogies.

(Admissibility for Government Schools)

2.6.2 Financial Norms:

- Recurring Grant, including manpower deployment and other teaching learning aids/ materials of up to Rs. 2 lakh per school per annum for pre-primary sections in Government primary Schools.
- Provision of upto Rs. 500/ per child for Teaching Learning Materials, indigenous toys and games, play based activities per annum for pre-primary sections in Government primary Schools.
- Non-recurring grant of up to Rs. 1 lakh per school for Bala Features, Child friendly furniture, outdoor play materials etc. for pre-primary sections in Government Schools and co-located Anganwadis (once in 5 years).

2.6.3 Following are the suggestive activities that State and UTs can propose under Recurring support for the model of pre-primary section with primary school.

- Tracking and monitoring of developmental process of children.
- Development/Revision of ECCE Curriculum.
- Development of learning corners-. The classrooms should be equipped with the following so that children get opportunities to engage in free play and the teacher is able to handle multiple age groups by providing age appropriate activities while ensuring safety of children:
 - a. A variety of age-appropriate information books, picture books, story books, big books, local folk tales, posters, thematic books and comics.
 - b. Various kinds of props, dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress-up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror. Local dolls may be encouraged which do not create/reinforce any gender stereotypes.
 - c. Materials like ramps and wheels, magnifying glass, shells, plants, seeds, weighing scales and weights, measuring tapes, or any other locally available materials.
 - d. Blocks of different colours, shapes and sizes; puzzles; matching cards; lacing strings/lacing cards; threading strings and beads; small toys such as cars, trucks, animals, people figures; and other objects from the environment.
 - e. Different types of papers, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough/clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.
 - f. Musical instruments like adhapali, bell, bowls, flutes, tambourines, string instruments, other local musical instruments, playing equipment, tape recorder and

a variety of DVDs of songs and rhymes. It may have material such as ribbons or scarves for the children to use to promote creative movement.

g. Sports and play material, such as, hula hoops, balls, rings, ropes, etc.

- Training and Capacity Building of Master Trainers. To train Master Trainers, State and UTs may select, SCERT/DIET faculty and from BRC/CRC/teachers. State and UTs may create ECCE SRGs also.
- Activities related to parental engagement and community participation.

2.6.4 Following are the activities that state and UTs can propose under Non-Recurring support for the model of pre-primary section with primary school and for functional co-located anganwadi centres.

- Child friendly furniture
- Outdoor play materials
- BALA features

2.6.5 Following are the activities that state and UTs can propose under Recurring support for the model of functional co-location of anganwadi centre.

- Development/Revision of ECCE Curriculum.
- Training and Capacity Building of Master trainers for training of Anganwadi workers.

To monitor the ECCE component, the key performance indicators is attached at Appendix.

2.7. Monitoring mechanism of KPIs/Intervention (Monitoring at National, State, District, BRC/CRC level wherever applicable)

States/UTs will prepare detailed Guidelines for the roles, responsibilities, selection criteria, functioning and reporting by CRC/BRC based on the requirements of the ECCE recommendation given under National Education Policy, 2020.

2.8. Expected Outcomes

- Access to high-quality preschool education to the children in the age group 3-6
- The parents and community get greater awareness on developmentally appropriate practices in Preschool Education.
- Holistic development of children.
- Smooth transition of children from pre-school to grade 1 and all children entering grade 1 are school ready.

Trained teachers or personnel to impart ECCE activities

2.9. Action points for State and UTs

- Before starting the pre-primary classes in primary schools, State and UT may conduct rationalization exercise for the optimum utilization of the existing resources and infrastructure.
- In convergence with State WCD department, State and UTs may also set up ECCE Joint

Task force to implement the ECCE activities in schools.

- Wherever there are gaps in providing for ECCE for 0-6 years olds, States may consider including/co-locating two or three years of pre-school education in primary/elementary school and implementing a developmentally appropriate curriculum and focus on school readiness for children.
- The ECCE teachers will need to be specially trained in child development/Early childhood development for the pre-school classes for which the States will need to make provision for training and capacity building, etc.
- SCERTs to prepare SCF for ECCE based on principles of NEP 2020 and NCFECCE prepared by NCERT.
- The SCF will also detail the use of locally produced/indigenous toys and indigenous games, puppetry, art, stories, poetry/songs, etc. for ECCE and also specific mechanisms for bridging the gap between language spoken by child and language used in class/AWC.
- The curriculum must have a linkage to the curriculum for classes in primary level of schooling and to the NIPUN Bharat development goals and *Lakshyas*.
- State and UTs will develop locally contextualised teaching learning materials for ECCE with the help of SCERTs and DIETs. Material may also be developed in languages/dialects spoken in the region, aside from the local/regional languages.
- States/UTs to prepare guidelines for integration, co-locating, partnering, twinning or linking of Anganwadis with school complexes/clusters.
- Community sensitization, parental advocacy and leveraging parents as a resource on ECCE will be taken up for ECCE implementation by States/UTs.

2.10. Convergence with MoWCD

Based on the NEP 2020 recommendations, School Education emphasizes convergence with the ICDS programme of Ministry of Women & Child Development to promote pre-school education. The department would strive to maintain effective synergy with the ICDS through the following:

- Instructions to be issued by State Education Departments in concurrence with WCD Department.
- Regular inter departmental meetings to be held at the State, district and block level between School Education officials and the ICDS programme and coming out with action points to bring about convergence at the ground.
- Making the Principal/headmaster of Primary School responsible for facilitating the education component of anganwadis.
- Representative of ICDS programme will be on the State Level Executive Committee of school education and District Implementation Committee.
- Location of Anganwadi centers in or close proximity to primary school campus and synchronization of the timings of the Anganwadi centers with the primary schools.
- In case of anganwadi centre not co-located physically, then partnering/linking/twinning of anganwadi centres to the nearest primary school to ensure cognitive inputs to be given to the children enrolled in the anganwadi centres and their smooth transition to grade 1.
- Designating one of the existing primary school teachers as in charge of Preschool to

plan convergence with the co-located/partnered/twinned/linked anganwadi centre.

- Joint efforts for curriculum renewal of Pre-school teacher training and conduct of trainings of Anganwadi workers, and ECCE teachers for a convergent understanding of links between learning and development in pre-school and primary school.
- Use of infrastructure of DIETs, BRCs and CRCs for training of Master Trainers of Anganwadi workers and other functionaries of ICDS.
- Strengthening of training of Anganwadi workers in pre-school activities in both existing and new projects/Anganwadi centers.
- Training Primary School teachers in the pedagogy of Early Childhood Education.

Chapter 3

NIPUN BHARAT MISSION FOR FOUNDATIONAL LITERACY AND NUMERACY (FLN)

3.1 Major Goals:

- All children in the age group of 6-9 years have access to foundational schooling and achieve foundational skills by grade 3.
- High quality and diversified Student and Teacher Resources/Learning Materials are made available for a joyful learning environment.
- School Readiness module is implemented in local language in class 1 in all schools.
- Teachers of Grades I to V (New) are trained in order to ensure the requisite capacity to deliver high quality instruction for foundational years.
- Development of a robust technology enabled Monitoring Mechanism to track the progress of each child in achieving learning outcomes.

3.2 Background (NEP Paras 2.1 to 2.9):

According to UNESCO, Early childhood care and education (ECCE), which addresses the period from birth to 8 years old, is important because it capitalizes on a period of rich brain development for children and, when it is of good quality, can help them achieve their full potential. It can lay the foundation for good health and nutrition, learning and educational success, social-emotional learning, and economic productivity throughout life.

The cognitive inputs that require to be imbibed during this period are the foundational skills of literacy and numeracy.

The National Education Policy 2020 highlights that India could lose 5 crore or more students from the learning system to illiteracy if foundational literacy (and numeracy) is not achieved, and goes on to state that the universal acquisition of foundational literacy (and numeracy) for all children must receive urgent national attention. Further, students, along with their schools, teachers, parents, and communities, must be urgently supported and encouraged in every way possible to help carry out this all-important target and mission, which indeed forms the basis of all future learning.

Towards this end, a national mission on foundational literacy and numeracy called “National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)” has been launched on 5th July 2021 under the aegis of Samagra Shiksha to ensure that every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III and not later than grade V.

The vision of NIPUN Bharat Mission is to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies in reading, writing and numeracy by the end of Grade 3, by 2026-27.

A comprehensive guideline of NIPUN Bharat has been developed, which in addition to strategic technical and administrative aspects of Foundational Literacy and Numeracy

including codification of learning outcomes for each grade under three Development Goals, lays down priorities and actionable agendas for State and UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by grade 3. This detailed guideline can be accessed at:

https://dsel.education.gov.in/sites/default/files/NIPUN_BHARAT_GUIDELINES_EN.pdf

3.3 Interventions for Foundational Literacy and Numeracy Mission:

The following interventions have been introduced under the Foundational Literacy and Numeracy Mission component of Samagra Shiksha:

- **Defining of learning Goals and Lakshyas:** In order to generate awareness and ensure community and parental engagement, learning Goals and Lakshyas have been developed under NIPUN Bharat Mission from Balvatika to Grade 3. These Lakshyas are mostly based on the learning outcomes developed by the NCERT and international research and ORF studies. NCERT will undertake Foundational Learning study for Indian Languages and based on the findings of the study, these Lakshyas would be updated. The Lakshyas start from Balvatika as before it would be difficult to assess the young children. The learning outcomes though are starting from age 3 onwards. The detailed Lakshya/Targets for Foundational Literacy and Numeracy is at Annexure.
- **Five-year perspective planning:** NIPUN Bharat mission is expected to achieve its target of universal acquisition of foundational skills by all children at the end of grade III. Therefore, it is of utmost importance to make a plan for next five years which can be broken into annual plans and targets. In this regard, a planning template has already been shared with the State and UTs and the same has further been revised based on feedback from the states/UTs and is being digitized. The NIPUN Bharat Portal which will be launched soon will have all the details of the documents and information on NIPUN Bharat Mission at one place.
- **Teaching Learning Materials for implementation of Innovative pedagogies:** Aside from core learning material, State and UTs will be encouraged to develop highly engaging, joyful, and innovative additional learning resources in regional/local/home language. Provision of up to Rs. 500 per child per annum upto primary level as per state specific action plan is provided including TLM required for a 3 month School Preparation Module(SPM).
- **School Readiness module in class 1:** A 3-month play-based 'school preparation module' for all Grade 1 Students' called Vidya Pravesh, has been developed by NCERT, to ensure that all children are school ready till universal provisioning of quality preschool education is achieved. This module can be adapted or adopted by State and UTs as per their need.
- **E-content including competency-based items on DIKSHA:** Under DIKSHA, a separate vertical for FLN resources has been developed to assist and mentor States/UTs and teachers for implementing NIPUN Bharat guidelines. This vertical has infographics and videos on learning outcomes and assessment tools for teachers to facilitate them.
- **Teacher Resource Material/Activity Handbook:** Teacher Manuals, Activity Handbooks, resource materials could be prepared for teachers by the NCERT/SCERT/DIETs to align their innovative pedagogies with learning outcomes and grade level competencies for which a provision @ Rs. 150 per teacher at primary level has been made.
- **Capacity building of Teachers of Grades I to V:** Regular professional development focusing on pre-school education and Foundational Literacy and Numeracy will be the

focus. For 2021-22, a customized FLN package for teachers teaching at foundational stage of education called NISHTHA 3.0 has been designed and launched covering the continuum from pre-school to the primary grades, to meet the specific content and pedagogical requirements. States/UTs will identify a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the FLN mission objectives. SCERTs may also run specialized courses such as preparation of locally contextualized TLM, Local toy making, arts and sports integrated pedagogies etc. to augment the capacities of teachers. The financial norms will be same as per existing in-service teacher training norms.

- **Classroom design and practices:**

- All children will have access to an equitable and inclusive classroom environment which takes care of their diverse background, multilingual needs and different academic abilities and makes them active participants in learning process as envisaged in the NEP 2020.

To achieve the FLN goals, classroom practices and transactions shall include:

- Creation of TLM in all languages, including mother tongue/home languages by states/UTs.
- Toys, Games, Sports, Puzzles, Quizzes, Worksheets/workbooks, and Story books etc. to be used extensively for teaching through play/discovery/game/art/activity-based pedagogy.
- School/public libraries/digital libraries/toy libraries will be made integral part of teaching learning process and will be made available after school hours also to the students. Classroom spaces to be used for having meaningful reading and learning materials for children.
- Preparation of stage-wise and subject-wise learning matrix of simple measurable learning outcomes which can be used by teachers to benchmark levels of achievement by each child.
- Mapping of Learning Outcomes to the curriculum.
- All defined Learning Outcomes/goals that are to be achieved by the class in all subjects – should be exhibited in the class through simple charts / posters. Charts on LOs to be displayed in common spaces in school for parents so that they can read and understand.
- Inclusion is the key to imparting several Life Skills; it shall be the responsibility of the Teacher to ensure it.
- Teaching and learning should be such that it is linked to the daily life situations of the children and their environment/area/culture/language/ethnicity/gender/etc. for example, children should be encouraged to read the written word, wherever it is available, school name board, bus stand name and number, advertisements, hoardings, wall slogans, writings on packaged goods, newspapers, TV programmes, etc.
- Teaching and learning should not only focus on the child acquiring knowledge, but also on the child acquiring life skills, learning skills, values, etc.
- Customized eLearning content for FLN (Mathematics and Reading Literacy) to be created for students with learning disabilities.

- Group learning, collaborative work and seating arrangement to be encouraged
- **Independent, periodic and holistic assessment of Students:** Assessment of progress and achievements by students, schools and states/UTs in FL&N will be done through School-Based Assessment (SBA) and State Assessment Survey/Third party Assessment/National Achievement Survey.

Further, Assessment of children on all the essential aspects of their growth and development needs to be compiled in the form of Holistic Progress Card (HPC). The following are some of the attributes of HPC:

- Provides disaggregated reporting, unlike a single score or letter grade in a subject area.
- Reports many unique competencies which are not just academic.
- Multiple learning outcomes are defined to indicate progress of the student in literacy, numeracy and in other areas such as psychomotor skills, environmental awareness, personal hygiene, etc. so as to enable identification of areas of strength and areas of improvement.
- Painting, drawing, clay-work, toy-making, projects and inquiry-based learning, student portfolios, quizzes, group work, role plays, etc., can be used to assess student progress.
- Informed conversations are held with the teacher, student, and parents for reporting.
- Parent, Peers, teacher and self-assessment can be used to report 360-degree progress.

Provision of Rs. 10 to 20 lakh per district depending upon the size of the districts and states for conducting Formative and periodic assessment of the learning outcomes of Class I & II and desired competencies grade and subject-wise, has been made under the scheme.

- **State Level Achievement Survey (SLAS):** State Achievement Surveys will be held in alternate years with the National Achievement Surveys (NAS in 2021, 2024 and 2027; 2022 and 2025 for Grade I, 2023 and 2026 for Grade II) to track progress in the year wise outcomes to be achieved by the year 2026-27 by each State/UT.
- **Participation in NAS:** With the focus of NEP 2020 on foundational learning, NAS for foundational learning would be conducted in 2021 to understand the system level preparedness and functioning. Further, a study will be undertaken by NCERT which will be the first large scale assessment & benchmarking study for foundational literacy including oral reading fluency across different languages in India. It is envisioned to be positioned as a subsystem study under the main National Achievement Survey (NAS) 2021 to extrapolate and understand the learning levels vis-à-vis the advancement in the grades.
- **Development of a robust technology enabled Monitoring Mechanism:** Technology will be used to track children's learning progress and prepare a database of class/children achievement and also for development of dashboard at National level. Under this, State and UTs will also have School, CRC, BRC, District and State level information. For this purpose, child tracking provisions have been made under existing National Component and MIS.
- **Formation of PMU at National, State and District level:** The FLN mission will require a targeted planning and implementation at the grassroots level with rigorous monitoring at different levels. Therefore, provision has been made for setting-up Project Monitoring Unit

(PMU) at National/State & UT/District level. The role of the State PMU is to develop an annual roadmap for the Mission and annual Implementation Plans for the State and Districts by assisting districts in creating a District Action Plan in addition to setting actionable goals for the State and District based on national level goals. On the other hand, DIETs along with the District PMU to be given the responsibility of teacher capacity building, monitoring of schools, supporting teachers in adopting new pedagogical practices, research, documentation of good practices, awareness generation, dissemination of the goals of the national mission etc. For setting up and functional cost of PMU at State/UT level, annual financial support will be provided @Rs. 25 lakh to Rs. 1 crore per State/UT. For setting up and functional cost of PMU at District level, annual financial support will be provided from Rs. 6 to Rs. 24 lakh per district, based on the size and population.

- **Role of volunteers/community/parents:** Under this, State and UTs shall prepare their own guidelines for innovatively engaging volunteers/community/parents, and peer groups in contributing towards the goal of achieving FLN for all grade 3 students.

3.4 Expected Outcomes:

- Reducing the dropouts substantially and improve the transition rate
- Conducive learning environment in classrooms
- Empowered Teachers through intensive capacity building
- Innovative Pedagogies, such as Experiential Learning, Activity-based learning etc. used by teachers
- Holistic development of the child by focusing on different domains

3.5 Monitoring Mechanism:

Monitoring will be through NDEAR, DIKSHA portal, PRABANDH, Vidya Sameeksha Kendras at Centre and state levels and reporting by the BRC and CRC Coordinators. In addition, it will be monitored through the PGI Indicators 1.1.2, 1.1.3, 1.1.4, 1.1.6 and 1.2.3. The Key Performance Indicators for the component are given at **Appendix X**.

LAKSHYA/TARGETS FOR FOUNDATIONAL LITERACY & NUMERACY

Balvatika or Age 5-6	
Oral Language	1. Talks to friends and teachers 2. Sings rhymes/poems with understanding
Reading	1. Looks at books and attempts reading the story with the help of pictures 2. Begins to point out and recognize some familiar repeated words (sight words or words on containers/food wrappers) 3. Recognises letters and corresponding sounds 4. Reads simple words comprising of at least 2 to 3 alphabets.
Writing	1. Imitates act of writing during play Begins to form recognizable letters. 2. Scribbles/draws and paints for self-expression. 3. Uses a pencil and holds it properly to form recognizable letters 4. Recognizes and writes his/her own first name
Numeracy	1. Counts objects and correlates numerals up to 10. 2. Recognizes and reads numerals up to 10. 3. Compares two groups in terms of number of objects and uses words like more than/less than/equal to etc. 4. Arranges numbers/objects/shapes/occurrence of events in a sequence 5. Classifies objects based on their observable characteristics and communicates the criteria of classification 6. Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than etc. in the context of different objects around him/her.

Class I or age 6-7	
Oral Language	1. Converses with friends and class teacher about her needs, surroundings. 2. Talks about the print available in the classroom. 3. Recites rhymes/poems/songs with action.
Reading	4. Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets 5. Uses sound symbol correspondence to write words with invented spellings. 6. Reads small sentences consisting of at least 4-5 simple words in an age appropriate unknown text.
Writing	7. Develops familiarity with matras in the words occurring in familiar contexts (story/poems/ environment print etc.) 8. Writes, draws, and /or make things to convey meaning and represent names on her/his worksheet, greeting messages, draws pictures that are recognizable objects/people
Numeracy	9. Counts objects up to 20 10. Reads and writes numbers up to 99 11. Using addition and subtraction of numbers up to 9 in daily life situations. 12. Observes and describes physical properties of 3D shapes (solid shapes) around him/her like round/flat surfaces, number of corners and edges etc. 13. Estimates and verifies length using non-standard non-uniform units like hand span, footstep, fingers etc. and capacity using non-standard uniform units like cup, spoon, mug etc. 14. Creates and recites short poems and stories using shapes and numbers

Class II or age 7-8	
Oral Language	1. Converses and talks about the print available in the classroom. 2. Engages in conversation to ask questions and listens to others. 3. Recites songs/ poems. 4. Repeats familiar words occurring in stories/poems/print etc.
Reading	1. Reads and narrates/re-tells the stories from children's literature/textbook. 2. Makes new words from the letters of a given word 3. Reads unknown text of 8-10 sentences with simple words with appropriate speed (approximately 30 to 45 words per minute correctly) and clarity.
Writing	1. Writes short/simple sentences correctly to express herself. 2. Recognizes naming words, action words and punctuation marks.
Numeracy	1. Reads and writes numbers up to 999 2. Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations. 3. Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x 4. Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance 5. Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc. 6. Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc. 7. Creates and solves simple riddles using numbers and shapes

Class III or age 8-9	
Oral Language	1. Converses with clarity using suitable vocabulary in home/ school language. 2. Talks about the print available in the classroom. 3. Engages in conversation to ask questions, narrate experiences, listens to others, and respond. 4. Recites poems individually and in group with intonation and modulation of voice.
Reading	1. Finds information in familiar books/textbooks. 2. Reads atleast 60 words per minute correctly and with comprehension depending on the language and with correct pronunciation from an age appropriate unknown text. 3. Reads and follows instructions given in the text 4. Can answer at least 3 out of 4 questions based on reading of an age appropriate unknown story/paragraph of 8-10 sentences.
Writing	1. Writes short messages for different purposes. 2. Uses action words, naming words and punctuation marks for writing. 3. Writes grammatically correct sentences. 4. Writes short paragraph and short stories on her/his own with grammatically correct sentences.
Numeracy	1. Reads and writes numbers up to 9999 2. Solves daily life problems using addition and subtraction of numbers up to 999, sum not exceeding 999

	3. Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts 4. Estimates and measures length/distance, weight and capacity using standard units like m, km, g, kg, litres etc. 5. Identifies and relates basic 2D shapes with 3D shapes (solid shapes) and describes their properties like faces, number of edges and corners etc. 6. Identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half-hours 7. Identifies half, one-fourth, three-fourth of a whole and in a collection of objects 8. Identifies, extends, and communicates rules for simple patterns on numbers, events, and shapes
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Chapter 4

ACCESS AND RETENTION

4.1 Major Goals

- Ensure universal access and afford opportunity to all children of the country to obtain quality holistic education - from pre-school to Grade 12.
- Provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary to Grade 12 by:
 - a. Upgrading/Opening New Schools
 - b. Strengthening of Existing Schools
- Ensure that all children have the opportunity to attend a quality school and learn at the appropriate level by:
 - a. Providing Residential Schools/Hostels
 - b. Providing safe and practical Transport/Escort Facility

4.2 Context

Samagra Shiksha covers the entire school education sector starting from Early Childhood Care and Education (ECCE) to senior secondary level and adopts a holistic/systemic approach in supporting, among others, strategic interventions of States/UTs to improve equitable access, retention and learning outcomes, given the geo-physical and socio-economic contexts of States/UTs.

This chapter deals with 'access and retention' components of school education being supported by Samagra Shiksha. Broadly, 'access to school education' is understood as:

- ensuring equitable schooling provisions i.e. making schools/equivalent institutions available to children as per distance/neighbourhood norms;
- ensuring basic standards in the provision of school infrastructure, including ancillary facilities like electricity, rainwater harvesting, drinking water, sanitation etc as per norms;
- ensuring basic standards in teaching-learning facilities, including material, equipment, ICT infrastructure, labs, libraries, etc. as per norms; and
- Desired standards in the deployment of non-teaching and teaching staff, including core subject teachers as per norms.

Conceptually, '**access to schooling**' also includes: 'participation' component of school education, which primarily focuses on assessing current and future demands for school education by studying past and present enrolment trends and patterns, and projecting the likely enrolment at various stages of school education in the coming years; profiling the characteristics of students and out-of-school children (OoSC); and identifying factors affecting participation and/or non-participation. This chapter also partially deals with this aspect of access to school education by discussing possible interventions to mainstream the out-of-school children.

The concept of **‘retention in school education’** is understood as improving efficiency of school education by managing students’ progression/flow through the school education cycle by reducing dropouts and repetition rates as well as improving stage transition rates. This component of school education is also concerned about improving quality of teaching and learning and thereby improving school completion rates in the desired/ideal number of years in order to reduce huge wastages of public resources that occur because of dropouts and grade repetitions. This chapter also discusses possible interventions along with related programmatic and financial norms, which are aimed at improving retention in school education.

‘Equity and inclusion’ are the two guiding principles of planning and managing programme interventions related to access and retention in school education. The scheme recognises the critical importance of factoring in various elements of ‘inclusion and equity’, understood as a principle that supports diversity among all learners and a concern with fairness.¹⁰ What it implies is that, *‘every learner matters and matters equally’*.

For improving access and retention in school education, the Scheme, therefore, extends support to relevant programme interventions and activities of States/UTs, which are aimed at:

- reducing physical distance in accessing school education;
- reducing uneven distribution of infrastructure and teaching-learning facilities and teacher deployment across schools as per norms and standards;
- identifying all types of barriers to equitable access and retention in school education, with particular focus on reasons for dropouts, repetition, low rates of school completion, transition loss between stages of school education, etc.; and
- reducing disparities in access to education by eliminating social exclusion resulting from discriminatory attitudes and practices about social class, ethnicity, religion, gender, and ability.

¹⁰UNESCO (2017). *A guide for ensuring inclusion and equity in education*. Paris: UNESCO. ‘Inclusion’ in education is increasingly seen internationally as a principle that supports diversity amongst learners in a given country context.

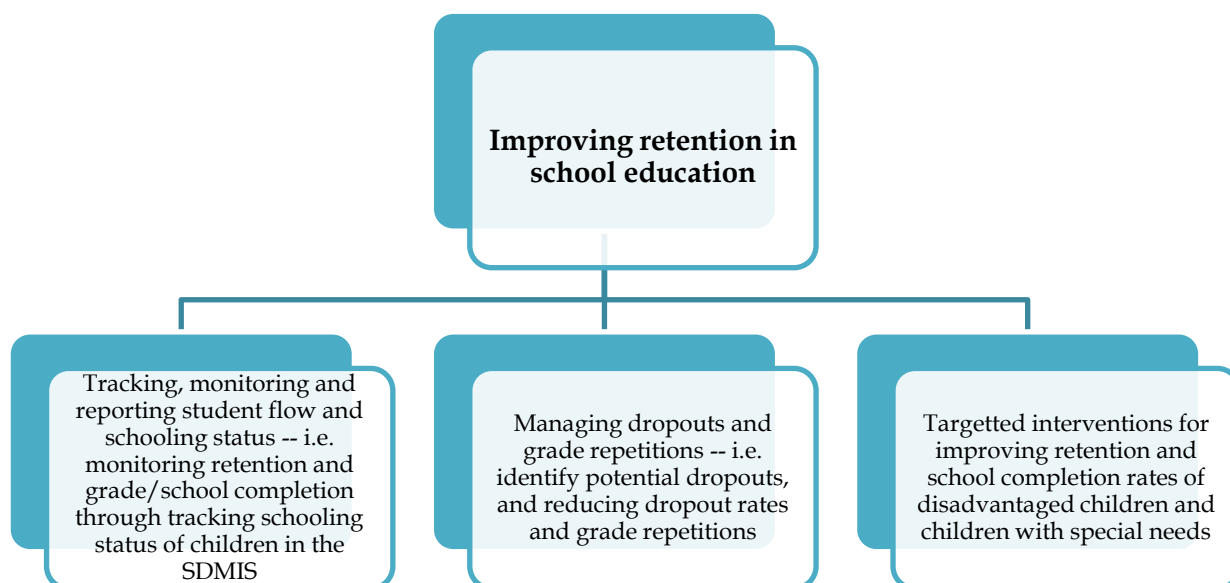
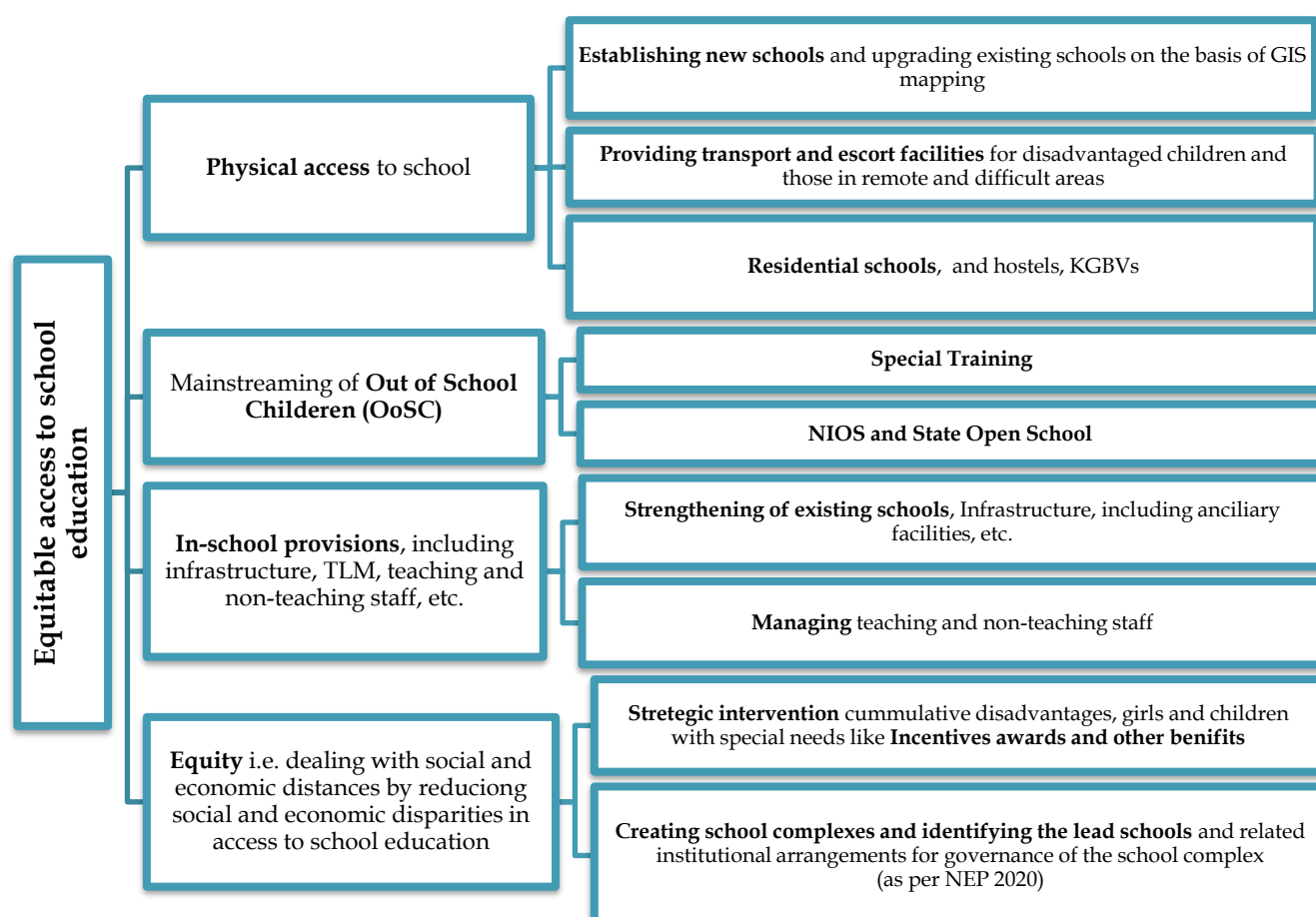


Figure 4.1: Key programmatic components for improved retention in school education

Figure 4.2: Key programmatic components for ensuring equitable access to school education



4.3 Targets

Samagra Shiksha would support States/UTs to make concerted efforts towards **reaching the following targets to ensure equitable and universal access and retention in school education**:

- Reaching the target of 100% GER in school education by 2030 as envisaged in the NEP 2020.
- Ensuring that no child is deprived of education of satisfactory quality due to gender, socio-economic, disability and other barriers
- Making primary and upper primary schools/sections available in the neighbourhood of all children in the age group 6-14 years as per provisions laid down in the RTE Act.
- Making secondary and senior secondary schools/sections available to all eligible class VIII graduates within the physical distance of 5-10 km from their place of residence.
- Reducing gaps in infrastructure, in-school facilities in secondary and senior secondary schools/sections as per State/UT norms by taking a 'whole school approach'.
- Bringing all Out of School Children back into the educational fold as early as possible.

The broad development goal is to ensure that more and more children participate, progress through grades and complete school education in time. In other words, States/UTs need to make concerted efforts to reduce dropouts and repetition rates in order to ensure improved student flow and completion rates in school education. Accordingly, State/UT specific development goals and **SMART** (Specific, Measurable, Achievable, Realistic and Timeframe) targets should be provided in the Perspective Plan.

While developing proposals for improving retention, **targets may be articulated in terms of percentage changes in the KPIs** (viz., promotion rate, dropout rate, repetition rate and completion rate) in a given year over and above the base year values.

4.4 Ensuring Equitable Access to School Education

Samagra Shiksha aims at ensuring equitable access by addressing development challenges for reducing physical, social and economic barriers and maintaining basic standards in infrastructure and other in-school facilities like TLM, ICT, labs, libraries and deployment of teachers for delivering inclusive quality school education. **Prioritization of interventions on the basis of analysis of current status and trends in access to school education as a frontloading strategy** is required to create an enabling school environment for promoting engagement of teachers and students. In the following sections, a brief description of possible interventions for improving access, programmatic and financial norms has been provided.

4.4.1 Equitable Physical Access to School

Given the development goals and targets, among others, the following broad strategic options may be considered in programme/district planning on the basis of sector diagnosis and GIS mapping for ensuring equitable access to school education:

- (i) Providing physical access to school units as per norms by:
 - Establishing new schools/sections;
 - Upgrading existing schools;

- Establishing residential schools, creating hostel facilities;
- Providing transport and escort facilities;
- (ii) Strengthening infrastructure and in-school facilities in the existing schools by:
 - Strengthening of existing schools by filling in gaps in infrastructure;
 - Maintaining existing assets, including school building, ancillary facilities like toilets, hand wash and sanitation facilities, drinking water, etc.
- (iii) Identifying and mainstreaming out-of-school children by:
 - Undertaking micro planning exercises (viz., household survey in the catchment area of a given school) and child tracking;
 - Providing special training (residential and non-residential);
 - Redeploying unutilized government buildings and infrastructure, establishing new residential schools for reaching out to urban deprived, including street children;
 - Strengthening open schooling system;
- (iv) Reducing gender, social and economic disparities in access to school education by:
 - Providing incentives like free textbooks, uniforms, stipends, and the like;
 - Creating school complexes for efficient and effective sharing of resources such as labs, libraries, teaching staff, playground, training facilities, ICT infrastructure, including facilities for professional development of teachers;
 - Deployment of female teachers and constructing residential quarters for female teachers in remote and difficult to reach areas; and
 - Providing disabled friendly infrastructure and other facilities.

Depending on the level of development of school education in a given district/state/UT, **an appropriate mix of the above-mentioned strategies** may be used while planning and implementing strategic interventions for improving access to school education. It may be noted that **prioritization of strategies supported by data** would facilitate appraisal for funding and performance monitoring.

Among others, the **following strategic interventions are suggested for ensuring equitable access to school education:**

- Undertaking Geographical Information System (GIS) based school mapping for establishing new schools and upgrading existing schools following the norms laid down by the state/UT under the RTE Act 2009 at the elementary level, and State/UT norms at the secondary and higher secondary levels;
- Providing safe and practical transport and escort facilities;
- Establishing residential schools and hostels in remote and difficult areas,
- Expanding open schooling system by strengthening NIOS and State Open Schools.

A brief description of the key aspects of these interventions, related KPIs for performance monitoring and evaluation and programmatic norms and financial norms have been provided in the following sections.

4.4.2 Geographical Information System (GIS) Based School Mapping for Establishing New Schools and Upgrading Existing Schools

Samagra Shiksha aims at reaching out to all children of Early Childhood Care and Education (ECCE) to senior secondary level, and accordingly, supports planned provision of schooling facilities. The Covid pandemic has shown the need for resilience and multidimensional models in education. Under the One class one TV Channel Initiative, 12 Swayam Prabha Channels are earmarked for school education and more than 7000 programs have been produced. To ensure coherent access through multimodal delivery, the broadcasted content is organised by chapter & topics on DIKSHA to ensure asynchronous usage by anyone, anytime, anywhere. Further, access to TV channels is being expanded substantially to 200 TV channels. This will enable all states to provide supplementary education in regional languages for classes 1-12.

For expansion of schooling facility, State/UTs, may establish new school or upgrading existing school in unserved areas. For this purpose, **States /UTs would need to do an analysis of access to school education facilities on the basis of Geographical Information System (GIS) based school mapping exercise.** The primary purpose of undertaking the GIS-based school mapping as a locational planning technique is to ensure that all habitations/villages have access to all levels of school education of an acceptable quality as per norms, while ensuring optimum utilisation of resources and avoiding overlap.

The GIS-based school mapping is generally carried out using primary data on longitude and latitude of location of habitations and existing schools, road and communication networks, along with actual and projected school age population, U-DISE+ data on enrolment, teachers and school infrastructure, and State/UT specific norms and standards for establishing and managing school networks. **The outcomes of the GIS-based school mapping, and the proposals for establishing new schools and upgrading existing schools need to be validated by undertaking participatory community-based school mapping.**

The GIS-based school mapping would inform planning for location and upgradation of schools at all levels by generating following data and information:

- Number and names of habitations served by primary, upper primary, secondary and higher secondary schools/sections as per norms;
- Number/names of unserved habitations/village at different levels of school education;
- Alternative options for location of new schools for covering unserved habitations/villages for siting the proposed school units on the basis of data on potential number of beneficiaries/school age population in the catchment area for efficient allocation of funds;
- Identification of existing schools for upgradation and the number of schools in its catchment area (feeder schools), which would also help assess the potential enrolment in the upgraded school;
- Gaps in school infrastructure, in-school facilities and teacher deployment;
- Distribution of schools with pre-school sections; *Anganwadis* within the school campus, etc
- Distribution of senior secondary schools by subjects offered i.e. arts, science and commerce;
- Distribution of schools offering vocational courses;
- List of very small and nonviable schools at all levels.

The **community-based school mapping** is a powerful means of mobilising the community to validate and endorse the results of the GIS based school mapping and to ensure that children attend schools regularly, and complete all levels of school education from pre-school to class XII. Hence, there is need to work towards enhancing participation of the community, parents, teachers and children by involving them in key decisions affecting the education of children. Such a mapping exercise helps in the identification of gaps or un-served areas/habitations/villages and planning for providing schooling facilities. This sort of manual mapping involving community and all other stakeholders also facilitates creation of database of schools and habitations/villages using standard Data Capturing Formats. These formats help in measuring the correct distances (walking/ cycling distance by road), based on local topography/geographical features, which further help to identify the appropriate location for opening/upgradation of new school.

It is important to note that the GIS based school mapping and the community-based school mapping are complementary to each other, and therefore, one can not be replaced by the other. Both have their own benefits and supplement each other. If the results of both forms of mapping are used collaboratively, it will help determine the changes necessary in schools, and build a dynamic vision of education services, including infrastructure, teachers, and equipment, required.

4.4.3 Suggested Interventions at Elementary Level

The RTE Act, 2009 provides a rights-based perspective to the education of children at elementary level. It provides a **justiciable legal framework** that entitles all children between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. The RTE Act, 2009 also lays down the responsibilities of teachers.

- a) Provisions under RTE act 2009:** To ensure equitable access to school education the salient features of the RTE Act 2009 are as follows:
- Right of children to free and compulsory education till *completion* of elementary education in a neighbourhood school.
 - 'Compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
 - It makes provision for a non-admitted or dropout child to be admitted to an age appropriate class with provision of special training in order to be at par with other children.
 - It specifies the duties and responsibilities of appropriate governments, local authority and parents in providing free and compulsory education and sharing of financial and other responsibilities between the Central and State Governments.
 - It lays down the norms and standards relating *inter alia* to Pupil-Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours etc.
 - It provides for **rational deployment of teachers** by ensuring that the specified pupil-

teacher ratio is maintained for each school, **rather than just as an average for the State or District or Block**, thus ensuring that there is no urban-rural imbalance in teacher postings.

- It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for **appointment of appropriately trained teachers**, i.e., teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.
- It provides penalties: (a) for charging capitation fee, fine upto 10 times the capitation fee charged; (b) for resorting to screening during admission: Rs 25,000 for first contravention; Rs 50,000 for each subsequent contravention; and (c) for running a school without recognition: fine upto Rs one lakh, and in case of continuing contravention Rs 10,000 for each day during which the contravention continues.
- It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by constitutionally created independent bodies of the National and State Commissions for Protection of Child Rights.
- The **Act under Section 19 (1)** also stipulates that all **schools will fulfil the norms and standards pertaining to teachers, building, working and instructional hours and resources** as specified in the Schedule of the Act.
- The **Act under Sections 8 & 9** makes it obligatory for the appropriate Government and Local Authority to ensure neighbourhood schools as prescribed under Section 6.
- Further, the Act places a compulsion on the State to ensure that no child from the weaker sections or disadvantaged groups is discriminated against in any manner or prevented from pursuing and completing elementary education.

b) Section 6 and 38 (2)(b) of the RTE Act :It may be noted that access to elementary education shall continue to be as per **Section 6 and 38 (2)(b) of the RTE Act**, which provides for the following:

- **Section 6:** *'The appropriate governments and local authorities shall establish, within the area or limits of a neighbourhood, a school, where it is not already established, within a period of three years from the commencement of the Act'.*
- **Section 38:** (1) *The appropriate Government may, by notification, make rules, for carrying out the provisions of this act.*
(2) *In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely: -*
 - *b) the area or limits for establishment of a neighbourhood school under section 6;*

Accordingly, the **new primary and upper primary schools will be provided as per the defined area or limits of the neighbourhood notified by the State/UT Government**

(which is the appropriate Government under the Act) under the State/UT RTE Rules, to ensure universal access to elementary schools. In pursuance to Section 6 of the RTE Act, 2009, the Central Government has notified the area or limits of neighbourhood, applicable only for UTs without Legislature, within which a school has to be established by the appropriate Government or the local authority. Central Rules provide for the following:

- **Primary schools:** In respect of children in classes I to V, a school shall be established within a walking distance of one kilometre of the neighbourhood;
- **Upper Primary schools:** In respect of children in classes VI to VIII, a school shall be established within a walking distance of three kilometer of the neighbourhood.
- **Relaxation of norms in places with difficult terrain** where there may be risk of landslides, floods, lack of roads and in general, danger for young children in the approach from their homes to the school; and
- **Appropriate and safe transportation arrangements** to enable children with disabilities to attend school and complete elementary education;

There has been a huge expansion of schooling facilities at elementary level across the country and the country has achieved near universal access. State and UTs have also started consolidating/ merging of schools with very low enrolment. **It is underlined that consolidation/merger of school shall not in any case violate the right of access to school of a single child as per neighbourhood norms notified by the respective State/UT under the RTE Act 2009.**

However, before proposing upgradation of schools, the **GIS based school mapping may be analysed at the ground level to estimate the actual requirement of the feasible Primary and Upper Primary level schools.** Priority may be given to uncovered villages having highest population. While determining the need for access of children to neighbourhood schools, the GIS based school mapping exercise should factor in the availability of seats for children from disadvantaged groups and weaker sections not only in government and local body schools, but also in aided, unaided and special category schools.

Assistance for recurring expenditure in new primary and Upper Primary Schools would be supported under Samagra Shiksha upto Rs.10 lakh per school including manpower deployment as prescribed in norms **subject to provision of teachers, infrastructure, TLE (Teaching, Learning Equipment) and facilities as mandated under the RTE Act, 2009,** including:

- There should not be single teacher schools and at upper primary level, at least, one teacher per class so that there shall be at least one teacher each for (i) Science and Mathematics; (ii) Social Studies (iii) Languages;
- provision of additional teachers as per the enrolment size in each school; and
- for upper Primary schools, building as per infrastructure norms prescribed under the RTE Act, in the campuses of existing primary schools.

4.4.4 Reimbursement under section 12 (1) (c) : Apart from the above provisions, Section 12 of the RTE Act also makes provisions for augmenting access to school, especially for children belonging to Disadvantaged Groups and Weaker Sections. Section 12 of RTE Act 2009 mandates that:

- all government and local body schools shall provide free and compulsory education to all children enrolled therein;
- all aided schools receiving aid or grants to meet whole or part of its expenses shall provide free and compulsory education to such proportion of children as its annual recurring aid or grants, subject to a minimum of 25%; and
- all unaided and 'specified category' schools, namely Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik schools or any other school having a distinct character as specified by notification by the State Government/UT, shall provide free and compulsory education to at least 25% children belonging to weaker sections and disadvantaged groups in the neighbourhood.¹¹

The reimbursement towards expenditure incurred for 25% admissions in private unaided schools under Section 12(1) (C) of the RTE Act is supported under the Samagra Shiksha provided that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation. Other conditions are as follows:

- **Notification regarding disadvantaged groups and Weaker Sections:** In order to establish the eligibility of children, States/UTs are required to notify the disadvantaged groups and weaker sections for admission in private unaided schools under S. 12(1) (C).
- **Admission under Section 12(1)(c):** After notifying the disadvantaged groups and weaker sections, State and UTs are required to start the admissions of these groups to private unaided school in class I, to the extent of at least twenty-five per cent of the strength of that class. Provided further that where a school specified in clause (n) of section 2 of the RTE Act imparts pre-school education, the provision of clauses (a) to (c) shall apply for admission to such pre-school education.

State and UTs should develop a transparent and user-friendly system for admission under Section 12(1)(C) so that children from all disadvantaged groups and weaker sections are able to apply. State and UTs shall also establish Help Desks, Facilitation Counters etc, at appropriate locations to facilitate children from disadvantaged groups and weaker sections in admission process. State and UTs should also establish grievances redressal mechanism to address issues related to admission procedure, selection process, discrimination of any kind and other issues related to the implementation of S 12 of the RTE Act.

- **Notification regarding Per Child Expenditure:** As per S. 12 (2) of the RTE Act, an unaided private school admitting children under S. 12(1)(C) shall be reimbursed expenditure so incurred by it to the extent of per- child expenditure incurred by the State, or the actual amount charged from the child, whichever is less , in such manner as may be prescribed. Therefore, State & UTs are required to (I) Notify Per Child Expenditure for reimbursement to private unaided schools against admission of children belonging to disadvantaged groups and weaker sections under S. 12 (1) (c) and (II) Notify/ Declare Child Entitlements such as Tuition Fees, Cost of Textbooks, Cost of Uniform, Mid-Day Meal and other expenses, whichever applicable, that are included in the notified Per-Child

¹¹Guidelines regarding procedure for 25% admission of children belonging to weaker section and disadvantaged groups from the neighborhood under section 12 (1) (c) and 13 (1) of the RTE act issued vide notification dated 23rd November 2010 may be seen at http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_2.pdf.

Expenditure. Thus, the child shall not be required to pay against the notified/declared Child Entitlements.

- **Private unaided schools complying with the provision of Section 12 (1)(C) are entitled for reimbursement:** States/ UTs are required to develop a transparent system/ mechanism for (I) Receiving the proposal of reimbursement from private unaided schools, (II) Validation/verification of the proposal by the competent authorities. (III) Reimbursement to Private Unaided Schools against the verified proposal and (IV) Mechanism for grievance redressal for Private Schools.
- States/ UTs must ensure that private schools are timely reimbursed against their verified claim and all the proposals of an academic session are settled within next financial year.
- **Identification of Private Unaided Schools not entitled for Reimbursement:** As per proviso in section 12 (2) of the RTE Act, 'Provided that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation.

All States/UTs implementing the provision contained under Section 12 (1)(C) of the RTE Act are required to identify all those private schools which have received land or any other assistance from Government or any of its agencies and ensure that such schools are not reimbursed against admissions under Section 12 (1)(C) to the extent of their obligation. For this purpose, the Education Department of the concerned State/ UT would require to liaison with authorities dealing with land allotments such as Revenue, Urban Local Bodies, Panchayati Raj and Forest Department etc.

- **Data upload on PRABANDH Portal - Online Module:** The Department of School Education, Ministry of Education, has developed an online module for compiling the child wise and school wise data pertaining to reimbursement made by States/ UTs to private schools against admissions of children under Section 12(1)(C) of the RTE Act.
- State and UTs are also required to upload the details on PRABANDH Portal of those private unaided schools which have received land or other assistance from the appropriate government/ local authority and are, thus, exempted from receiving reimbursement against admissions under Section 12 (1)(C). **The State Education Secretary will need to give an undertaking that re-imbursement has not been claimed for any school exempt under the Act.**
- **Financial Support towards Reimbursement to Private Unaided Schools:** Under Samagra Shiksha, financial assistance is available to States/ UTs against their expenditure incurred towards reimbursement to the eligible private unaided schools for admissions as per the provision of S. 12 (1)(C) of the RTE Act. The reimbursement would be based on expenditure incurred by the respective state/UT as per child norms notified by the State/UT for classes I to VIII subject to a maximum ceiling of 20% of the total Annual Work Plan and budget (AWP&B) approved for that State/UT under the Scheme. The reimbursement will be given on the basis of school wise child wise details provided by the state/UT on PRABANDH portal.
- **States/ UTs having reimbursed to private schools for admissions under Section 12 (1)(C) are entitled to claim financial support under Samagra Shiksha subject to fulfilling the following conditions**
 - i. Sharing of the notification of Per Child Expenditure by the State/UT for the concerned academic session.

- ii. Submission of Utilisation Certificate (UC) or an undertaking regarding expenditure already incurred by the State/ UT towards reimbursement to Private Schools.
- iii. Data upload on PRABANDH Portal regarding reimbursement to private schools.

Further, a robust transparent, and online monitoring mechanism needs to be developed by the States to oversee the admission of eligible children from class I to VIII, under S. 12 (1)(c) and the reimbursement process in a transparent manner.

4.4.5 Suggested interventions at Secondary and Higher Secondary Levels

In view of the fact that secondary and higher secondary education provides an essential bridge to higher education, the expansion of schooling facility at secondary and higher secondary levels has been envisaged under Samagra Shiksha.

For providing universal access to quality secondary education, the neighbourhood norms notified by the state/UT would be applicable for opening of new secondary and senior secondary schools. In the case of States/UTs, which have not notified the neighbourhood norms for secondary and senior secondary Schools, the scheme will provide support for access to secondary school within a distance of 5 Km and senior secondary school within 7-10 Km of a habitation while ensuring their viability (i.e., ensuring adequate enrolment) and cost effectiveness, while keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. States/UTs will identify requirement of new secondary and senior secondary schools through upgradation on the basis of GIS based school and habitation/villagemapping and micro planning. Evidence of the micro planning and school mapping exercises should also be provided in the district plans, which will be consolidated into state plans. The outcomes of the GIS based school mapping may be uploaded in the GIS portal (www.schoolgis.nic.in) and analysed at the ground level to estimate the requirement of secondary and higher secondary schools/sections/additional streams in higher secondary schools, so that all habitations/villages in the District/ State have equitable access to secondary and higher secondary education within the prescribed norms, in a phased manner.

To diagnose the access situation and set the access targets for the state, Gross access ratio (GAR) is much relevant indicator at secondary and higher Secondary level . Gross access ratio (GAR)¹² is calculated by considering the served Habitations or villages by the Secondary or Higher Secondary Schools within specified distance norm in a specific year. All categories of schools – govt, government aided and private schools should be taken into account, while calculating Gross access Ratio and accordingly the requirement of secondary and higher secondary schools/sections/additional streams in higher secondary schools should be estimated.

Samagra Shiksha supports to set up new/upgrade secondary and senior secondary schools in deficient or unserved areas on the basis of the perspective plan (3 to 5 years plan) worked

¹² Gross access Ratio for secondary schools: Total no. of villages or habitations having secondary schools or sections within specified distance norm in a specific year / Total number of habitations in that year. Gross access Ratio for higher secondary schools: Total no. of villages or habitations having Higher secondary schools or sections within specified distance norm in a specific year / Total number of villages or habitations in that year

out through micro planning by State Governments. Priority may be given to uncovered villages having highest population. The first priority would be strengthening of existing secondary and higher secondary schools, after that the second priority would be provision of additional sections in the existing schools; and the third priority, upgradation of existing upper primary to secondary as well as secondary to senior secondary school. **Opening of new standalone secondary and senior secondary schools should be the last priority, which should be done as an exceptional measure only in un-served areas.**

In a secondary school, preferably two sections each for classes IX to X would be provided, for which adequate number of students should be available in the catchment area.

For a senior Secondary section/school to be viable in terms of teachers and other facilities, it is desirable to have two sections for each subject. A school that offers a single subject of study, the total number of students in Grade XI would be 60 (30 students per section) and 60 students in Grade XII. Thus, the number of students in a school offering a single subject of study would be 120. In a school that offers two subject combination of study, the total number of students in Grade XI would be 120 (four sections) and 120 students in Grade XII. In a school that offers three additional subjects, the total number of students in Grade XI would be 180 (six sections) and 180 students in Grade XII.

Opening of new senior secondary and secondary sections/schools, or upgradation of upper primary schools to secondary/senior secondary level would include provision of:

- Additional classrooms with furniture; 4 classrooms for a 2-section secondary school and 2 classrooms for a single section secondary school; 4 classrooms for each stream in a 2-section senior secondary school and 2 classrooms for each stream in a single section senior secondary school.
- library,
- laboratories, vocational lab; one integrated Science Laboratory for a secondary school and four laboratories for Physics, Chemistry, Biology and Mathematics in a senior secondary school having respective science subjects.
- computer room, Headmaster room, Art and Craft room,
- Drinking water facility, separate toilets with water facility for boys, girls and CWSN.
- Provision for rain harvesting system, solar panel etc; in the building plan itself.
- All school buildings will be so designed as to make them disabled friendly.

The detail of these interventions related with civil works has been given in section '**civil works: Samagra Shiksha**'.

The recurring assistance includes manpower deployment in new/upgraded secondary/senior secondary schools. All upgraded/new secondary/senior secondary schools should be provided subject wise teachers for all the core subjects, support for arts & crafts, sports & physical education and co-curricular activities. For the new/upgraded secondary/senior secondary schools, which are set up under this scheme, a lump sum recurring assistance including manpower deployment has been provisioned. In case of vacant posts in the new/upgraded schools, recurring cost will be reduced accordingly.

Key programmatic norms related to this intervention have been given in Section III of 'Programmatic and Financial Norms: Samagra Shiksha' at **Appendix**.

4.4.6 Providing Safe and Practical Transport and/or Escort Facilities

To address inadequacy of access in certain pockets, transport facility may be explored as an option. The Scheme provides for children's access to elementary and secondary schools through transport and escort facility for 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 children with special needs (CWSN).

To avail this facility, State/UT must notify the area/limits of neighbourhood in which transport/escort facility is to be provided to the specified categories of the children. Any student travelling a distance of more than 1.0 km for primary school, 3.0 km for attending upper primary school respectively as per the RTE rules, and more than 5.0 km for attending a secondary school, may be provided transportation facility by bus/mini-bus /auto/other mode of transport like motor boat, etc.to reach the school. Convergence with state transportation department needs to be explored in this regard.

The **provision for transport/escort facility will be** provided in **exceptional circumstances** only as per proposals presented by the State justifying the need and reasons for not opening a regular school.

The transport charges should be allowed only to children studying in the nearest school managed by the Government/Local Body. The children attending private aided and unaided schools are not entitled for this facility under any circumstances.

Cash transfer will be in the form of DBT to Aadhar linked bank accounts linked to the actual attendance will be the mandatory mode. The actual transportation charges, up to the given norms based on actual cost to be incurred as per the distance by the children, may be provided.

Every year before the submission of annual plan, the district should notify unserved habitations and submit a report to the state containing the details of habitation-wise names of children who are to be paid transport charges, unit cost, list of nearest schools where the children will attend, total amount to be paid to the children (School-wise) during the year etc. Approval of the activity will be based on receipt/appraisal of district/block specific proposals from the State, justifying the need for providing transportation/escort facility 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.

Key programmatic norms related to this intervention have been given in Section III of 'Programmatic and Financial Norms: Samagra Shiksha' at **Appendix**.

4.4.7 Establishing Residential Schools and Hostel Facilities under Netaji Subhash Chandra Bose Awasiya Vidyalayas (NSCBVs)

Samagra Shiksha supports the provision of residential facilities under the intervention entitled *Netaji Subhash Chandra Bose Awasiya Vidyalaya*, with the primary purpose of reaching out

to girls, urban deprived and other disadvantaged children and creating equitable access to school education in remote, sparsely populated and difficult to reach areas, hilly terrains, areas affected by LWE, large uninhabited areas with natural barriers like forests, waterways, rivers, etc.,

The following categories of children may be considered as priority target groups while preparing State/UT specific proposals for establishing hostels and creating residential facilities in select existing schools:

- Children having no access to schooling provisions in remote and difficult to reach areas, hilly terrains, sparsely populated areas like deserts, tribal areas, and areas with natural barriers to reach existing schools;
- Migrant/nomadic children that require full time schooling and hostel facility;
- Children belonging to disadvantaged families and are actually in need of hostel facility;
- Girls, urban deprived children/homeless children, and children in difficult distances, and children with special needs;
- Children residing in industrial areas, slums, seasonal migrants, disadvantaged urban adolescents like child labour etc.
- Children on the streets suffering from many denials and vulnerabilities like deprivation of responsible adult protection, coercion to work to eat each day, work in unhealthy occupations like rag-picking, begging and sex work, abysmally poor sanitary conditions, inadequate nutrition, psycho-social stresses, physical & sexual exploitation and exposure to substance abuse.

The *Scheme* supports the provision of residential facilities which may be in the form of:

- **Establishing hostels:** in the premises of an existing primary/upper primary/secondary and higher secondary school on the basis of GIS based school mapping;
- **Establishing standalone hostels:** for both boys and girls in a school complex or for a cluster of schools located in its neighbourhood within 10 km.
- Refurbishing of unused buildings for use as residential facilities for street children without adult protection with addition of infrastructure such as toilets, bathing spaces, kitchens etc;
- **Opening a residential school:** where primary/upper primary/secondary/higher secondary school does not exist, particularly in sparsely populated areas and hilly and difficult terrains, opening/upgradation of a residential school may be explored. The norms for opening/upgradation of existing residential schools are defined as under:-
 - Primary to the upper primary level (UPS) where establishment of UPS is not possible and having feeding primary schools or based on enrolment and transition of students from primary to the proposed upper primary level.
 - Upper Primary level to Secondary level, where secondary school is not viable to open. These must have a minimum enrolment of 25 in the highest class.
 - Secondary school to Higher Secondary school where Higher secondary school is not viable to open. There must be a minimum enrolment of 30 in the highest class.

Further, the Village population and magnitude of out of School Children (OoSC) is also having a direct impact on the feasibility of the schools to be proposed for opening or upgradation.

Following check-list is to be ensured while preparing the proposal for residential school/hostel

by the State/UT:

- Rationale for actual need of the residential school/hostel.
- A survey should be conducted at the district/state level or as per latest UDISE report for enrollment projection.
- As per survey report for establishing a new/upgraded residential school/hostel, minimum enrollment should be ensured as per above norms.
 - A survey report of identified children to be graduated in the schools and enrolment in the hostel duly verified by the district authority (DEOs/DPOs/ZEOs) alongwith details of availability of schools within 5-7 Km range;
- Are solution in the meeting of SMCs/SMDCs of the existing schools pertaining to requirement of up-gradation.
- Availability of land/space along with land acquisition certificate/availability proof/khasra number.
- School mapping details indicating entire habitation information in respect of feeder schools' availability, feasibility of mainstreaming OoSC (age-appropriate admission) in the proposed schools/hostels. The same may be done through GIS mapping followed up by a field level survey on the actual requirement and share the report of the same in the proposal.
- Details in respect to number of children belonging to all categories including BPL and migrant children.
- Photograph of the proposed location of schools/hostels along with civil works details in case construction is involved. The design of the buildings should be inclusive to serve children with disabilities as well.

It is also mentioned that broad norms are indicated here and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. While supporting interventions that aim at improving residential facilities in school education, preference will be given to Educationally Backward Blocks (EBBs), districts affected by LWEs, Special Focus Districts (SFDs) and all 117 aspirational districts identified by the Niti Ayog.

For the Residential schools/ Hostels, which are set up under this scheme, assistance for Recurring Expenditure including manpower cost based on KGBVs/Girls Hostel norms has been provisioned. For detailed financial norm refer the chapter on 'Gender and Equity'.

State/UT also needs to explore convergence with the Department of Tribal Affairs, Ministry of Social Justice and Empowerment and Ministry of Minority Affairs for availing the facility of residential schools and hostels respectively at least for the SC/ST/Minority concentrated districts.

Key programmatic norms related to this intervention have been given in Section III of 'Programmatic and Financial Norms: Samagra Shiksha' at Appendix.

4.4.8 Mainstreaming of Out of School Children (OoSC)

One of the key strategies to provide access to school education is to undertake targeted interventions to mainstream the out-of-school children. Accordingly, special training, providing residential facilities and other incentives are supported under Samagra Shiksha.

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) mandates universal enrolment and retention of children in school till completion of their elementary education. The RTE Act 2009 **also** stipulates age-appropriate enrolment of out of school children and provisioning of Special Training for such children so that they can be at par with other children. **Section-4 of the RTE Act** stipulates “ Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed; Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.”

National Education Policy 2020 also brought into focus the out of school children in the age group of 3 to 18 years and provides for ensuring inclusive and equitable quality education for all. As per **Para 1 of Chapter 3 of NEP 2020**, one of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. It will be a top priority to bring all Drop out children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in ECCE to secondary level by 2030 (**Para 3**). Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers and other children who are dropping out of school due to various circumstances are brought back into mainstream education (**Para 3.2**). Universal participation in schools shall be achieved by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. (**Para 3.3**) To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. (**Para 3.5**)

Accordingly, Samagra Shiksha Scheme aims at achieving universal enrolment and retention in the entire education cycle upto senior secondary level by providing a second chance to all out of school children including never enrolled and Drop outs with focus on Socially and Economically Disadvantaged Groups (SEDG).

As suggested in the NEP 2020, Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

The States/ UTs are, therefore, suggested to define Socio-Economically Disadvantaged

Groups (SEDGs) taking into account disparities and historical under representation of groups in education especially at the secondary level. The criterion for defining SEDGs should aim at bridging gender and social category gaps in all levels of school education.

Identification of OOSC:

- (i) Identification of children who never enrolled children or those who dropped out before completing elementary education. The various categories of 'out-of-school' children may include child labours, children living at constructions sites as they belong to construction worker's families, children living or working in streets, on railway platforms or construction sites and Children without adult protection etc. They may be found engaged as domestic workers, engaged in cattle grazing, working for wages in *dhabas*, mechanic shops, rag pickers and as shoe shine boys. Other categories may involve children of sex workers, children affected with migration, children affected with HIV, or those who have a "disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factors." A large number of out of school children are Children with Special Needs. For this the State Government, Local Authority and School Management Committee need to undertake a community level exercise for identification of out of school children.
- (ii) Enrolment Drive/ Motivational Measures may be undertaken to bring Out of School Children to Schools.
- (iii) Further, Scheme for Adolescent Girls (SAG) was being implemented by Ministry of Women and Child Development, for out of school girls in the age group of 11-14 years. One of the aims of the scheme was to provide Support to out of school AGs to successfully transition back to formal schooling or bridge learning / skill training. The scheme has now been modified and subsumed under Saksham Anganwadi and Poshan 2.0 to cover adolescent girls in the age group of 14-18 years in aspirational districts and north eastern states. As such, the erstwhile beneficiaries of the SAG are being mapped into the Prabandh Portal of Samagra Shiksha so as to enrol them in schools. All such identified girls will be assessed by Block Resource Centre (BRC) for their learning levels and requirement of special training to be able to participate effectively in their age appropriate classes. Through Special Training, girls would be provided bridge course transaction so as to develop appropriate academic competencies so that children are mainstreamed in regular formal schools in classes appropriate to their age. In addition, Child Development Project Officer (CDPO), in-charge of the implementation of SAG and responsible for maintaining program related data, codes would be mapped against the details of SAG beneficiaries available on Prabandh Portal of Samagra Shiksha and the same may be accessed by the Ministry of Women and Child Development also.

States/UTs to undertake a table-top exercise at school level, aggregated to block/district/state level to identify specific drop outs from each grade each year. Each of these children, including CWSN, are to be pursued for retention.

4.4.9 Covering out-of-school children at elementary level through Special Training:

The Samagra Shiksha scheme provides support for Special Training as envisaged under the RTE Act for out-of-school children who have been admitted to regular schools to ensure that they are integrated into the school system. Such support is given in the form of residential or non-residential courses, as needed and such children may continue even beyond 14 years of

age to complete elementary education. This Special Training is based on especially designed, age-appropriate learning material, approved by the academic authority as per the RTE Act, 2009. This training shall be provided by a teacher working in the school, or a specially engaged teacher. These teachers will be provided additional training in order to conduct Special Training for out-of-school children.

The steps involved for Special Training and mainstreaming are:

- (i) The identification exercise should be followed by immediate enrolment in school with all entitlements enabling free education and updation of the details of the child on the PRABANDH portal module.
- (ii) Assessment of the need of Special Training. The duration of Special Training is flexible, depending on the child's needs, varying for a minimum period of 3 months which may be extended, based on a periodical evaluation of learning progress, for a maximum period of upto 2 years.
- (iii) Organisation of Special Training to enable the child to be at par with other children. Special Training may be organised in residential or non-residential mode, preferably in the premises of the school, but if such facilities are not available in school, alternate facilities which are safe, secure and accessible may be identified and used.
- (iv) Actual admission of the child in the age-appropriate class on completion of Special Training, and his/her participation in all class activities. At the end of the Special Training, the suitability of placing the child in a class may be assessed. For example, if a 10-year old child was admitted to Class IV and received two years of Special Training till age 12, an assessment may be made as to whether the child could cope better in Class V or VI in the formal school and the child should be appropriately placed.
- (v) Continued support to the child, once admitted to the regular school, so that the child can integrate with the class socially, emotionally and academically. Even after a child is appropriately placed in the formal school she may be given special attention by the teacher to enable her to successfully integrate with the rest of the class, academically and emotionally.

Children who have enrolled in age-appropriate class after Special Training are entitled to free and compulsory elementary education even after completion of 14 years of age. Considering the enormity and complexities of the work involved in Special Training, all agencies which have the willingness and the ability to undertake this work must be encouraged to do so.

For Special Training to never enrolled children or those who dropped out before completing elementary education assistance for Recurring Expenditure has been provisioned under the Samagra Shiksha. The recurring grant would be provided Upto Rs. 6000/- per child per annum for non-Residential mode and Upto Rs. 20,000/- per child per annum for residential mode. Item-wise costs for Recurring expenditure would be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State Executive Committee within the overall ceiling.

It is also pertinent to mentioned that the 70% grant for conducting special training will be given to the State/UT in the first Instalment. The remaining 30% grant will be released once the

children are mainstreamed. In case the children are mainstreamed in the same year, the state may certify the number of mainstreamed children and send supplementary proposal for remaining 30% of the grant. In case, the duration of special training is more than one year or children are mainstreamed in next financial year, 30% grant will be reimbursed based on the certification and necessary document provided by the State/UT.

4.4.10 Strategy to cover Out of school children at Secondary level

At Secondary level, for out of school children in 16-19 years age group and belonging to Socially & Economically Disadvantaged Groups (SEDG), financial assistance is available to continue education through Open/Distance Learning mode under the Scheme, if it is not possible to mainstream them into formal school.

Following steps are suggested to facilitate completion of education for Drop Outs at Secondary/ Senior Secondary level:

- Identification of Out of School Children every year by undertaking school wise and grade wise table top exercise and listing individual students who are to be brought back.
- Identifying other drop outs with the help of school peer groups, local community, local self-governments, etc.
- Identifying OoS girls with the help of AW workers
- Identifying OoSC from Kaushal Panji maintained by MoRD for all states/UTs
- Maintenance of Record of Identified Out of School Children and updation on PRABANDH portal module.
- Categorization of Students as belonging to Socially and Economically Disadvantaged Groups. (SEDGs)
- Motivational Measures to complete school education or to join Open Schooling Facilitating Admission in Open School either State Open School or National Institute of Open Schooling.
- Provision of necessary academic support to students to cope with the requirement of learning.
- Monitoring of Progress and Continuation.

The recurring grant would be provided Upto Rs. 2000/- per child per grade per annum for completing education through the Open School System (NIOS/SIOS) at Secondary/ Senior Secondary stage for registration, accessing course material and certification. Item-wise costs for Recurring expenditure would be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State Executive Committee within the overall ceiling. For SEDG Children of age group of 16-19 enrolled at NIOS/SIOS, financial support will be provided to the State/UTs for transferring it to the NIOS/ SIOS as per the norms of the scheme, so that the enrolled children do not have to bear the cost of undertaking the course/certification etc.

4.4.11 Samagra Shiksha aims at 100% retention from pre-school to senior secondary level. Considering the mandate of the scheme, it will be required that all the relevant information of the identified out of school children is maintained systematically so that tracking and monitoring of all out of school children is possible. The State/UTs are suggested to use

Information Technology (IT) for maintaining these records of children. Several States have already developed Web enabled Apps, Online Portals and other systems for maintaining a robust database of all out of school children.

The Department of School Education, Ministry of Education, has developed an online module for compiling the data of out of school children identified by each State or Union Territory on Prabandh Portal. (<http://samagrashiksha.in/>). All Special Training Centres (STC) shall be mapped and assign a Unique ID to help the States/UTs identify the capacity and trends of the OoSC coverage by a particular STC. In addition, Mapping of OoSC with Special Training Center on the basis of duration and type of the training etc, shall be also be updated on the Portal.

The child wise information of the identified out of school children and other details such information on Special Training Centres, Attendance of Children, Status of Mainstreaming, Registration of Children in NIOS/SIOS etc, shall be uploaded at block level by the Block Resource Coordinator of the concerned Block Resource Centre (BRC). The uploaded data would be validated by the District Magistrate or an appropriate officer as authorized by the DM/DC at the district level. This validated data would be viewed and locked at State level. A password protected provision is already created on the Portal for the District Magistrates/ his signatories for every district and for all States/ UTs at State Project Office (SPO) level to view validate and monitor the information about out of school children.

All States/ UTs are also required to mandatorily update all the required information pertaining to out of school children on PRABANDH Portal on quarterly basis which should be duly validated at district level and viewed at State level.

4.5 Strengthening Infrastructure and other in-school Provisions

Samagra Shiksha supports strengthening of all types of schools including elementary, secondary and senior secondary schools. Access to school is not confined to mere availability of school units but making the school functional and effective by making infrastructure and in-school provisions as per norms and standards. A fully equipped school is expected to attract and retain children till their completion of education.

4.5.1 Strengthening of Infrastructure

Samagra Shiksha scheme supports creation and strengthening of infrastructure facilities both through direct programme funding and also in convergence with other relevant schemes of the Central and State Governments. At the elementary level, the Schedule to RTE Act lays down the norms and standards for a school and provides that a school with an all-weather building should consist of the following:

- At least one class-room for every teacher;
- An office-cum-store-cum-HM room;
- Barrier-free-access;
- Separate toilets for boys and girls;
- Safe and adequate drinking water facility to all children;
- A kitchen where mid-day meal is cooked in the school;

- Playground;
- Arrangements for securing the school building by boundary wall or green fencing
- A library in each school providing newspapers, magazines and books on all subjects, including story books;
- Play material, games and sports equipment.

The RTE Act also lays down that the appropriate government and local authority defined in the Act shall ensure availability of a neighborhood school and shall have the duty to provide infrastructure including school building and ensure good quality elementary education conforming to the standards and norms specified in the schedule.

Important interventions for strengthening school infrastructure are as follows:

- The building plan to mandatorily include rain water harvesting and barrier free access. All proposals for strengthening of existing schools must contain a non-negotiable component of convergence with provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.
- Filling in gaps in infrastructure for strengthening of Government elementary, secondary and higher secondary schools. While planning for strengthening of existing schools, the gap assessment exercise for all the schools may be carried out through UDISE+ data and school mapping exercise followed by School Development plan. Since the gap would be huge which cannot be addressed in a single year, it is necessary that long term perspective plan be prepared keeping in view the expected enrolment.
- Construction of additional sections in higher secondary schools, may be proposed on the basis of demand and requirements. In this regard, the district/ state teams will have to work out a staggered plan on certain defined prioritization criteria.
- Major repair of the school building more than 10 years old, will be supported by estimates and photographs. It is also mentioned that the school building constructed within the past 10 years will not be considered for major repairs, except in case of severe damages due to natural calamities.
- Repairs of dysfunctional toilets and drinking water facilities. Pre-repair and post-repair photographs need to be included in the proposal and also uploaded online.
- Establishment and strengthening residential quarters for teachers, especially female teachers in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas where a new primary or upper primary and secondary/senior secondary schools may not be viable.
- Construction of new DIETs/Block Resource Centre (BRC)/Cluster Resource Centre (CRC) buildings & strengthening of existing DIET/BRC/CRC buildings as per norms.
- Construction / upgradation of Kasturba Gandhi Balika Vidyalaya (KGBV) buildings.
- Strengthening of existing residential facilities. The gap assessment of infrastructure in existing residential schools/hostels may be carried out through U-DISE+ and School Development Plan (SDP).
- In case of damage of school building due to natural hazards like cyclone, flood, land slide, fire etc. shall be evaluated based on estimates, photos and certificate from competent engineer irrespective of year of construction.

The school infrastructure under Samagra Shiksha has been conceptualized with the overall

developmental goal of raising the performance of the school education sector following a strategy of supporting interventions for school effectiveness and sustainable institutional capacity. The Scheme envisages the 'school' as a continuum from primary, upper primary, secondary to senior secondary levels. This will smoothen the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. Also, it will aid in optimum utilisation and sharing of school infrastructure and other resources.

A '**whole school approach**' may be taken while developing the proposal for strengthening of schools. In other words, the strategy should be to fill in all infrastructure gaps of a certain number of schools in a district in a financial year and move on to another set of schools in the next financial year. The list of schools confirming to the minimum standards after strengthening their infrastructure, teaching and non-teaching staff may be provided in the State/UT proposal for monitoring and appraisal for a given financial year.

While developing the proposal for strengthening of infrastructure, the schools/hostels with maximum deficit in infrastructure and manpower should be taken up first. Similarly, existing schools may be sorted in ascending order on the basis of gaps in infrastructure and manpower.

While appraising the State/UT proposal for strengthening, U-DISE+ data which provides unique IDs of schools may be used to track schools confirming to minimum standards in infrastructure and staffing as reported by States/UTs in their proposals.

Preference for various interventions is being given to Educationally Backward Blocks (EBBs), LWE affected districts, Special Focus Districts (SFDs) and the 117 Aspirational Districts. Further, at the aggregate/national level, 50% of the proposed physical targets including new schools, Strengthening, ICT in Schools & Vocational Education shall be from North Eastern States, LWE affected Districts, Island territories and other backward areas.

Key programmatic norms related to this intervention have been given in 'Programmatic and Financial Norms: Samagra Shiksha' at **Appendix.Norms**, standards, procedures and guidelines for undertaking **civil works for strengthening school** infrastructure have been provided in the **civil works** chapter.

4.6 Provisioning and managing teaching staff

Every child deserves access to a quality education, and teaching is a core determinant of students' educational experience. In the face of Covid-19 pandemic, it has become more important now than ever before to ensure that students have access to qualified teachers, so that children may complete their education and achieve desired competencies. Samagra Shiksha recognises the importance of sufficient number of trained teachers in schools. Further for smooth functioning of schools, it is desirable that all sanctioned positions of teachers are filled up on priority basis and existing teachers' deployment is rationalised so that all schools meet the desired PTR norms.

At elementary level, the RTE Act, 2009 lays down that the prescribed Pupil Teacher Ratio (PTR) to be maintained for each school. It also recognizes the need for subject specific teachers, head teachers and part time instructors for art, health and work education in upper

primary schools as summarised in the following table.

Suggestive Norms and Standard for a Primary and Upper Primary school

Item	Norms and Standards {As per the schedule (See Section 19 and 25 of RTE Act)}
For first class to fifth class	Up to 60 children 2 teachers
	between 61 to 90 children 3 teachers
	between 91 to 120 children 4 teachers
	between 121 to 200 children 5 teachers
	above 150 children 5 teachers +1(Head teacher)
	above 200 children Pupil Teacher Ratio shall not exceed 40
For sixth class to Eighth class	1 teacher per class so that there shall be at least 1 teacher each for i) Science and mathematics ii) Social studies, iii) Language
	1 teacher for every 35 children
	above 100 children a full time Head teacher and part time instructor for i) art Education ii)Health and Physical Education and iii) Work Education

At the secondary level, it is required that subject specific teachers are available in all schools. Teachers should be recruited as per the norms prescribed by NCTE/appropriate authority and the terms and conditions of the respective State and UTs. The scheme visualises a minimum of 5 subject specific teachers and 1 head teacher for every new/ upgraded secondary school as per following table:

Suggestive Norms and Standard for a new/upgraded secondary school

Item	Norms and Standards
For ninth class to tenth class	Up to 160 children, 5 subject teachers for different subjects +1(Head teacher)
	above 160 children, Pupil Teacher Ratio shall not exceed 40
	Other than subject teachers part time teachers for i) Art and craft Education ii) Health and Physical Education and iii) Counsellor

At the Higher secondary level also, it is required that subject specific teachers are available in all schools. Teachers should be recruited as per the norms prescribed by NCTE/appropriate authority and the terms and conditions of the respective State and UTs. The scheme visualises a minimum of 6 subject specific Post Graduate (PG) teachers and 1 Principal **for every new /Upgraded higher secondary school/section** and addition of every teacher as per section as per following table:

Suggestive Norms and Standard for a new/upgraded higher secondary school/section

For eleventh class to twelfth class	Up to 240 children, 6 subject teachers for different subjects + 1 (Principal) for a school offering a single subject combination of study
	Above 240 children, 10 subject teachers for different subjects + 1 (Principal) for a school offering two subject combinations of study

	Above 360 children, 12 subject teachers for different subjects +1 (Principal) for a school offering three subject combinations of study
	Above 360 children, Pupil Teacher Ratio shall not exceed 30
	Other than subject teachers part time teachers for i) Art and craft Education ii) Health and Physical Education and iii) Counsellor

The recruitment and other service matters of teachers are under the domain of State/UT Governments. Under Samagra Shiksha, for new/upgraded schools, specific teachers' posts are not sanctioned. Instead, a lumpsum grant is provided for new/upgraded schools for meeting various expenses, as per different norms for different categories of schools, as per programmatic norms given at Appendix. However, the states are expected to ensure that all new/upgraded schools are properly staffed, without shifting of staff posts from other schools. If there is a shortfall in the same, the lumpsum grant can be proportionately reduced.

4.7 Reducing Social and Economic Disparities in Access

Equity is a cross-cutting theme and critical component, which sits in all interventions related to access and retention. Equity does not mean only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Minority, landless agricultural workers and children with special needs, etc. can avail the opportunity. School access demands addressing all exclusionary practices in school education, especially those based on caste, religion, gender and special needs etc.

Access will not, therefore, be confined to ensuring that a school becomes accessible to children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories like SCs, STs, certain ethnic and minority groups, disadvantaged groups, girls, and children with special needs.

Equitable access means to also address the needs and requirement of other disadvantaged categories of children such as migrant children, urban deprived children, child labour, street children, children whose families are engaged in stigmatised professions, displaced and homeless children, children without adult protection, children affected by Left Wing Extremism (LWE), internal strife, transgender, children affected by violence and all other categories who would require additional support for accessing and completing school education. Samagra Shiksha considers the equity component as critical in engineering and sustaining developments in school education.

The suggested key strategic options for promoting equity and inclusion in school education as envisaged are: (i) putting in place positive discrimination and a structure of financial and other non-financial incentives through **Synergy building in the implementation of strategic interventions** on the basis of sector diagnosis, particularly focusing on characteristics of the school demographics to reduce cumulative disadvantages in access and retention by reducing social and economic distances; and (ii) deepening decentralisation practices by **creating**

school complex as envisaged in the NEP 2020. Samagra Shiksha would support State and UTs in implementing strategic and innovative interventions to address social, economic and educational disadvantages of children in school education. These strategies are presented in the following sections.

4.7.1 Synergy building in the implementation of strategies:

For providing effective and equitable access, at state, district, community & school levels, greater linkage and coordination is needed among different departments at state and district level, different stakeholders and different academic institutions. The possible linkages and convergences with the different Ministries and departments, local specific existing resources, capacities of different academic institutions, involvement of different stakeholders i.e., community, parents, teachers, SMDC members, Panchayati Raj members and NGOs, etc. should be explored in planning and implementation of strategies for education of SCs/STs/minorities/girls/CWSN, so that better outcomes can be achieved by optimum utilization of funds.

4.7.2 Creating School Complexes for Efficient Sharing of Resources

Creating school complexes for efficient and equitable sharing of resources and effective decentralised governance of school education in one of the key recommendations of the NEP 2020. According to the NEP 2020, the objectives of undertaking this intervention are ensuring the following:

- adequate number of teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc;
- adequate resources (shared or otherwise) such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.;
- creating a sense of community to overcome the isolation of teachers, students, and schools, through joint professional development programmes, sharing of teaching-learning content, joint content development, holding joint activities such as art and science exhibitions, sports meets, quizzes and debates, and fairs;
- cooperation and support across schools for the education of children with disabilities; and
- improved governance of the schooling system by devolving all finer decisions, to principals, teachers, and other stakeholders within each group of schools and treating such a group of schools, which range from the foundational stage through the secondary stage, as an integrated semi-autonomous unit.

Para 5.10 of NEP states as follows:

“State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building”. Samagra Shiksha, therefore, considers creating school complexes as a strategic intervention for promoting equitable access to school education.

The related programmatic norms and other institutional arrangements need to be developed and finalized in consultation with States/UTs.

4.8 Improving Retention and Completion Rates

Provision of schooling facilities on universal basis essentially demands participation and retention of children. School access is not merely physical access within a notified distance, but also participation and retention of children. Improving retention and student flow/grade progression in school education is a necessary condition for reducing wastage and improving efficiency of school education system.

However, mere provision of schooling facility is insufficient to ensure that all children attend school and participate in the learning process. The school may be there, but children may not attend; they may drop out after a few months; or may be absent too many days and cannot cope with the learning load. Hence, there is the need for special efforts to bring these children to school and retain them, especially girls and children from disadvantaged sections, up to secondary level.

Therefore, Samagra Shiksha recognises the critical importance of improvements in the internal efficiency of school education measured in terms of improved student flow rates like grade promotion, repetition and dropout rates, stage transition rates, and completion rates in school education. Accordingly, Samagra Shiksha supports strategic and innovative interventions for improving promotion and completion rates and reducing dropout and repetition rates.

While exploring a broad set of strategic options to deal with challenges for improving retention in school education, the following suggested strategic interventions may be considered by States/UTs.

4.8.1 Tracking and reporting schooling status of children: This would require a proper identification of children who are out of school in the course of micro-planning. It will require tracking of all children in the school education system. The State and UT may track the schooling status of these students through U-DISE+. The student wise data from Grade ECCE to grade 12 which can grow as a Child Tracking System is will be collected and maintained by the respective State and UTs.

Vidya Sameeksha Kendra (VSK) will be set up at national and state levels. This aims at leveraging data and technology to bring a big leap in learning outcomes. VSK will include student registry and school registry which will bring synergy to the work being done in the ecosystem by integrating data from different datasets and empowers students, teachers, and parents to bridge the gap. It will help to keep track of enrolled students, learning at home, Drop outs, information on child labour mainstreamed, Student learning, Registries, Out of School Children, support required by teachers and schools, etc. In addition, the system will also monitor the real-time status towards various projects components/activities, grievance redressal mechanism under the ambit of School Education.

4.8.2 Promoting evidence-based management of student flow by identifying factors contributing to dropouts and grade repetitions through research and evaluation studies:

Research-based approaches to identifying potential dropouts and reasons of dropouts at all stages of school education are critical in designing appropriate interventions to improve retention in school education. Data/empirical evidence driven strategies, interventions and activities are critically relevant for addressing the effects of adverse socio-economic and household factors as well as school related factors on retention of children in school education. Towards this objective, more and more research and evaluation studies need to be undertaken in school education.

4.8.3 A set of targeted interventions for improving retention and school completion rates of disadvantaged children and children with special needs: Education of Children with Special Needs (CWSNs) is a major concern under Samagra Shiksha. The major challenge in education of children with special needs is not only identification and assessment of CWSN but also retaining them in the education system. As a wide range of educational facilities have been provided to CWSN, still States/UTs need to develop effective strategies to address their issues, as per their needs. The implementation strategy has been detailed out in a separate Chapter on Children with Special Needs.

4.8.4 Involvement of different stakeholders in the education system: It also calls for involving women, SC, ST, OBC and Minorities through participatory processes in the effective management of schools. Special interventions should be designed to address learning needs of children from these communities and relating education to their life. The State Governments are expected to design specific interventions to bring them in the Educational Process.

4.9 Convergence

Samagra Shiksha emphasizes for convergence and coordination with schemes of various other ministries, Departments, other Ministries and State Governments. The scheme will have effective convergence architecture with various Ministries/ developmental agencies of the Centre and State Governments. Such convergence would be ensured at the time of preparation and approval of the proposals for Annual Work Plan and Budgets (AWP&B) to avoid overlapping in coverage. The PAB for approval of AWP&B would have representatives of the relevant Ministries and States to strengthen convergent action. Other schemes which would supplement/contribute to the objective of universal access and retention of Samagra Shiksha are as below:

- Pre-School education through the Anganwadi centres under the Umbrella Integrated Child Development Scheme (ICDS).
- Residential facilities for SC and ST children by the Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs.
- 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.

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY) of Ministry of Skill Development and Entrepreneurship (MOSDE)
- Mapping of other available incentives to induce access and retention of children: Books, Uniform, bags, awards, scholarships, and other benefits, etc
- National Rural Drinking Water Programme and Swachh Bharat Mission for providing Toilets and Drinking Water facilities
- MGNREGA guidelines provides for construction of play fields and compound walls for Government run schools in the villages (Reference:-Gazette of India No. REGD. No.D.L.33004/99 dated 28th March 2017 issued by Ministry of Rural Development Notification), resources will be mobilized for meeting the labor component of construction of school infrastructure in rural areas.
- Multi Sector Development Program (MSDP) of the Ministry of Minority Affairs may be used for infrastructural development in minority dominated areas.
- Khelo India of Ministry of Youth Affairs and Sports may be tapped for a significant portion of the Sport and Physical Education component.
- Joint mapping of facilities established under Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT) and Central University Scheme of MoE (DoHE and DoSE&L).
- Provision of Scholarship and incentive schemes provided by different Department for marginalized groups. It includes –
- Schemes under Ministry of Minority Affairs (<https://minorityaffairs.gov.in/schemesperformance/scholarship-schemes>)
 - *Pre-matric scholarship Post-matric scholarship Scheme*
 - *Merit-cum-Means Scholarship Scheme*
- Schemes Under Social Justice and Empowerment (<https://socialjustice.gov.in/scheme-cat>)
 - *Pre-Matric Scholarship to OBC for studies in India*
 - *Post-Matric Scholarship for OBC Students*
 - *Dr. Ambedkar Pre-Matric and Post-Matric Scholarship for DNTs*
 - *Dr. Ambedkar Post-Matric Scholarship for EBCs*
 - *National Fellowship for OBC Students (NF-OBC)*
 - *Pre-Matric Scholarship to the SC Students studying in classes IX & X*
 - *Pre-Matric Scholarships to the Children of those Engaged in occupations involving cleaning and prone to health hazards*
 - *Post-Matric Scholarship for SC students*
 - *Central Sector Scholarship of Top Class Education for SC Students*
 - *National Overseas scholarship*

- *National Fellowship for Scheduled Caste Students*
- *Free Coaching Scheme for SC and OBC Students*
- *Free Coaching Scheme for SC and OBC Students*
- *Pre-Matric Scholarship for OBC Students*
- *Free Coaching Scheme for SC and OBC Students*
- *Scholarships for Higher Education for Young Achievers Scheme (SHREYAS) (OBC & Others) - 2021-22 to 2025-26.*
- Schemes under Ministry of Education
 - National Merit Cum – Means Scholarship Scheme by Department of School Education and Literacy Ministry of Education. To know more information, log in [National Means-cum-merit Scholarship Scheme | School Education & Literacy](#)

The State Plans should clearly indicate the areas of convergence with other schemes including details of infrastructure development & funds to be availed under these schemes.

4.10 Programmatic and Financial Norms and KPIs

The planning, implementation and monitoring mechanism of the interventions under Samagra Shiksha needs to be decentralized and integrated, which should consider school education as a continuum. Besides a systemic or sector wide approach needs to be adopted in planning interventions by prioritizing critical development concerns. Goal and targets need to be articulated in a SMART (Specific, Measurable, Achievable, Relevant and Time-based) fashion in the plan documents. The logic of proposed interventions and the expected results of such interventions may be clearly articulated in the plan documents. Extensive use of data from U-DISE+, NAS, Census of India, publications of the MoSP including NSS reports and other sources may be used in school education sector studies and in providing the logic of programme proposals. To ensure smooth implementation of the integrated schemes and to guide its stakeholders, the **Planning and Appraisal Manual will be** shared with the State & UTs. The programmatic and financial norms and related KPIs have been given at Appendix. However, additional norms and KPIs for facilitating planning, appraisal, monitoring and performance evaluation of these components of Samagra Shiksha can be provided in the planning and appraisal manual separately.

Chapter 5

CIVIL WORKS

Samagra Shiksha scheme supports creation and strengthening of infrastructure facilities both through direct programme funding and also in convergence with other relevant schemes of the Central and State Government Departments. Civil works components under direct programme funding are construction of new schools and infrastructure for additional streams, strengthening the existing infrastructure facilities, major and minor repair, teacher quarters, residential schools and hostels, Kasturba Gandhi Balika Vidyalaya (KGBV), Teacher Educational Institutes such as State Council of Educational Research and Training (SCERT), District Institute of Education and Training (DIET) etc. and other related infrastructures facilities for school education.

The States and Union Territories prepare Annual Work Plan and Budget (AWP&B) based on their requirements and priority and guidelines issued by the Ministry of Education. The States and Union Territories are required to bring a single plan for entire school education sector integrating Elementary, Secondary and Senior Secondary level, KGBVs, Teacher Education Institutes such as SCERT, DIETs etc. under the scheme relating to Civil works. These plans are then appraised and approved/estimated by Project Approval Board (PAB) in consultation with the States and Union Territories as per the programmatic and financial norms of the scheme, physical and financial progress of works sanctioned earlier and availability of budgetary resources.

School wise approved civil work components are uploaded in Project Appraisal Budgeting Achievement and Data Handling System (PRABANDH) Portal to monitor the progress of works online on real time basis. The States and Union Territories shall update the physical and financial progress of each work at School level, District level and State level.

In order to ensure completion of civil works in time, central financial assistance for spillover will be provided for three years and maximum up to five years subject to approval of the PAB, and in case, the approved works are not completed in the above-mentioned time frame, it will become the sole responsibility of the respective State/UT to complete the pending works. For civil works approved prior to 2021, the time limit of three years will be calculated from 2021.

The spillover civil works components approved in PAB are also be updated on PRABANDH Portal for monitoring the progress.

5.1 Developing Civil Works Plan

As per NEP 2020, planning should be need based and responsive to the ground realities, e.g. regarding land areas and room sizes, practicalities of play grounds in urban areas etc. There will be suitable flexibility for each school to make its own decisions based on local needs and constraints, while ensuring safety, security, and a pleasant and conducive learning space.

Planning of civil works components is a holistic exercise of developing the school building along with its indoor and outdoor spaces to promote universal access, retention, equity and

quality. The civil works in school will have to be well thought-out physical learning environments and seen as integrated systems.

5.1.1 School Development Plan (SDP) is a combination of educational plan that guides the infrastructure plan and its effective usage in the learning processes. SDP has to reflect the educational vision of a school and ways to achieve it. It is a master plan and base document for school's educational development as well as infrastructure work along with its development in phases. Its planning is seen as an evolving process rather than onetime activity. MoRD has developed a portal for uploading all GPDPs. Under Samagra Shiksha a format for uploading SDPs will be developed and uploaded on PRABANDH.

The school is envisioned as an inclusive and pedagogically rich, sustainable eco-system, safe and secure from hazards, incorporating elements of green building norms, optimum resource-utilisation through culturally and environmentally sustainable practices. The guiding principles for school development plan are:

- Infrastructure plan to follow the education plan
- Child-centred planning with overall development of child (physical, social, emotional and cognitive) addressed
- Responsive towards needs of all children and the diversity they bring in a school
- Entire school space (indoor and outdoor) as learning continuum for a child and the teacher – this is to be recognised by all stakeholders while planning
- Developing the entire school space as resource for fun and learning activities using ideas of Building as Learning Aid (BaLA)
- A safe and secure environment for all children
- Clean and hygienic environment for all children
- Maximising the whole school as a resource – not just for children and teachers of that school but also for the community and neighbourhood schools
- Respectful towards the local context and tradition – wisdom, social needs, educational needs, culture, geology, climate, flora-fauna, etc.
- Optimum resource utilisation and cost effectiveness
- Integrates good practices in environmentally sustainable designs – to demonstrate and practice them
- Adopting user friendly new technology for overall development of the school premises. .
- Overall planning to be aligned with the population trends in catchment area.
- Scope for future expansion.

In planning and design of schools and also in construction, it should be ensured that measures to strengthen the environment, health and safety practices are included in accordance with the guidelines contained in (i) Environmental Management Framework for Secondary Schools issued by Ministry of Education, (ii) Making School safe and Secure issued by Ministry of

Education, (iii) School Safety Policy Guidelines issued by National Disaster Management Authority (NDMA), (iv) State and local bye laws of the Statutory Authorities and (v) School safety guidelines issued by Ministry of Education from time to time.

5.2 Civil works planning process

The planning process of civil works under Samagra Shiksha involves the following steps:

- Augmentation of existing school infrastructure would require a survey of existing facilities in every school. Such a survey can be undertaken with community participation, facilitated by the School Management Committee (SMC)/School Management Development Committee (SDMC) etc. Engineers/Architects may also be included in these joint surveys. This is necessary for a clear identification of school wise gaps in infrastructure facilities. The gap needs to be updated in UDISE+ database.
- The Panchayati Raj Institutions (PRI) needs to be involved in planning process of civil works.
- The infrastructure gaps as per UDISE+ shall be considered for further planning at district level and State level.
- Once the gaps are identified, criteria for prioritization need to be developed at district level. The criteria for prioritization may vary from district to district and finalized in consultation with all stakeholders.
- Convergence with other Central and State Government schemes is an important consideration while planning for the infrastructural requirements. Various sources of funding, the tentative amount that will be available from these sources and the facilities that can be provided through these funds needs to be clearly identified and net requirements to be worked out.
- Corporate Social Responsibility (CSR) funding at district level may be identified and discounted from the proposal submitted for central funding under Samagra Shiksha.
- The district wise planning to be finalized taking into account the existing pending civil works. School wise list of civil works in progress and works not started to be thoroughly evaluated. Priority to be given to complete the ongoing works before starting new works.
- The district wise planning also needs to evaluate the not started works since long. The engineering input such as workability of approved unit cost, site constraints, availability of land etc. to be considered and appropriate decision may be taken. After thorough evaluation, the works which are not required and works not viable should be proposed for surrender.
- Evaluation of school wise outstanding advances and action taken for its utilization is a critical factor in district wise planning. The schools where outstanding advances for civil work are lying unutilized since long may be completed on topmost priority. In case it is not feasible to take up the work the advance may refunded.
- The States/UTs shall compile the district wise proposal and submit consolidated plan after updating the data as per the priority and requirements.
- The State proposal needs to be approved by Executive Committee before final submission.

5.3 Appraisal of Civil works components

The district wise plan along with State plan after approval of Executive Committee shall be submitted online on PRABANDH portal within the scheduled time period.

5.3.1 Submission details:

- School wise civil works proposed for strengthening alongwith name of schools, UDISE code, name of districts, blocks, type of management, enrolment details, etc. are to be uploaded.
- The model tables related to civil work components such as overall progress, status of fresh and spill over approved in previous years, action taken report on commitment, school safety provision, third party evaluation, convergence details, Utilisation of CSR fund if any, details of technical personnel engaged, details of utilization of fund under SAP (Swachhata Action Plan), etc. shall be duly filled and uploaded.
- The States/ UTs to submit basic data for proposed civil work components such as detailed estimate, drawings, SOR, analysis of rates, report accompanying estimates.

5.3.2 Essential documents: Civil works components proposed by the States/ UTs shall include the following essential documents.

- **Land availability certificate for new construction site**
 - a) Land availability certificate from Revenue Officer not below the rank of Tehsildar is to be submitted in case of construction proposed at a new site. The certificate should include sketches showing area allotted, details adjacent plots, approach road details. In case of strengthening, certificate from the head master / principal is required for availability of land.
- **Vertical extension**
 - a) Vertical extension over existing building proposed if any needs to be accompanied by detailed design calculation of the existing structure including the new extension.
 - b) Detailed structural drawings of the existing building alongwith extended portion for columns, beams, slab, footing details etc. to be submitted.
 - c) Details of existing services along with proposed new services such as sewerage, drainage, water supply and electrification etc. to be submitted.
 - d) Certificate from the structural engineer regarding the design is safe and design finalised as per relevant BIS code.
- **Unit Cost**

In order to finalise the unit cost, the States/UTs to submit the following:

 - a) Detailed estimate in excel sheet. (Estimate submitted in pdf format will not be accepted).
 - b) State schedule of rates alongwith notification for increase of SOR rates if any.
 - c) Analysis of rates for non-scheduled items
 - d) Drawings showing key site plan with layout of the building and other ancillary / existing structures, detailed plan, elevation and section etc.
 - e) Detailed design based report showing basis of design, scope of works, time of completion, mode of execution etc. complete.

5.4 Civil Works components supported under Samagra Shiksha

- a) **School building for new schools:** School building for new schools opened as per requirement based on GIS mapping and UDISE+ data including buildings for building less school running elsewhere.
- b) **Upgradation of existing schools:** The building required for upgradation of schools from pre-primary to senior secondary level.
- c) **Strengthening of infrastructure in existing school:** The strengthening of infrastructure in existing schools includes provision for construction of additional class rooms based on enrolment, library, laboratories such as integrated science lab, math lab, physics lab, chemistry lab & biology labs, computer room, art/craft/culture room, laboratory/workshop for vocational education in hub schools, separate toilets for boys, girls and children with special needs (CWSN), safe drinking water, electrification, kitchen shed, ramps with hand railing, furniture, laboratory equipment, Head Master/Principal room, office/ common room, building as learning aid (BaLA), hand washing stations, water purifier, fire extinguisher, kitchen garden fencing, playground, boundary wall/fencing with gate, rain water harvesting, solar panel electrification etc. as per requirement based on availability, adequacy and functionality of existing infrastructure.
- d) **Major repairs:** Schools building constructed within the past 10 years will not be considered for major repairs. Also the cost of repairs to be undertaken should be less than about 30 % of the reconstruction cost. Repairs to dysfunctional toilets and drinking water facilities will form a part of this component. Onsite technical supervision by professionally qualified engineering personnel is to be ensured during execution of repair works. The repair works needs to be carried out without disturbing the structural parts. Pre-repair and post repair photos indicating UDISE code and name of schools to be uploaded on PRABANDH portal. In case of damage of school building due to natural hazards like cyclone, flood, land slide, fire etc. shall be evaluated based on estimates, photos and certificate from competent engineer irrespective of year of construction.

Minor repair such as repair to surface cracks of walls and floors, spalling of concrete, fading of painting surfaces, broken tiles in toilets and laboratories etc. need to be undertaken on priority without allowing further deterioration leading to the structure/services dysfunctional. Fund available from composite school grants, community participation and alternate resources may be used for minor repair. Timely action/preventive maintenance will not only prevent the structure/services to collapse but also helpful to maintain pleasant environment for teaching and learning.
- e) **Teachers quarters** are required for teachers, especially female teachers in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas. Preference will be given to Educationally Backward Blocks (EBB), Left Wing Extremism (LWE) affected districts, Special Focus Districts (SFD) and the Aspirational Districts. As far as possible, quarters may be built as residential cluster and near to the schools. The area of teacher's quarter should be type –II quarter as per CPWD plinth area norms.
- f) **Residential Schools and Hostels:** There are certain areas in the country where it is unviable to set up schools. These include sparsely populated or hilly and densely forested areas with difficult geographical terrains. There are also densely populated urban areas, where it is difficult to get land for establishing schools. Also, in urban areas there are a number of urban deprived children: homeless and street children in difficult circumstances,

without adult protection, who require not merely day schooling facilities, but also lodging and boarding facilities. Residential schools/ hostels can be built for children as per KGBV norms. Preference will be given to Educationally Backward Blocks (EBB), Left Wing Extremism (LWE)affected districts, Special Focus Districts (SFD) and the Aspirational Districts.

- g) **Kasturba Gandhi Balika Vidyalaya (KGBV):** KGBVs provide residential schools in educationally backward blocks and Aspirational districts from upper primary level to Sr. secondary for girls belonging predominantly to the SC, ST, OBC and minority communities. There are four models of KGBV schools. The States will develop their own innovative designs for KGBV buildings. New construction and expansion of Kasturba Gandhi Balika Vidyalaya (KGBV) buildings including strengthening of existing building, compound wall, guard rooms etc can be taken up. The plinth area for 50 girls' hostel, 100 girls hostel and 200 girls hostel will be 8300 sqft, 11300 sqft and 20790 sqft respectively. Major and minor repair of the building more than 10 years old, need to be supported by estimates and photographs.
- h) **Teachers Education Institutions:** New construction and expansion of SCERTs, DIETs, BITEs /BRC /CRC buildings as per norms. Major and minor repair of the building more than 10 years old need to be supported by estimates and photographs.
- i) **Spill over works:** The priority will be given by the State and UTs to complete the spill over works.

5.5 Design and Specification Standards

5.5.1 Child friendly school environment: Creating a child friendly school environment should be the focus of the civil work interventions. Following points to be kept in view while finalizing basic design and specification:

- The school should be located in a land that is non-hazardous (not low lying area, too close to highway/railway track, river or pond/ water bodies, underneath high tension electric lines etc.) and should be easily accessible.
- The site should be located preferably be at a quiet place away from places generating noise and pollution such as cinemas, factories and shopping centre etc.
- The design of the school building should be eco-friendly, functional and attractive.
- The interior of the classroom should have adequate light and ventilation and space for storage, display and chalkboards.
- Barrier free access like ramp, handrails etc. are to be kept mandatory.
- Provisions for functional separate toilets for boys and girls, CWSN toilets, adequate drinking water, electrification, rain water harvesting, boundary wall and playgrounds.
- Provision for efficient solid and liquid waste management.
- The school campus should ensure a good natural drainage to be kept it clean, hygienic and free from water logging.
- Safe and secure environment for the children need to be ensured.

5.5.2 BIS Code: The National Building Code (NBC) 2016, developed by the Bureau of Indian Standards (BIS) provides guidelines for regulating building construction activities across the country. It serves as a model code for adoption by all agencies involved in building construction works, be they public works departments, other government construction departments, local bodies or private construction agencies. The code should serve as a

reference for all State and UTs, for design, planning, preparation and execution of school infrastructure components. This requirement does not preclude the use of local construction design, materials and practices. These may be adapted suitably to incorporate especially the requirements in the NBC regarding structural safety and also adhere to other specifications regarding, for instance, the minimum space required for each child in the classroom. The relevant BIS codes as amended from time to time to be referred for school infrastructure are:

S.No	Code	Functional area
1	IS 1893 (Part-1-2002)	Criteria for earthquake resistant design of structure
2	IS 4326-1993	Practice for earthquake resistant design and construction building
3	IS 13828-1993	Guidelines for improving earthquake resistant of low strength masonry buildings
4	IS 13920-1993	Ductile detailing of reinforced concrete structure subject to seismic forces.
5	IS 13935-2009	Seismic evaluation, repair and Strengthening of Masonry Building- Guidelines
6	IS-456-2000	Structural design of buildings.
7	IS-14435-1997	Code of practice of fire safety in educational institutions.
8	IS-2440-1975	Guide for day lighting of building
9	IS 4963 -1987	Recommendation of building and facilities for physically handicapped.
10	IS 7662 (Part 1) 1974	Recommendation of orientation of buildings
11	IS 4837-1990	School furniture, classroom chair and tables recommendation
12	IS 4838-1990	Anthropometrics dimensions for school children age group 5-17 years.
13	IS 8827- 1978	Recommendation for basic requirements of school buildings
14.	IS15183 (Part-1,2&3):2002	Guidelines for Maintenance Management of Building
15	Energy Conservation Building Code (ECBC) 2007	For energy conservation in buildings

5.5.3 Classrooms: The basic unit of a school is classroom. The classrooms, apart from satisfying the minimum requirement of space, fittings and furniture, shall be designed to meet adequate functional and environmental requirements. However, to determine the appropriateness of physical spaces, the following norms may be considered.

S No.	Category	Gross area of class room
1	Pre school	2.00 Sq.m per child
2	Primary school (with furniture)	1.11 Sq.m per child
3	Primary school(with squatting)	0.74 Sq.m per child
4	Secondary/ Senior Secondary	1.26 Sq.m per child

5.5.4 Library, Art & Culture room, computer rooms and Laboratories: Library, Art & Culture room, Computer rooms and Laboratories such as integrated science lab, math lab, physics lab, chemistry lab & biology labs etc. shall be designed as per dimensions given in BIS 8827 latest edition. The unit cost shall include cost of furniture, electrification. Lab equipment shall be provided separately.

5.5.5 Drinking Water and Toilets facilities: All schools should have minimum basic facilities such as adequate drinking water facilities for all children, boys' toilets, separate girls' toilets and toilets for CWSN. The dimension of toilets shall be finalised as per relevant BIS code considering the enrolment. Preference needs to be given for construction of toilets and drinking water supply in convergence with Department of Drinking Water and Sanitation, Department of Rural Development and PR.

5.5.6 Barrier Free Access: Barrier free access implies that the physical design of the school building should be such that all children, including children with disabilities, should be able to move in all areas of the school and use all the facilities provided. Children with disabilities should be able to enter the school building easily and negotiate their way around the school and be able to use the playgrounds, drinking water and toilet facilities, libraries and laboratories. States/UTs will need to ensure that appropriate barrier free features, keeping in view the different requirements of children with different disabilities, are incorporated in all new building designs. Existing school buildings will need to be modified for the purpose by creating ramps with handrails, toilet modifications; non slip walking surfaces, etc. All external and internal facilities and services in the school will have to be reviewed to assess whether they allow access to children with disabilities. Apart from barrier free access, features that enable learning in different spaces for such children – special furniture, display, learning boards and chalk boards that create inclusive situations for all children to be also promoted.

For providing barrier free access, it has to be ensured that the provisions contained in the “Harmonized Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons” of the CPWD (February 2016) are complied with alongwith relevant BIS code.

5.5.7 Child Friendly Features: School building designs should, therefore, respond to the needs of children. Different facilities in the school should be built to the scale of the children, such as drinking water taps and urinals at different heights for children of different age groups/heights; children's chalk boards in classrooms at accessible height for children; simple and usable display and storage spaces in the classrooms, child friendly hardware fittings, spaces for children to interact and communicate with peer group, elder or younger children or adults, etc.

5.5.8 Safety Features: States/UTs will ensure that children receive education in a safe and secure environment. All school buildings under Samagra Shiksha will provide safety features in the structural design of the school buildings in order to make the school buildings safe. Structural safety features (against natural hazards such as earthquakes) should be built into the designs of new school buildings and existing school buildings should be retrofitted. The various BIS codes for earthquake resistant design and construction and the safety features incorporated in the National Building Code, 2016 should be followed during the construction of school buildings that are safe for children. In addition, the National Disaster Management

Guidelines on School Safety Policy, February 2016 issued by National Disaster Management Authority (NDMA) to be followed. The natural hazards such as floods, cyclones, landslide, fires, etc. against which appropriate safety should be ensured.

5.5.9 Retrofitting: Retrofitting is required to the existing buildings to make it hazard resistant, thermal comfort, better lighting and ventilation. Many such schools may need modification in openings or roofing, flooring, etc. to ensure better functionality of existing spaces from the perspective of adequate natural light, ventilation, thermal comfort, etc. Any such intervention will be less resource intensive than making afresh. However, here again the most effective methods may be used for such adaptations under direct supervision of competent engineer.

5.5.10 Solar Panel Electrification: The electrification components under new construction / upgradation of schools, residential schools, hostels, KGBVs, SCERT and DIETs etc. includes renewable energy like Wind Energy, Solar Energy etc. based on the proposal of the State after ensuring the viability. For installation of on-grid and off-grid roof top solar installations, the area norms and financial norms as prescribed by Ministry of New & Renewable Energy (MNRE) is to be followed and same shall be implemented in convergence with MNRE.

5.5.11 Rain Water Harvesting: Rain Water Harvesting is the direct collection of rain water, stored for direct use or re-charge into the ground water. The process involved; collecting, storing and putting to use rooftop rainwater or filtering and recharge ground water through percolation pits, open wells or bore wells etc. Use of rain water for hand washing, flushing etc. can be done by storing suitably. Further the excess rain water can also be allowed for ground recharge.

Rain water harvesting is to be executed preferably as per CPWD specification and provision of relevant BIS Codes. However, Rain water harvesting and conservation Manual -2019, CPWD, Ministry of Housing and Urban Affairs needs to be followed. Rain Water Harvesting in school may be done through convergence with Ministry of Rural Development, Ministry of Jal Shakti and other Central and State Government Departments.

Other green features: To make all new constructions green – green patch/kitchen garden to be developed compulsorily where land is available; if land not available, large pots to be used for adding greenery/kitchen gardens; paper recycling/paper shredders, segregated waste disposal system etc. so that children learn these habits early.

5.5.12 Playground and Outdoor Activities: Outdoor Activities are important for overall child development. This may contain school garden (e.g. kitchen garden/herbal garden), tree groves, places of mutual interactions, sports and play spaces, etc. Construction of play fields and compound walls for Government run schools in the villages may be provided through MGNREGS (Reference: - Gazette of India No. REGD. No.D.L.33004/99 dated 28th March 2017 issued by Ministry of Rural Development)/under convergence with other Govt. departments and with community participation. The school playground shall be maintained through community mobilization, shramdan or contribution or through convergence.

5.6 Unit Cost for civil works components:

5.6.1 Samagra Shiksha scheme provides for preparation of estimates on the basis of

prevailing State Schedule of Rates (SSOR) or CPWD rates whichever is lower. The State and UTs should ensure that area for preparation of cost estimates for civil and infrastructure facilities are based on Samagra Shiksha norms, BIS 8827-1978 (latest edition) and /or relevant standards. Local needs/ constraints if any may be taken in into accounts to finalise the unit cost. While preparing the plan and estimates, element of pooling of resources through convergence, community participation, CSR funding etc. should be factored in to the extent possible.

5.6.2 External services: External services such as approach road, sewerage, external electrical connections, external water supply connection, drainage etc. shall be provided by the States /UTs.

5.7 Execution of Civil Works

- a) Construction activities are to be undertaken with community involvement. Planning by the community through SMC/SDMC in all infrastructure development activities will be mandatory. All works costing up to Rs. 30 lakh may be executed by SMC/SDMC.
- b) The Civil works more than Rs.30 .00 lakh may be executed by inviting public tender as per latest CPWD Works Manual and/or State PWD works procedures. However, SMC/SDMC to be involved in finalization of tender and execution of works at all stages.
- c) There will be complete transparency in all works undertaken under Samagra Shiksha, especially those for school infrastructure development. The technical design, financial approvals, received and spent amounts, muster rolls, measurement books, books of accounts etc. in respect of the works shall be made available for perusal/copies in accordance with the provisions of the Right to Information Act. In fact, proactive disclosure of this information in the meetings of the SMC/SDMC and the entire Gram Sabha is encouraged. Besides regular financial audit as per extant rules, social audit will be undertaken to strengthen social accountability to the community which has a real and direct stake in a well-functioning school.
- d) Capacity Building of SMC/ SMDC for undertaking building construction under Samagra Shiksha is essential. Samagra Shiksha encourages use of local construction materials and low cost and environment friendly technologies, without compromising on the structural soundness and safety of the building. The SMC/SDMC will need to be trained in certain specific technical aspects such as collaborating in the development of drawings, understanding cost estimates, assessing building material quality, keeping accounts, material procurement etc. Training will also include aspects like payment of at least minimum wages; equal wages to women, no engagement of child labour, maintaining transparency about funds received and used through social audits, display boards etc. The training can be imparted in a simple and effective manner in the local language, through technical/ other experts.

5.8 Monitoring Mechanism:

- a) For meeting the infrastructure requirements of new and existing schools within the defined timelines, sufficient number of technically qualified staff will need to be put in place at Block, District and State level for assisting the SMC with technical drawings and estimates and for

quality supervision. States will need to evolve systems for communicating the specific requirements of school buildings (child friendly design of classrooms and facilities, outdoor and indoor spaces to be developed as learning resources, safety and hazard resistant features, barrier free access, whole school planning etc) to the technical personnel.

- b) A design cell in the civil works unit at the State and district level is essential for school development plan. The unit must have Design Engineers, Architects, Structural Engineers well conversant with earthquake resistant designs and experts in Energy efficiency/ Green buildings, Experts from Pedagogy, Gender and Inclusive Education etc. who are well oriented on the philosophy of Samagra Shiksha. The experts can either be on deputation/contract or on empanelment.
- c) To assure quality of civil works, an independent assessment of the technical quality of civil works, through Third Party Evaluation (TPE) is mandatory. The commissioning of TPE to assure quality of construction, visit of TPE at plinth, lintel, and roof and at finishing level is essential. It should also ensure that construction has been carried out in accordance with design, drawings and specification. Besides checking the quality of building material by visual inspection, testing of building material and building technology, design functionality and role of community participation are ensured. The TPE is to highlight good practices, bring out strength and weaknesses and share with the block/district/state level Engineers and Administrators in weekly and monthly meetings for further improvement. In addition, inbuilt quality control test as per BIS for building material and building technologies need to be undertaken by in house engineering cell or agency supervising / facilitating technical support (these tests are essential particularly for major building like Secondary/Higher Secondary Schools, KGBVs, SCERTs, DIETs, Hostels and Residential Schools).

5.9 Swachh Bharat Swachh Vidyalaya

Ensuring adequate safe water in schools, well maintained sanitation and hand washing facilities and behavior is a critical part of SDGs and is known as Water, Sanitation and Hygiene Education (WASH) in Schools. This strategy helps fulfill children's rights to health, education and participation, and has been widely recognized for its significant contribution to achieving the SDGs – particularly those related to providing access to primary education, improving water and sanitation, and promoting gender equality. WASH in Schools not only promotes hygiene and increased access to quality education, but also supports national and local interventions to establish equitable, sustainable access to safe water and basic sanitation services in schools.

- a) **Swachh Vidyalaya Initiative:** Girls are particularly vulnerable to dropping out of school, partly because many are reluctant to continue their education when toilets and washing facilities are neither private nor safe or simply not available/functional. The Government of India, therefore, launched the Swachh Vidyalaya Initiative in collaboration with State/UT Governments, public sector undertakings and private corporate for provision of separate toilets for girls and boys in all government schools. Under this initiative, 4.17 lakh toilets including 1.91 lakh girls' toilets were constructed/made functional in 2.61 lakh government schools in one-year period upto 15th August, 2015. One of the most unique features of the Swachh Vidyalaya was the role of the public sector undertakings and private corporates and online monitoring of progress.

Under the Swachh Vidyalaya Initiative, State and UT Governments have been requested to keep the toilets functional and take steps to create awareness about the benefits of hand washing, sanitation and hygiene among school children. State and UTs have been requested to take mass Swachhta Pledge and undertake cleanliness activities in schools through various activities like forming child cabinets, drawing/painting competitions etc. and to inculcate behavioural changes. Swachhta Pakhwadas are also organised to focus on sanitation and hygiene in schools.

The Ministry of Panchayati Raj has advised the Panchayati Raj Departments of all States to include the provision for construction of toilets and drinking water supply systems, rehabilitation and regular repair of existing toilets and drinking water systems in schools in the Gram Panchayat Development Plans to be prepared converging resources under the 15th Finance Commission grants, Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS) and Swachh Bharat Mission. A joint letter from the Ministry of Drinking Water & Sanitation, Ministry of Panchayati Raj and Ministry of Education, Department of School Education and Literacy has been addressed to all State and UTs regarding inclusion of school infrastructure components in the Gram Panchayat Development Plan. Ministry of Panchayati Raj has also issued advisory in this regard. The State and UTs also should avail of supplementary funding through CSR contribution.

- b) Swachhata Action Plan:** The norms for utilization of the composite school grant lays down that a minimum of 10% of the grant should be used for activities related to Swachhta Action Plan namely, undertaking maintenance of school facilities including toilets, safe drinking water and for improvement in Water, Sanitation and Hygiene (WASH) infrastructure, Hand washing with Soap, Operations and Maintenance, Behavior Change Activities and Capacity Building etc. As per directions of the Ministry of Finance, a separate budget head is maintained in Ministry of Education for release of funds under Swachhta Action Plan.

Swachhta Action Plan (SAP) should be based on credible analysis of existing situation, gap assessment and prioritization of intervention for better outcomes. Swachh Vidyalaya Puraskar (SVP) programme could form the basis for developing SAP. Based on the gap assessment through SVP scores, priority interventions shall be identified and resources shall be deployed to bridge the gap with the objective of every school participating in the SVP and progressing towards achieving the five star ratings as per the SVP indicators.

- c) Swachh Vidyalaya Puraskar:** Ministry of Education has instituted Swachh Vidyalaya Puraskar (SVP) in 2016 to recognize inspire and celebrate excellence in water, sanitation and hygiene in schools. The explicit purpose of the award is to honour schools that have undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign. SVP 2016-17 was open for government schools only and SVP 2017-18 was open to all schools including private schools affiliated to CBSE, CISCE etc and Central Government schools i.e. KVS and NVS. SVP intends to identify and award schools in rural and urban areas for excellence in the areas of water, toilet, hand washing with soap, operation and maintenance, and behaviour change and capacity building. There is a specified methodology for selection of schools for the SVP awards. As per the SVP guidelines awards are given to schools at District, State and National Level. The SVP process has institutionalized Swachhata Ranking System for excellence in Water,

Sanitation and Hygiene in schools across the country. This aims to promote schools in achieving a Swachhata Scale and standard for which a Standard Operating Procedure (SOP) has also been released by Ministry of Education. The detailed SVP guidelines and the SOP are available at www.swachhvidyalaya.com. A section on COVID appropriate behaviour has also been added to the Awards template in 2021-22.

d) COVID-19 Appropriate Behaviour

COVID 2019 (Corona Virus Disease 2019) pandemic led to disruption in the formal school education system. Schools remained closed and study from home or in open spaces, through devices, or TV, or radio, or even worksheets and with the help of volunteers and peers are the new system followed. Once the severity of COVID 2019 recedes, the schools need to be re-opened to restore formal education. To run the schools during pandemic and assuring safety of students, teaching and non teaching staff in the schools, SOP/Guidelines issued by Central Government and State Government needs to be followed. Vaccination to teaching and non teaching staff is also the topmost priority to check spreading of virus in Schools.

SOP /Guidelines

- SOP/Guidelines for Health and Safety protocols for Reopening of Schools and Learning with Physical/Social Distancing issued by Ministry of Education.
- SOP/Guidelines issued by Ministry of Health and Family Welfare
- SOP/Guidelines issued by Ministry of Home Affairs.
- SOP /Guidelines issued State and UTs.

5.10 Social Audit

The physical and financial progress of the scheme is monitored through a robust MIS e.g., PRABANDH portal. It is also important to monitor the implementation of the scheme in the field independently. This will bring to light field-level challenges which might not be visible otherwise and help in taking corrective measures. Social Audit is one of the tools to monitor the progress of the scheme for effective implementation. Therefore, a technology enabled Social Audit on well-defined KPIs by a group of young people such as undergraduate students, teacher trainees, NSS, NCC etc. will be conducted to make the implementation of the scheme transparent, accountable and constructive. Samagra Shiksha Portal under MoE is accessible at <https://samagra.education.gov.in/>.

5.10.1 Frequency: At least 20% of the schools of each category will be covered under social audit every year such that Social Audit of all Government schools will be conducted in a span of five years. Also, the social audit of KGBVs and residential schools shall be conducted each year.

5.10.2 Budget: The expenditure on conducting Social Audit will be met from the Media, Monitoring, Management, Evaluation and Research (MMMER) funds of Samagra Shiksha Scheme, up to 0.5% of the State Annual Budget allocation. The States/UTs shall transfer the amount to respective SAUs post signing MoU between the two parties.

Detailed Guidelines for Social Audit of Samagra Shiksha have been issued to the State and

UTs and are available at website of Ministry of Education.

5.10.3 Framework Norms

Framework norms for interventions for Civil and infrastructure facilities under Samagra Shiksha are appended as Appendix. The requirement of infrastructure for SCERTs and DIETs may be referred in Chapter VI on Teacher Education. The following construction norms and standards are available in public domain;

- BIS code 8827-1978, (*Reaffirmed in 2006*) Recommendations for basic requirements of school buildings,
- NCERT specifications for Integrated labs for Secondary Schools,
- NCERT prescribed subject wise lab kits for Senior Secondary schools,
- National Disaster Management Guidelines on School Safety Policy issued by National Disaster Management Authority in Feb.2016
- Harmonized Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons” of the CPWD (February 2016)
- Environmental Management Framework for Secondary School in India, by Ministry of Education.
- Making Schools Safe and Secure, by Ministry of Education.
- Rain water harvesting and conservation Manual -2019, CPWD, Ministry of Housing and Urban Affairs.
- CPWD Works Manual Ministry of Housing and Urban Affairs.
- COVID 2019 SOP/Guidelines for Health and Safety protocols for Reopening of Schools and Learning with Physical/Social Distancing, Ministry of Education.

Chapter 6

QUALITY AND INNOVATION INTERVENTIONS

6.1 Major Goals

- Improving learning levels of students at all levels
- Providing Learning Enhancement/Enrichment Programme (LEP) to close the gap in achievement of learning outcomes
- Assessing learning levels at National & State level to assess the gap in achievement of learning outcomes
- Creating Holistic Report card (HPC) to reflect the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains.
- Ensure conducive learning environment with all basic minimum facilities required for the holistic development of all learners through the provision of Composite school Grant, so that students and teachers are comfortable and inspired to teach and learn in their schools.

6.2 Defining Quality in Education

- Quality is more a systemic trait rather than only a feature of instruction or attainment. As an overarching attribute, quality expresses the system's capacity to reform itself for enhancing its ability to address its own weakness and to develop new capabilities. Quality is not merely a measure of efficiency; it also has a value dimension.
- Attempt to improve quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice. Quality will essentially carry an overarching approach of equity. This will require schools to be sufficiently equipped and prepared to address the diverse learning needs of all children with special focus on children belonging to SC, ST and Minorities, CwSN as well as girl child.
- Another dimension of quality is to address the rural-urban divide and regional disparities as also the digital divide.
- Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment and adequate student support.
- A quality classroom is an interactive place buzzing with activity that facilitates quality learning. It is a place where children do their work spontaneously and confidently without inhibition and where they construct their own knowledge.

Learning should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging. In order to minimize rote learning and to encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy, Curriculum, textbooks, pedagogy and assessment shall be transformed.

6.3 The Background

Various education policies over the years have emphasised upon strengthening of National System of Education for providing education of comparable quality to all. In consonance with the mandate of education policies and demands from the society, NCF is brought out from time to time to further improve quality of school education in our country. Till now, four curriculum frameworks i.e., NCF 1975, 1986, 2000 and 2005 have been brought out by NCERT.

6.3.1 The NCF-2005 suggests following guiding principles for the holistic development of a learner through school education:

- Connecting knowledge to life outside the school;
- Ensuring that learning is shifted away from rote methods;
- Enriching the curriculum to provide for overall development of children rather than remaining textbook centric;
- Making examinations more flexible and integrated into classroom life and,
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

6.3.2 Section 29 of the RTE Act, 2009 provides for:

- The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government by notification.
- The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following:
 - a. conformity with the values enshrined in the Constitution;
 - b. all round development of the child;
 - c. building up child's knowledge, potentiality and talent;
 - d. development of physical and mental abilities to the fullest extent;
 - e. learning through activities, discovery and exploration in a child friendly and child-centred manner;
 - f. medium of instructions shall, as far as practicable, be in child's mother-tongue;
 - g. making the child free of fear, trauma and anxiety and helping the child to express views freely;
 - h. comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.'

6.3.3 With the arrival of National Education Policy (NEP) 2020, the learner centric approach and vision aims to ensure the holistic development of students by accentuating their creative potential thereby creating holistic and well-rounded individuals equipped with the key 21st century skills. The Policy stresses that education must develop not only the cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' skills such as critical thinking and problem solving – but also social and emotional skills - also referred to as 'soft skills' -including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

The NEP 2020 further lays emphasis on **reduction in curriculum content to enhance essential learning and critical thinking, experiential and joyful learning** (including hands-

on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy etc.), increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills, **integration of Indian culture and ethos** at all levels and tracking of each child's learning levels.

The major recommendations of National Education Policy 2020 for enhancing quality of school education are:

- Integration of Experiential Learning, Play based, Sports- integrated, art integrated, storytelling, toy based pedagogies at Early Childhood stage and also at all the stages of school education
- Integration of Pre-vocational education into the curriculum from upper primary level.
- Competency based education across all the stages of school education.
- Strengthening and universalization of Foundational Literacy and Numeracy.
- Development of National Curriculum Frameworks and State Curriculum Frameworks in four areas- ECCE, School Education, Teacher Education and Adult Education
- Reform in Assessment and Examination- Creating Holistic Progress Card
- Reimagining Vocational Education
- Enhancing quality of pre-service and in-service training of teachers.

6.4 Samagra Shiksha Scheme has been formulated in accordance with the Sustainable Development Goal for Education (SDG-4) and is aligned with recommendations of NEP 2020 to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all. This will help in bringing coherence in the system, enhancing collaboration with different agencies, removing duplication of work at different levels, provision of good teaching-learning material, capacity building of teachers etc. The quest for quality has acquired a new urgency in the present day in view of emerging perspective of taking holistic view of the entire education system and enhancing convergence among different schemes operated at different stages of school education and teacher education.

Transforming Curricular & Pedagogical Structure: Samagra Shiksha supports new pedagogical and curricular structure of school education (5+3+3+4):

- **Foundational stage (5)** multilevel, play/activity-based learning including 3 years in ananganwadi/pre-school.
- **Preparatory Stage (3)** play, discovery, and activity-based and interactive classroom learning
- **Middle Stage (3)** experiential learning in the sciences, mathematics, arts, social sciences, and humanities
- **Secondary Stage (4)** multidisciplinary study, greater critical thinking, flexibility and student choice of subjects

In this context various interventions provisioned under the quality & Innovation will help the State & UTs to facilitate holistic development of students and will bring transformation in the pedagogical practices for students and teachers.

6.5 Planning for quality therefore needs to reflect on the following aspects and accordingly decisions need to be taken as to which aspect needs more attention:

- **Curricular Material-** The quality dimension needs to be examined from the point of view of the experience designed for the child in terms of knowledge and skills.
- **Linkages across levels of school Education-**Linkages between foundational, preparatory, middle and secondary levels in the designing and preparing of curricular material are vital.
- **Synergy-**setting up of structures that enable school teachers and subject experts drawn from institutions of higher learning to work together for revision of curriculum and development of learning material would help in designing relevant curriculum.
- **Innovative pedagogy-** Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. Learning outcomes need to be seen as an integral part of pedagogy and every teacher needs to be made aware of learners' indication of continuous learning i.e., learning outcomes and modify her/his pedagogic processes as per learners' needs.
- **Learning:** In the Samagra Shiksha Scheme, learning has been seen as a continuum from pre- primary to higher secondary with the focus on contextual, experiential and holistic learning.
- **NEP Goals for Quality Education- All the developmental domains have been subsumed into three major goals:**
 - a. **Developmental Goal 1:** Children Maintain Good Health and Well being
 - b. **Developmental Goal 2:** Children Become Effective Communicators
 - c. **Developmental Goal 3:** Children become involved learners and connect with their immediate environment.

Aligned to these goals, the scheme envisages an outcome and output based approach rather than laying emphasis on inputs.

- **Assessment:** Assessment is vital to track children's progress in a continuous and comprehensive manner using multiple techniques. The shift is towards Competency based learning i.e. Children advance to the next level only upon mastering the current level. The learning outcomes defined for each grade and subject are the pathways for competency acquisition.
- **Capacity Building and Teacher Training-** Creating a resource pool to address different aspects of quality and disseminating its perspective and mentoring for quality vital. NEP recommends that teachers be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their profession. Continuous Professional Development may be offered in multiple modes. Similarly, School Principals and school complex leaders need similar opportunities for Continuous Professional Development.
- **NISHTHA** (National Initiative for School Heads and Teachers Holistic Advancement) is a standardised integrated and comprehensive training package to ensure effectiveness of school eco-system and improvement in learning outcomes. This has ensured 100%coverage of elementary stage teachers, Head Masters/Head Teachers, Principals, faculty of SCERT and DIETs, Block Resource Centre Coordinator (BRCC), Cluster Resource Centre Coordinator (CRCC). This has now been extended to secondary and foundational levels also.

6.6 Changing Scenario of education

Covid 19 has brought about unprecedented changes in the lives of school going children.

Online and blended learning are used to meet the academic needs of children. The increased use of Information Communication Technology has brought about paradigm shift in how teachers teach and how children learn.

6.6.1 Learning is delivered via a variety of modes: classroom instruction, online courses, Television, videos, virtual labs, assignments, group projects, Topic clubs, etc. For those who have access to internet facilities there is online learning. In case there is no access to digital devices the traditional face to face learning will continue in offline mode. When there are limited facilities at a student's home, there is scope for blended learning through a combination of online and offline learning activities, where you can blend digital learning with traditional learning.

6.6.2 NCERT has prepared 'Alternative Academic Calendar' and 'Students' Learning Enhancement Guidelines'. The guidelines suggest models for the following three types of scenarios to ensure that no child is deprived of reach of education and are available at Education Ministry's and NCERT's website: -

- a) Learning Enhancement during COVID-19 for students without digital devices;
- b) Learning Enhancement during COVID-19 for students with limited accessibility to digital devices &
- c) Learning Enhancement during COVID-19 for students with digital devices. The focus is on helping students becoming self-learners.

Link: <https://ncert.nic.in/alternative-academic-calendar.php>

6.6.3 Home based learning is an alternative method in times of pandemic when schools remain closed. Parenting is of great significance in the current age of disruption in all spheres of life. Parent and community participation can go a long way in helping children overcome the challenges that they face and providing a safe and conducive environment for learning. Parents and care givers can contribute immensely in providing appropriate learning experiences to their children. MoE has developed guidelines for Parent participation in Home based learning for which link is given below: https://dsel.education.gov.in/sites/default/files/update/MoE_Home_Learning_Guidelines.pdf

6.6.4 Additionally, learning is increasingly shaped by technology marked by increased access to information especially with a rich resource platform like DIKSHA & NROER. The present day changes, also give scope for personalized learning with each learner moving at her own pace.

6.6.5 Classrooms should also become a centre for cultivating resilience in children. It's what enables children to emerge from challenging experiences with a positive sense of themselves and their futures. Children who develop resilience are better able to face disappointment, learn from failure, cope with loss, and adapt to changes be it the pandemic, global warming, climate change, natural disaster, technology boom.

For ensuring quality in classrooms, what is needed is a multi-pronged approach. The various dimensions mentioned are not mutually exclusive; rather they are intertwined and are completing and complementing one another.

6.7 Financial Support for Major Quality Interventions

Under Samagra Shiksha, support is provided for various interventions related to improvement in quality of Education. Since our objective of holistic development of child demands focused interventions across cognitive, psycho-motor and affective aspects of education in a balanced way, the guidelines include major quality interventions under the following heads.

- **Core quality interventions** like RTE entitlements, grants including composite school grant, Library grant and grant for Sports & Physical Education: student assessments, digital interventions, vocational education etc. and
- **Flexible funds** for innovative quality interventions which in-turn will be decided on the basis of performance (example as evident from NAS result) and advocated policy interventions such as rural tenure policy, separate cadre for Head Masters, digital initiatives, activities that promote scientific temper, Learning Enhancement etc.
- Further, support would be available for improvement in quality of education through strengthening of Teacher Education Institutions including SCERTs and DIETs for in-service and pre- service teacher training, professional development of teachers, support for DIKSHA, school leadership training and academic support through BRCs and CRCs.

6.8 Core Quality Interventions

6.8.1 The Right of Children to Free and Compulsory Education Act, 2009 mandates to ensure good quality elementary education conforming to the standards and norms specified in the schedule of the Act. To support states in implementation of various provisions of RTE Act, various provisions for reducing the sense of economic disparities among students and focusing on improving their learning outcomes has been made.

6.8.1.1 Free Uniforms

- Under Samagra Shiksha Scheme, there is provision for giving two sets of uniforms for all girls, and children belonging to SC/ST/BPL families in Government schools for class 1 to 8 at an average cost of Rs. 600/- per child per annum.
- The option of Cash transfer will be allowed in the form of DBT to Aadhaar linked bank accounts. Where ever, the option of DBT has been taken; it should be done directly from the state level and not decentralized levels. Also, states should have a mechanism to check and ensure availability of uniforms with all children at school.
- To access funds under the scheme, the State RTE Rules must declare uniform as a child entitlement up to class 8. These will be appraised based on the data provided by the State for such children under UDISE+.
- Procurement of uniform or stitching may be done through local self-help groups/SMCs.

Expected outcomes

- Increase in attendance of children in schools
- Increase in enrolment and retention rates and reduction in dropout rates

Monitoring Mechanism

- Monthly updation of Physical& Financial progress through PRABANDH Portal.
- Third party monitoring

6.8.1.2 Free Textbooks (*Admissibility for Govt. and Govt. Aided Schools*)

- Appropriate use of text books is a major indicator of quality education imparted in schools. Textbooks in appropriate languages and at appropriate levels of difficulty are relatively low-cost inputs with high returns in terms of student achievement. Therefore, Textbook production reform, including the layout and design, text and cover paper size and specifications, ink, printing and binding, etc., have significant implications.
- There is support for provision of textbooks to all children in Government/Local Body and Government Aided schools, including Madrasas as desirous of introducing the State curriculum, at primary level and at upper primary level.
- Provision also includes Primers/textbooks developed for tribal languages with bridging materials to facilitate a transition to the State language of instruction and English. The text books should keep the principle of equity and inclusion at the forefront, proactively break extant stereotypes and reflect sensitivity to gender, caste and class parity, peace, health and needs of differently abled children.
- **States will prepare** textbooks, incorporating State flavour and material as needed or adopt/adapt/contextualise the NCERT textbooks. National agencies like NCERT would play a major role in enhancing the capacity of State agencies to undertake this task and help academic consultations for a critical review of curricular initiatives.
- While undertaking revision of textbooks, it will be important to rationalize the number of books both at the primary and upper primary levels such that there is no additional curriculum load on children.
- There is also need to integrate the various learning materials like textbooks, workbooks, worksheets, LEP materials etc. with the purpose of reducing an unnecessary additional burden on the teacher and child, as well as bringing in cohesiveness and reducing overlaps.
- Attention has to be paid for preparation of handbooks for teachers on new textbooks and the new approach to curriculum. States can support workbooks, worksheets and other essential teaching learning materials which together constitute textual materials for the subject, class or grade.
- NCERT will develop guidelines, textbooks and other material to aid the promotion of Indian languages textbooks covering status material for promotion of languages, approaches to languages teaching- Indian languages learning, language across the curriculum, learning outcomes, mother tongue based multilingual education, language assessment, etc. NCERT will also develop guidelines for SCERTs for preparing courses and syllabi on Indian Languages.
- State should ensure timely supply of books before the start of the academic session. For this purpose, a real time monitoring tool should be instituted so that there is no delay in supply of textbooks.
- The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts. Where ever, the option of DBT has been taken, it should be done directly from the state level and not decentralized levels. Also, states should have a mechanism to check and ensure availability of textbooks with all children at school.
- Provision may be made for energized textbooks.
- The availability of such textbooks in all regional languages will be a top priority so that all students have access to high-quality learning.
- Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help conserve the environment and reduce the logistical burden.

- All efforts should be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.
- These will be appraised based on the data provided by the State/UT for such children under UDISE+.

Expected Outcome

- 100% coverage of all eligible children within 1 month of start of academic year. This is covered under the PGI Indicator 1.3.11.

Monitoring Mechanism

- Monthly updation of Physical & Financial progress through PRABANDH Portal.
- Research conducted by NCERT, third party agencies.

6.8.1.3 Support for the State Commission for Protection of Child Rights (SCPCR)

The SCPCR under section 17 (Constitution of State Commission for Protection of Child Rights) of the Commission for Protection of Child Rights Act 2005, shall in addition to the functions assigned to them under section 13 (Functions of Commission) of the Act also perform the following functions:

- Examine and review the safe guards for rights provided by this Act and recommend measures for their effective implementation
- Inquire in to complaints relating to child's rights to Free and Compulsory Education
- Take necessary steps as provided under section 15 (Steps after inquiry) and Section 24 (Application of certain provisions relating to National Commission for Protection of Child Rights to State Commissions) of the said commission for protection of child rights act.

The SCPCR is expected to monitor the above issues in addition to norms and standards for the school's teacher pupil ratio, teachers' attendance and performance etc. to ensure achievement of expected learning outcomes by all children. Under chapter VI (Protection of Rights of Children) and section 32(i) (Redressal of Grievances) Grievance redressal mechanism, the role of SCPCR has been defined as follows:.

- Any person having any grievance relating to the rights of the child under RTE Act may make a written complaint to the local authority having jurisdiction.
- After receiving the complaint, the local authority shall decide the matter within a period of 3 months after offering a reasonable opportunity of hearing of being heard to the parties concerned.
- Any person aggrieved by the decision of the local authority may prefer an appeal to the SCPCR and the appeal shall be heard and decided by the SCPCR.

Samagra Shiksha supports financial assistance to SCPCR at the rate of Rs. 50 per elementary school for all government, government aided and Private schools. Financial provision will be available for the SCPCR to undertake status studies/interventions on the implementation of provisions of RTE Act and suggest appropriate measures to improve the situation.

Following activities may be undertaken by SCPCR for ensuring student safety and

implementation of RTE Act and other relevant Acts for child welfare:

- Ensuring implementation of safety and security guidelines for girls in schools in general and KGBVs and other hostels in particular.
- Webinars/meetings with principals, teachers and children on social issues, such as discrimination, segregation of disadvantaged groups, girl child and children with disabilities.
- Online programmes on general awareness on children rights and its observation.
- Preparing school safety framework and providing training to school heads and teachers.
- Establishing robust and easily accessible public grievance and redressal mechanism.
- Undertaking field visits to listen to public grievances and understanding the implementation of RTE act and children rights.
- Funds under Samagra Shiksha **should not** be used for office expenses, stationary, vehicles, salaries etc.

Further, the guidelines on safety and security of schools have been finalized. Now it is proposed to take up these guidelines and the audit of schools will be taken up during every academic year.

6.8.1.4 Community mobilization

Community mobilization is the process of engaging communities to identify community priorities, resources, needs, and solutions in such a way as to promote representative participation, good governance, accountability, and peaceful change. Community mobilization and close involvement of community members in implementation of Elementary and Secondary & Senior secondary Education is extremely critical as it fosters 'bottom up approach' not only in effective planning and implementation of interventions in the schools but also in effective monitoring, evaluation and ownership of the government programmes by the community. Details regarding this component are available in the separate chapter on Community Mobilization.

6.8.1.5 Free Transport Facilities

In order to address inadequacy of access in certain pockets transport facility may be explored as an option. The Scheme provides for children's access to elementary and secondary schools through transport and escort facility to 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 children with special needs (CWSN) may be provided support for transportation or escort facilities. More details are provided in the chapter on Access and Retention.

6.8.2 Learning Enhancement Programme (LEP)

Catering to individual differences of all students assumes paramount importance. Learning Enhancement/Enrichment Programme under Samagra Shiksha envisages that each student is given the opportunities necessary for him/her to make meaningful progress in acquiring skills/competencies, through a process of continuous improvement in teaching and learning.

This programme will include following four areas:

- Classroom based interventions
- Academic enrichment in classrooms
- Academic enrichment beyond classrooms
- Individualized learning interventions for children with special needs

The support for the above areas will include:

- Institutionalizing curricular reform, developing teacher support material, supplementary reading material, etc. for Classes I-XII taking into account the child centric assumptions in NCF, RTE Act, 2009 and NEP 2020 recommendations.
- Schools should conduct base line assessment to find out the strengths and weaknesses of students before deciding on the appropriate learning and teaching strategies. The strategy must include total number of children to be covered, block wise and Class-wise Learning Outcomes to be achieved through the LEP. Also details of learner-related, teacher-related and process-related interventions of LEP have to be reflected and well defined in the plan.
- Involvement of key players like teachers, Resource Persons, CRCs, BRCs, DIETs, SMC, community, etc. in the implementation of the programme is vital. Liaison with parents would also help in understanding children better so as to provide appropriate guidance.
- The progress record of each child is to be maintained. It should be a collective responsibility of the DPO, Head Teacher, Subject Teachers, SMC members and parents for the smooth conduct of activities under LEP and remedial classes. The implementation needs to be followed up with assessment to measure the impact of the programme and the achievement/progress vis a vis the baseline.
- For effective implementation, the programmatic norms may be referred.

Expected Outcomes

This intervention will help in improving the learning outcomes of children and are covered under PGI Indicators 1.1.2 to 1.1.9, 1.3.4, 1.3.6 for quality education.

Monitoring Mechanism

- Detailed report of pre and post assessment shared by each State & UT.
- Progress shared in PRABANDH
- Best practices by State & UTs.
- Detailed guidelines are provided in the link below:
https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines .pdf

6.8.3 Transforming Assessment for Student Development

As per the recommendations of NEP 2020, the aim of assessment culture of our schooling system will have to shift from one that is summative that primarily tests rote memorization skills to one that is more regular and formative. It needs to be more competency-based, and test higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning. It will help the teacher and student, and the

entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education. Assessment of learning, for learning and as learning' need to be considered.

6.8.3.1 Learning Outcomes (LOs)

- The RTE Act 2009 and the SDGs have indicated that for getting meaningful benchmark for progress on education in the country, rigorous and credible standardized assessment of student learning is required. In pursuance to it, Learning Outcomes for classes I-VIII along with pedagogic processes have been developed class wise in subjects such as Environmental Studies, Science, Mathematics, Social Sciences, Hindi, English and Urdu.
- The Learning Outcomes have also been included in the Central Rules of the Right to Education (RTE) Act, 2009 on 20th February, 2017.
- Learning Outcomes for the Secondary Stage has also been developed in all subject areas. Draft Learning Outcomes at Higher Secondary stage are also developed in the subject areas. The same has been circulated in all State & UTs for getting feedback/suggestions before finalizing it.
- All State and UTs have also included reference to Learning Outcomes in their respective RTE Rules. They are required to translate Learning Outcomes documents in their regional languages and circulate the same to all the schools. The Learning Outcomes will be used to carry out a comprehensive NAS or State Achievement Survey (SAS) in case they want to know the micro level status.
- Though these learning outcomes have been prepared keeping in view the developmental perspective of desired competencies in the child at the particular stage and age and hence are not textbook based, these are not prescriptive and may be contextualized as per the local- specific requirements without much deviation from the learning outcomes developed at the National level. To close the gap in achievement of learning outcomes, classroom transactions should shift, towards competency-based learning and education.
- For popularizing and disseminating these Learning Outcomes to the teachers at the grass root level, the required training programmes for Key Resources Persons and teachers need to be organised at the state, district and block levels.

6.8.3.2 Assessment at National Level

Assessment should be helpful to the child, teacher and other stakeholders to further improve upon the abilities and achievement of children. Regular assessment with defined objectives is quite helpful in keeping a check on the health of education system at national, state and school level.

- Learning Outcomes (LOs) will be monitored through Continuous and Comprehensive Evaluation (CCE). State and UTs will participate in National Achievement Survey (NAS) and the performance in NAS will be analysed for further improvement.
- The basic objective of National Achievement Survey is to study the achievement level of students in different subjects at different grade levels and also with respect to location/area, gender and social groups.
- NAS takes a representative sample of all districts of the country. The NAS 2017/2018

generated detailed report at the district level on the percentage of students achieving learning outcomes. This has helped the districts to develop evidence based programmes for improving the quality of education.

- For improving overall learning levels of school education in the country, Item Bank will be developed for all subjects and classes covered under NAS and will be supported by ICT based learning resources.
- Next round of NAS has been conducted in **November, 2021**. The instrument development, testing, finalization of the test items, etc. was done by NCERT. However, the actual administration of the test in the sampled schools was done by CBSE. NAS 2021 covered (a) Government Schools (Central Government and State Government); (b) Government Aided Schools; and (c) Private Unaided Schools.
- State and UTs should design post NAS interventions based on the results of the NAS to enable remedial/corrective actions for improvement of learning outcomes.

Monitoring Mechanism

- NAS report
- State and District Report Cards

6.8.3.3 State Level Achievement Survey

States are also encouraged to conduct their own census-based State Assessment Survey (SAS), the results of which will be used only for developmental purposes, public disclosure by schools of their overall and anonymized student outcomes, and for continuous improvement of the school education system. Formative and periodic assessment of the learning outcomes and desired competencies grade and subject-wise may be taken up at State /district /school level.

6.8.3.4 School Based Continuous and Comprehensive evaluation

CCE is used as a strategy for assessment and bringing improvements in child's learning. By continuous evaluation, teacher's work can be continuously guided by the child response and participation in classroom activities. Comprehensive evaluation would help to view the child from a holistic perspective rather than merely in terms of a learner of different subjects. It is important to look at both the central evaluation and the SBA separately and derive meaningful implications for different stakeholders at different levels.

The salient features of school based Continuous and Comprehensive evaluation are:

- It facilitates attainment of competencies specified in terms of learning outcomes in a holistic manner during teaching learning process.
- Assessment of school students by school teachers in the schools.
- No load on teachers of documentation- recording, reporting
- Child-centered and activity based
- Focus on (learning-outcome based) competency development rather than content memorisation
- Broadening the scope of assessment by including self-assessment, peer-assessment besides teacher assessment

- Non-threatening, stress free and enhanced participation/ interaction
- Focus on assessment of/and/as learning rather than evaluation of achievement
- Reposing faith on teacher and the system
- Enhancing self confidence in children
- CCE focuses on formative assessment comprising of the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child.
- **Strategies for SBA/CCE:** The most commonly used assessment strategies are: observations, interview, self-assessment, peer assessment, group work assessment, portfolio assessment, feedback, authentic assessment, assignment, role play, storytelling, simulation, project work, experiments, anecdotal records, checklist, rating scales, focus group discussion (FGD), etc.
- Analysis of assessment results is to be linked with the design of Learning Enhancement/Enrichment Programmes, teaching and in training of teachers

6.8.3.5 Holistic Report Card

- The holistic progress card will help in establishing an important link between home and school. As recommended in NEP2020, the progress card of all students for school-based assessment, which is communicated by schools to parents, need to be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, PARAKH at NCERT, and SCERTs.
- The progress card has to be holistic, **360-degree, multidimensional report** that reflects not only the details of the progress but also the uniqueness of each learner in cognitive, affective, and psychomotor domains.
- Assessment to also include self-assessment, peer assessment, teacher assessment and progress of the child in various activities like project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc.
- Frequent parent-teacher meetings may be held in order to actively involve parents in their children's holistic education and development and also provide them with valuable information on how to support each student in and out of the classroom.
- AI-based software could be developed to help students track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, in order to provide students with valuable information on their strengths, areas of interest etc
- HPC should be such that the teacher has to fill it up twice/thrice in a year.

6.8.3.6 Foundational Literacy & Numeracy

Assessment of progress and achievements by students, schools and states/UTs in FL&N will be at four levels:

- School-based assessment,
- State Achievement Survey
- Third party assessment and
- National Achievement Survey

A Holistic Progress Card will be designed by NCERT (for KVS/JNV/CBSE schools) for the foundational years.

SCERT to develop an App based on the local language, or Oral Reading Rubrics for Holistic Progress Card to focus on Knowledge, Competencies/Skills, Attitudes, Values, etc. and AI based analysis. This will utilize the national level HPC prepared by CBSE and NCERT as the basis of developing the State/UT level HPC in the local language.

Expected outcomes

- All children in the age group of 6-9 years have access to foundational schooling and achieve foundational skills by grade.
- High quality and diversified Student and Teacher Resources/Learning Materials are made available for a joyful learning environment
- School Readiness module is implemented in local language in class 1 in all schools
- Teachers of Grades I to V are trained in order to ensure the requisite capacity to deliver high quality instruction for foundational years.
- The interventions will help in improving the learning outcomes of children and are covered under PGI Indicators 1.1.2 to 1.1.9, 1.3.4 and 1.3.6

6.8.4 Composite School Grant

As a support for quality improvement, composite school grant is sanctioned on an annual basis to all Government Schools. The objective is to utilize this support to ensure decent and pleasant conditions at schools as per NEP recommendations (5.9) and provide conducive learning environment. The Composite School Grant must be released/allocated by State and UTs to the schools as soon as funds are received under ad-hoc grants and balance of first instalment, so that schools have enough time during the year for its utilization.

Composite school grant need to be utilized for the following:

- For the replacement of non-functional school equipment and incurring other recurring costs like consumables, laboratories, electricity charges, internet, water, development of specific teaching aids/tools by school teachers to enhance classroom learning in the school, etc
- To provide annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition.
- To Promote Swachh Vidyalaya initiative by utilizing atleast 10% of the school grant for Swachhta Action plan.
- Must involve elements of community contribution.

Monitoring Mechanism

- Progress uploaded from time to time in PRABANDH
- Report of visit by state authorities/ officials from centre
- Report of Swachh Bharat Abhiyan
- Report by BRC/CRCs

Outcome: This would facilitate in improving school environment and adopt the Swachhta Action Plan effectively and is covered under PGI indicators 1.3.9, 1.4.15 and 1.4.16.

6.8.5 Library Grants (*admissible only for Govt. Schools*)

- Library is an essential component of the school, providing not only resources for learning, but also for strengthening the idea of reading for pleasure, recreation and further deepening of knowledge and imagination.
- Library will have books, pictorials, newspapers, journals, magazines, reference books, biographies, autobiographies, dictionaries, encyclopedias, audio- visual material, etc. as well as access to information technology and digital resources.

The major objectives:

- To enable children to become motivated and independent readers.
- To develop sustainable reading skills in order to achieve age appropriate reading levels.
- To associate reading with their surroundings, real life situations and a joyful learning experience.
- To recognize social perspective of home-school transition and the role of children's literature in the process of building independent and engaged readers and writers.
- Support teachers in achieving the curricular goal.

Some of the Activities under Library Grant:

- The library resources are to be 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 along with increased access to e-resources.
- Library facilities are to be linked with the understanding of Early Grade Reading and Writing and early grade pedagogy. The library grant should be used to complement the activities under NIPUN Bharat Mission and inculcate reading habits among students of all ages.
- Facilities available in the Library will strengthen reading with comprehension, oral and written language connection, use of literacy in everyday life and using children/ experience as resources in literary learning.
- Graded Reading Series (e.g. Barkha Series by NCERT) for self-reading of children and developing reading skills as whole and children's magazines are to be made available in the library for facilitating reading for joy and creativity.
- The child-friendly components, such as Reading and Activity Corner, Poem Corner, Message Boards, Folk Stories, etc are to be taken into account while including books and other reading material for the library.
- Besides, books, reference books and supplementary reading material based on Learning Outcomes on all subjects from early grade to higher secondary may be provided to children through library for meeting their reading curiosity and improving their learning outcomes.
- Tribal Primers, Tribal Textbooks, supplementary material and dictionaries of tribal languages as per the local specific requirements.
- States should have a rigorous selection process for the library book collection to ensure relevant, diverse and an engaging collection of books to ensure a heterogeneous mix of collection with different genres, formats and reading levels that can satisfy the curious young minds.
- A comprehensive book selection guideline should be developed by each state keeping the

cultural and social context of the state/region.

- A committee of selectors should be constituted to review books collected or invited for the selection process from various book publishers. Eminent children literature writer, school principal, teachers, educationist and other people associated with children education and learning should form the selection committee.
- The libraries should have **variety of genres** of books and books of **different reading levels** such as Books with gender, social and religious bias should not be selected and also large number of books should be provided in the primary **language of instruction**.
- Training of teachers in library management and its usage should be integrated within the teacher training programmes.
- Efforts need to be made for involving SMC and community for enriching the libraries
- A National Book Promotion policy will be developed by 2022-23 by NCERT. SCERTs may adopt/adapt the same in policy of state/UTs. Reading campaigns/competitions/spell-bees/fastest reader contests, etc. may be launched by states/UTs for promoting joyful reading amongst children.
- Enjoyable and inspirational books for students at all levels need to be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages.
- School libraries may be used to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. States/UTs may take extensive initiatives to ensure the availability, accessibility, quality, and readership of books across geographies, languages.
- Also various other activities like Monthly Projects Talking hour – Book Reviews, Book Making Activity, Integrating drama with library activities and storytelling /story reading with comprehension need to be conducted in the library to engage children deeply with the books and develop skills.
- Various magazines related to literature, Science, Humanity, Commerce and Art may be encouraged at school level editorial led by students to promote their reading, writing and creative skill. Concerned subject teacher may mentor the students in making them.
- Digital Library, E- library may be constituted.

State/UTs may refer to the Guidelines for Library Grant and Promoting Reading in School issued by the Ministry at [Link: https://dsel.education.gov.in/sites/default/files/update/lib_grants.pdf](https://dsel.education.gov.in/sites/default/files/update/lib_grants.pdf)

Monitoring Mechanism

- Financial & physical Progress updated in PRABANDH on monthly basis
- Schools visit by authorities at district/State/national level.
- Reports of competitions held ,
- Report of reading Mela, library week and other state specific initiatives.
- States/UTs may consider developing an app/portal that is NDEAR compliant to monitor book borrowing, and other reading activities.

Outcome: The above intervention is meant for improving the reading habits of children as emphasized in Padhe Bharat Badhe Bharat and is covered under PGI indicators 1.3.4 and

6.8.6 Physical health and wellness: Sports and Physical Education (*admissible only for Govt. Schools*)

Sports in schools have immense benefits for both children and for educational systems. The benefits can be presented in terms of children's development in several domains such as physical, affective, social and cognitive. Sport also contributes in the development of children's movement skills and physical competencies, which are necessary precursors of participation in later lifestyle and sporting/physical activities. They also, when appropriately presented, can support the development of social skills and social behaviours, self-esteem and positive attitudes, and, in certain circumstances, academic and cognitive development. It gives children the opportunity to set and strive for personal and achievable goals. Moreover, playing sports also helps students develop the qualities of teamwork, cooperation, problem-solving, discipline, perseverance, and responsibility.

As per NEP recommendations, the following measures will therefore need to be taken:

- Incorporating physical education, mind-and-body wellness and sports into the curriculum starting at the Foundational stage, by allotting a dedicated time for sports and physical education daily in the school time table as per para 4.6 of NEP.
- Undertaking Sports-integrated teaching learning in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement
- All students at all levels of school will have regular opportunities to participate in physical activity and exercise, including sports, games, yoga, martial arts, dance, gardening, and more, in accordance with local availability of teachers and facilities.
- Setting grade-appropriate benchmarks to be achieved in terms of physical health and wellbeing. This could also become a part of the Holistic Progress Card.
- Playgrounds and sports fields should be made available - if not on the school grounds, then within the school complex/cluster region, with suitable transport provided if needed - so that all students have the opportunity to participate and excel in sports. Joint sports activities and competitions between schools within the school complex and across school complexes will be fostered and encouraged.
- Expenditure for meeting expenses on procuring sports equipment for indoor & outdoor games in convergence with Department of Sports & youth affairs will be covered under this component.
- An indicative list of age-appropriate sports equipment for government schools has been prepared and has been shared with all State & UTs (https://schoolen.py.gov.in/ssarmsa/pdf/Guidelines_for_Sports.pdf). This, however, is only an indicative list and not an exhaustive list. The States/UTs may if they so desire, procure items from beyond this list subject to its actual requirement being certified by the head of school/ school sports committee, based on the availability of infrastructure in the school including the availability of playfield etc.
- Schools may also be encouraged to include traditional/regional games of the respective State/Region, for which the low/no cost equipment may be procured at the local level
- Schools may engage children with special needs in adaptive sports/para

sports/Paralympics sports. The sports activities or games for children with special needs may include – Chess, Athletics, Lawn Bowls, Swimming, Carrom, Table Tennis, Weightlifting, Volleyball, Cycling, Badminton, Hand Ball, Karate and Blind Cricket etc. It may be ensured that equal opportunities for girls are available for participating in sports.

- Also minimum necessary sports infrastructure in every school may be made available for organizing sports activities. For organizing the annual sports, inter school competitions facilities of Divisional and District Sports Complex may be availed.
- In order to motivate the students to participate in National and International sports events, schools will be given additional grant of Rs. 25000 if at least two students from that school have won medal in Khelo India games at the National level.

Guidelines for utilization of Sports Grant under Samagra Shiksha have been circulated by the Ministry on 30th September 2020. State/UTs may refer to the guidelines for conducting sports activities and purchase of sports equipment.

Expected outcomes

- Sports will become integral part of daily routine of the students.
- Promotion of sports at national and international level. (including, the indigenous games of India)
- Students reach fitness goals (Cardiovascular fitness, muscular endurance, muscular strength and flexibility to meet the demands of everyday life) and maintain a healthy life
- Comprehensive health education for students
- Increased awareness of the health benefits of physical activity and the need for initiatives to reduce sedentary lifestyles
- This intervention is meant for improving the PGI indicators and contributes to overall improvement in mental and physical development of the student.

Monitoring Mechanism

- Physical & financial progress monitored through PRABANDH
- Best practices uploaded in Shagun portal
- Participation in national level games /Khelo India.
- Grade appropriate benchmarks achieved by the child in physical health and wellbeing can be tracked under Student Registry.

6.8.7 Rashtriya Avishkar Abhiyan (RAA) & STEM activities

With the focus on connecting school-based knowledge to life outside the school, making learning of Science and Mathematics a joyful and meaningful activity and to bring focus on innovation and use of technology, Rashtriya Avishkar Abhiyan (RAA) has been initiated as a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children of the age group of 6 to 18 years. The NEP also underlines developing scientific temper as one of the purpose of the education system.

The major objectives of the programme are:

- To enable children to become motivated and engaged in Science, Mathematics and Technology (SMT) through observation, experimentation, drawing inferences, model

building, rational reasoning and testability.

- To create curiosity, excitement and exploration among school children in Science, Mathematics and Technology.
- To create a culture of thinking, inventing and doing; to promote enquiry-based learning in schools.
- To achieve learning levels appropriate to the class of study in Science and Mathematics.
- To encourage and nurture schools to be incubators of Innovation.

As per these objectives, State and UTs may plan specific initiatives for innovation and excellence in Science, Mathematics and Technology including Community Sensitisation and engagement, Improving School Science Facilities, Teacher Support Systems, Effective Classroom Transaction & Assessment and Nurturing Student Clubs and Competitions.

As per the RAA guidelines on State preparedness, the following activities need to be undertaken:

- The States/UTs to constitute State Steering Committee with relevant participation to guide the RAA to maximise its outreach and impact,
- To identify one/group of Nodal Institution (s) for each of the components of RAA.
- Map and identify Higher Education Mentoring Institutions and Schools for networking and tagging,
- Orientation of State Nodal Institutions, Mentoring Institutions, participating Schools and other stakeholders, to roll out all initiatives of RAA.
- Measure progress and to coordinate the components and institutes involved.

Support for initiatives under Rashtriya Avishkar Abhiyan will be provided as per the State/UT specific proposals such as:

6.8.7.1 Mentoring by Higher Institutes

School Mentoring is the most important activity recommended under RAA. Higher Education Institutions (HEI) can play a lead role in realizing the objectives of RAA. The role of these Mentoring Institutions is to improve student engagements through Science and Mathematics activities in schools, create a culture of “making and doing” by students and teachers and encourage collaborative engagement of teachers and students with planned and coordinated sustenance in the form of material, institutional and intellectual support. These Higher Institutions have been entrusted with the responsibility of handholding the schools attached to them with respect to the following activities:

- Promotion of Science & Mathematics Teacher Circles
- Science, Mathematics and Technology Clubs for Children:
- Participation of students in Inter school /state/National Science & Maths Olympiads
- Teacher Preparation for Science, Mathematics and Technology
- Assessment Design for Science and Mathematics for students

6.8.7.2 Mathematics and computational thinking

- Mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging.
- Capacity building of Maths teachers for promoting the study of joyful mathematics related to real-life experiences and mathematical thinking involving artificial intelligence, machine learning and data science, etc.
- Teachers must aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement.
- Topic-centred and Project-based Clubs and Circles including Science Circles and Math Circles need to be encouraged and supported at the levels of schools, school complexes, districts and beyond.

6.8.7.3 Tinkering Lab

The objective of setting up of this Lab is to foster curiosity, creativity and imagination in young minds and inculcate skills such as design mind-set, computational thinking, adaptive learning, physical computing, rapid calculations, measurements etc. Young children will get a chance to work with tools and equipment to understand what, how and why aspects of STEM (Science, Technology, Engineering and Math). An integrated approach to Science and Math shall inculcate real understanding and bring out innovation. Detailed Strategy for implementation of the Project is to be made as per established norms.

6.8.7.4 Student Exchange Programme

Student Exchange Programme is to connect one school to a sister school in another part in the state/country. The chief objective is to provide an opportunity to the children to visit other areas/states and interact with their counter parts which in turn will promote exchange of ideas, cultural integration and avenues for career paths for students as well as enrich their knowledge about our country. It would also help showcase their talents and learn from one other.

6.8.7.5 Excursion Trips

To provide scope to the students to gather experiences by visiting the historical sites, monuments, science parks, museums etc. where they will learn through experiences and interact and share with fellow students, excursion trips are arranged. Also, visits to higher education institutions are arranged which provides wide exposure and motivation to students and help them gain an understanding of matters related to career and higher education.

6.8.7.6 Other Activities under RAA may include:

- Provision of Science and Mathematics Kits in classrooms
- Science and Mathematics Laboratories
- Organising Science Exhibitions and Mathematics Melas,
- Capacity building of Science and Mathematics teachers,
- Science, Mathematics, Astronomy, Technology Clubs for Children,

- Robotics Lab
- Initiatives under ICT may also be utilised for supporting objectives of RAA.
- Tracking participation and engagement of child with RAA under student registry.

Outcomes

- Science and Maths learning at upper primary to Senior Secondary level will be promoted
- Scientific temper and evidence-based thinking; creativity and innovativeness will be inculcated among students. **(NEP para 4.23)**
- This would strengthen student's ability to handle competitions and develop scientific temper. This is also covered under PGI indicator No.1.2.5,1.2.7,1.3.2.

Link:

https://www.education.gov.in/sites/upload_files/mhrd/files/raa/Order_of_RAA_Guidelines.pdf

6.8.8 ICT and Digital Initiatives

Information and Communication Technologies (ICT) are increasingly becoming indispensable part of the education system. The use of ICT and digital initiatives would help transform the process of teaching and learning from the traditional instructional teacher-centred endeavour to a learner-centred approach. Quality education can be achieved by the use of information technology through enlarging the motivation of learner, enrichment of basic skills and increasing teacher training in new pedagogies, enhancing access to qualitative resources, .

Detailed guidelines for implementation of this component are at Chapter 7.

Some of the interventions of ICT and digital initiatives in schools provided under NEP 2020 are:

- **Establishing Digital libraries:** (NEP para 2.8): Digital libraries will aid in the round the clock availability of digital content. It is a way forward to optimize the use of e-resources and contents. Digital libraries can provide very user-friendly interfaces, giving clickable access to its resources.
- **Energised Textbooks:** Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages and energized with e-content through use of QR codes.
- **AI-based software:** Since the learning and thinking abilities of each student is different, AI-powered learning methods will help educators to analyze the grasping power of students and makes learning process efficient.
- **Virtual Labs/Smart Classrooms:** Virtual labs or Smart classroom may be established for imparting quality education. Virtual Labs/Smart Classrooms aim to provide remote access to the classrooms at all levels, where the students can avail various tools for learning, including additional web resources, video lectures, animated demonstration, and self-evaluation.
- **Digital Studio /Content Development Cell:** Digital studio/Content development cell may be established in State and UTs for developing Education related videos, quality e-content, capturing and developing success stories and best practices related to quality education.
- To enhance the outreach to the students, mediums like Webcast, Broadcast Radio, Pod Cast, FM Channels (local channel) in regional language may be encouraged.

- **Development of Digital Content:** Development of local, localized and vernacular quality digital contents in regional languages.
- A system of collecting and disseminating educational information through the common platform will be emphasised. **DIKSHA** (Digital Infrastructure for Knowledge Sharing) platform is envisaged as One Nation, One Digital Platform for school education.
- Enable sharing of ICT infrastructure for skill development of children
- Enlarge community participation for self-sustainability in ICT application
- To support schools in sharing experience and information with others (Best Practices)

Some of the Major Digital initiatives at National level are:

- PM e-Vidya including DIKSHA, and SWAYAM PRABHA DTH-TV Channels:
- MOOCs on SWAYAM PLATFORM
- National Repository of Open Educational Resources (NROER)
- E-pathshala

6.9 Flexible funds for innovative quality interventions

Innovation is central to improve the quality of education. Samagra Shiksha scheme seeks to support innovations in education sector from each State /UT which significantly contribute to the improvement of learning outcomes or overall condition and quality of education.

The overarching objective is to give schools a new or creative alternative to the existing instructional and administrative practices which would result in sector-wide development programme and harmonise the implementation mechanisms at all levels, particularly in using state, district, sub-district level system and resources.

Therefore, State & UTs will have the flexibility in proposing their local, specific quality contexts along with well-defined parameters which would lead to healthy teaching-learning processes and improved learning outcomes.

Some of the innovative Activities are:

6.9.1 Shaala Siddhi

One of the major quality initiatives in school education sector is comprehensive school evaluation which focuses on school, its performance and improvement. Towards this, National Programme on School Standards and Evaluation (NPSSE) called Shaala Siddhi, has been initiated by NIEPA, under Ministry of Education. NPSSE visualizes 'School Evaluation' as the means and 'School Improvement' as the goal and is tailored to suit the diversity of Indian schools. NPSSE will enable the school to evaluate its performance against well-defined criteria in a focused and strategic manner.

The Key features of Shaala Siddhi are:

- A comprehensive instrument for school evaluation leading to school improvement.
- Enable schools to evaluate their performance in a more focused and strategic manner

- Facilitate to make professional judgments for improvement.
- Establish an agreed set of standards and benchmarks for each school,
- Focus on key performance domains and their core standards.
- Engage all schools in self-evaluation

6.9.2 School Quality Assessment and Assurance (SQAA) Framework

School Quality Assessment and Assurance (SQAA) Framework is a set of standards and best practices as paradigms for attaining individual and institutional excellence. It is a tool meant for educationists, leaders, management and all those involved in making a difference in the lives of children.

Major objectives are:

- To create an enabling environment in the school for achievement of Learning Outcomes and reflect and review the processes in schools at periodic intervals.
- To use the data so obtained to respond proactively to the changing paradigms.
- To prepare students for an increasingly complex and interdependent world.
- To establish inclusive schools with purposeful learning culture and achieve high standards of students' learning and personal development. Develop individual and collective responsibility and accountability in ensuring the achievement of student learning outcomes.
- To devise strategies to become incubators of innovation. Recognize, retain and sustain their unique elements in their local region.

Outcome: Improve Governance Processes of schools at Elementary and secondary level. This is covered under PGI indicator No. 2.1.19.

6.9.3 Curriculum Reforms

- School curriculum and pedagogy must provide opportunities for every child's learning and his/her free, creative and multidimensional development.
- The culture and experiences each child brings to the school must be integrated to an egalitarian teaching-learning process in fulfilling the goal of a meaningful education to all children.
- Special efforts will be required to ensure that education promotes an inclusive identity. Children belonging to SEDGs need special provisions and care in accordance with the perspective reflected in the Constitution. Flexibility and plurality must be at the core of the vision of school education.
- In addition to cognitive and analytical skills, adequate attention on life skills, experiential learning, health and physical education, sports, visual and performing arts, literary and creative skills, and work based education are indispensable.
- There is an urgent need to rationalise the school curriculum. Rationalisation of the syllabus may help reduce the burden of curriculum and make the content more balanced in various subjects offered from class I to class XII
- The curriculum should also cater to the bridging needs of out of school children till they are mainstreamed into regular schools.
- As per NEP recommendations, learning should be Holistic, Integrated, Inclusive,

Enjoyable, and Engaging.

- Indian knowledge systems should be incorporated into the curriculum
- Excerpts from the Indian Constitution may also be considered essential reading for all students.
- Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also need to be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.
- All curriculum and pedagogy, from the foundational stage onwards, will have to be redesigned to be strongly rooted in the Indian and local context and ethos.
- Efforts should be taken to minimise rote learning and to encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy.

6.9.3.1 National Curriculum Framework

- The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by NCERT.
- The NCF will be based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies,
- It will be made available in all regional languages.
- National Curriculum Framework would also be developed for Early Childhood Education, Teacher Education and Adult Education. They would serve as broad guidelines including research-based recommendations on curriculum, pedagogy, assessment and examination for the entire school education in the country.
- The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and the one that discourages the culture of rote learning present today.
- The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.
- Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.
- State/UT will nominate two nodal officers from the SCERT to coordinate with the nodal officers of the NCERT for taking forward the development of the NCF.

6.9.3.2 State Curriculum Framework (SCF)

- Since National Curriculum Framework (NCF) would be framed by incorporating and integrating the local and indigenous flavour from across the country through wider consultations, the inputs related to State Curriculum Frameworks may be developed first and these may then feed into the preparation of the NCFs.
- The entire process of developing the NCFs will be paperless and conducted using the

Tech platform to be developed by NIC, MoE in close collaboration with NCERT.

- State/UT will nominate SCERT (wherever it is available) or any other agency as the nodal agency for developing the SCFs in collaboration with the concerned State/UT agencies, such as, School Examination Boards, SIEMATs, DIETs etc..
- Setting up of State Focus Groups, for developing State position papers in the identified areas.
- Setting up of three separate Steering Committees, one jointly for State Curriculum Framework for School Education and State Curriculum Framework for ECCE, second for SCF for Teacher Education and third for SCF for Adult Education.
- Consultations at district level for taking inputs on the survey questionnaires developed at the National level to be led by DIETs.
- After the finalisation of SCF, States/UTs will independently take up encouragement of the local art and craft by SCERTs by designing suitable courses.
- In this regard, SCERTs and DIETs may utilise the funds provided under Programme and Activity/Research/Annual grants for developing SCF.

6.9.4 Revision of textbooks:

- NCERT textbooks will be revised to contain only the essential core material in each subject, in accordance with the revised NCF and NEP 2020.
- In certain subjects, in addition to this core material, NCERT may also prepare a few supplementary units that may be used to enhance the core material in various States.
- **Preparation of textbooks at the State level:** SCERTs in each State will be encouraged to prepare textbooks that could utilise:
 - NCERT core material;
 - Any NCERT supplementary material deemed of interest to the State; and
 - Any other material and edits prepared by SCERT or districts that add local relevance and flavor as needed or desired.
- The goal, overall, will be to have textbooks with less content load than they do now,
- **Efforts should be made to publish text-books and other supplementary material in mother tongue or Regional languages.**
- Care should be taken to ensure that textbooks contain age and grade appropriate material;

6.9.5 Reuse of textbooks:

- Reuse of textbooks will conserve resources, finances and will generate less paper waste besides educating the children to reuse and recycle and taking care of the environment and establishing a culture of environmental responsibility.
- Text book collections could be kept and maintained at school level by the school authorities or by the parent teachers association or any NGO.
- States need to encourage schools for creating book banks so that the initiative of reuse of textbooks could be encouraged.

6.9.6 Multi Lingual Education and Bridge Courses for Tribal Children

Educational research has shown that the mother tongue is the best medium of instruction, and inclusion of tribal children hinges crucially on the same. The following interventions may be implemented for encouraging Multi- Lingual Education and Bridge Courses for tribal children.

- Development of educational material in local languages using resources available within the community.
- Incorporation of local knowledge in the curriculum and textbooks.
- Textbooks in mother tongue for children at the beginning of Primary education where they do not understand language of instruction.
- Special training for non-tribal teachers to work in tribal areas, including knowledge of the tribal dialect, cultures and practices.
- Teaching in the local language, wherever possible
- Establishing resource centres in tribal dominated areas for providing training, academic and other technical support for development of pedagogic tools and education material catering to multi-lingual situations.
- Creating spaces for cultural mingling within schools so as to recognise tribal cultures and practices and obliterate feelings of inferiority and alienation among tribal children.
- Involvement of community members in school activities to reduce social distance between the school and the community.
- Special plan for nomadic and migrant workers.

6.9.7 Indian Sign Language (ISL)

- ISL will be standardized across the country and National and State curriculum materials developed, for use by students with hearing impairment (NEP 2020).
- Local sign languages will be respected and taught as well, where possible and relevant.
- The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy.

6.9.8 Skills to be taught

NEP recommends a host of skills to make students become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world (para 4.23).

The skills include:

- proficiency in languages,
- scientific temper and evidence-based thinking;
- creativity and innovativeness;
- sense of aesthetics and art;
- oral and written communication;
- health and nutrition;
- physical education, fitness, wellness, and sports;
- collaboration and teamwork;

- problem solving and logical reasoning;
- vocational exposure and skills;
- digital literacy, coding, and computational thinking;
- ethical and moral reasoning;
- knowledge and practice of human and Constitutional values;
- gender sensitivity;
- Fundamental Duties; citizenship skills and values;
- knowledge of India;
- environmental awareness including water and resource conservation, sanitation and hygiene; and
- current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

In order to develop these various important skills in students at all levels, concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as **Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc.** at relevant stages need to be undertaken.

Mathematics and computational thinking may be given increased emphasis throughout the school years, starting with the foundational Stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding may be introduced in Middle Stage.

6.9.8.1 Exposure to Vocational Skills

- Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs.
- Exposure to vocational skills from the upper primary level onwards will reduce the boundaries between the bookish knowledge and application of knowledge and expose children to the skill requirements in the work areas.
- Exposure to vocational skills may be introduced as part of the curriculum for children of upper primary classes, as they can make informed choices while selecting vocational subjects at the secondary level.
- State specific proposals may be prepared for the same under Innovation component.

6.9.8.2 Bagless Days

- As per the policy recommendations, all students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, entrepreneurs, industry, doctors, engineers, and other professions, etc.
- Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods.

- Children may be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State.
- State specific proposals may be prepared for the same under Innovation component.

6.9.9 Guidance and Counseling

- Guidance and counselling is an important aspect of school education that aims at providing educational, personal and vocational guidance and counselling service to children.
- State and UTs may consider framing a special strategy for guidance and counselling in schools.
- It would be desirable to have teachers qualified on guidance and counselling services and thereby capable of conducting varied guidance and counselling programmes in schools. The Existing teachers should also be trained for this purpose, besides arranging Guest Lectures by prominent people in different fields may be considered.
- Standardized aptitudes tests may be used for identifying the needs, interests, strengths and weakness of the learners and accordingly provide the required guidance and counselling services. The results of the aptitude test would help parents plan a “realistic” career path for their children, instead of forcing them to choose a career of their choice.
- The aptitude of the children will be identified through psychometric tests comprising questions on numerical reasoning, verbal reasoning and diagrammatic reasoning.
- NCERT will develop Skill Based Aptitude Test (SBT) in online mode at end of Class VIII and Class X. States/UTs/BOAs/CBSE may introduce it or prepare their own version of SBT.
- Linkage of guidance services with vocational education, etc. as per requirements may be considered.

6.9.10 Learner Centred Initiatives

As per NEP 2020, Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable.

6.9.10.1 Experiential Learning

- The scheme promotes experiential learning which includes:
 - hands-on and activity-based learning
 - Arts-integrated and sports-integrated education,
 - Story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects.
 - Competency-based learning and education.
- The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

6.9.10.2 Sports-integration

- Sports integration is cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc
- It serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities
- Sports-integrated learning may be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement.

6.9.10.3 Toy based Pedagogy

- Toys may be used to promote experiential learning in interesting ways. They are useful in the teaching learning of mathematics, languages, science etc.
- Toy as a teaching- learning resource has the potential to transform classroom pedagogy.
- The use of traditional Indian games and toys in schools will make children connect with their heritage and will have a lifelong positive impact.
- Toys can also be used to teach many difficult concepts very easily exploiting a child's interests and curiosity.
- They also help in speed up language development. Indian traditional games like – skipping, Gilli-danda, etc
- It is very cost effective at the same time excellent vehicle for social interaction
- It may also be included in training of teachers in Pre service as well as in-service training sessions.

6.9.10.4 Story telling

- Story telling is one of the participatory approaches for developing student-centred learning.
- It is a powerful teacher learning medium.
- It is most enduring pedagogy for engaging children, generating interest and enhancing their knowledge, comprehension and memory.
- This technique has been used ever since ancient days and has been found very effective.

6.9.10.5 Life Skills

- For realizing the goal of education i.e. holistic development of learner, there is also need for making provisions to develop life skills, values, pre-vocational skills, in the school curriculum.
- Opportunities need to be provided in the school time table for various activities promoting experiential learning, life skill, values, pre-vocational skills and health and physical education.

- Activities for life skills and values may be developed by the teachers at the block and district levels and also disseminated across schools.

6.9.10.6 Art Integration

- Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects.
- As a part of the thrust on experiential learning, art-integrated education will have to be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level.
- Art therapy has been found to be very effective in counselling students especially in the times of pandemic and helping students to channelise their energy in the right direction.
- Art-integrated approach will strengthen the linkages between education and culture.

6.9.10.7 Kala Utsav

- It is an initiative to promote Arts (Music, Theatre, Dance, Visual Arts and Crafts) in education by nurturing and showcasing the artistic talent of school students at secondary stage in the country,
- The objective is to emphasise importance of aesthetics and artistic experiences for secondary-level students,
- It is a platform to bring arts to the centre stage in an inclusive environment
- It plays a major role in creating awareness about India's rich cultural heritage and its vibrant diversity at the school, district, state and national level, both among the students as well as other stakeholders.
- As part of Kala Utsav, competitions in various Art forms at various levels are held.
- It helps in promotion and networking of artists, artisans and institutions with schools.
- The competition has been restructured from 2018 to focus on individual talents and identifying outstanding performers who can be nurtured further.

6.9.10.8 Band Competition

- Department of School Education and Literacy, Ministry of Education organizes National Level Inter School Band Competition on an annual basis, as per the discussion with Ministry of Defence, from time to time.
- The School band uniquely encourages a feeling of oneness, belonging and a deep sense of pride among school children.
- The rhythm of a band instils a feeling of action, courage and patriotism in students.
- A competition of this kind also helps to rejuvenate and rekindle the spirit of oneness in the schools throughout the country.
- The competition is organized at three levels viz. State, Zonal and National level. There are separate teams for boys and girls, comprising of 25 students.
- Students are from both Government and private schools.
- This initiative not only provides a great platform to students to showcase their skills but

also provide them with an opportunity to interact with each other and explore the culture, language and uniqueness of each other which will help them understand the unity in diversity and capturing the essence of “Ek Bharat Shreshtha Bharat”.

6.9.10.9 Youth & Eco Clubs in School

- Youth being the major human resource, their energies and potential should be channelized and mobilized for development of the nation through formation of Youth Clubs.
- Youth Clubs are constituted in schools to act as an instrument to develop life skills, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress, shame and fear.
- Students can excel in their skills as per their choice and abilities in the clubs.
- Eco clubs are constituted in schools to 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 neighbourhood communities to promote sound environmental behavior.
- Through Youth and Eco clubs, students participate in activities such as debates, music, arts, sports, reading, physical activities after school hours and during vacation.

6.9.10.10 Support for Gifted Students/Students with Special

- Each child is unique having innate talents. Teachers must aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement.
- Topic-centred and Project-based Clubs and Circles. such as Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on will be encouraged and supported at the levels of schools, school complexes, districts, and beyond.

6.9.11 School Related

6.9.11.1 School Cluster/Complex

State & UTs may consider adopting innovative mechanisms to group or rationalize schools. Establishment of school complex would consist of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of 5 to 10 km. The objective behind this intervention would be to ensure that every school has:

- adequate number of counsellors/trained social workers and teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc;
- adequate resources (shared or otherwise) such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.;
- a sense of community is built to overcome the isolation of teachers, students, and schools, through joint professional development programmes, sharing of teaching-learning content, joint content development, holding joint activities such as art and science exhibitions, sports

- meets, quizzes and debates, and fairs;
- cooperation and support across schools for the education of children with disabilities; and
- Improved governance of the schooling system by devolving all finer decisions, to Principals, teachers, and other stakeholders within each group of schools and treating such a group of schools, which range from the foundational stage through the secondary stage, as an integrated semi-autonomous unit.

6.9.11.2 Twinning of Schools

- Twinning of schools is known as 'Partnership among schools' under which well-functioning Private or Government Schools in urban or semi-urban areas may be linked with schools located in rural areas for interaction and exchange of experience.
- It offers a powerful alternative to four walled classroom chalk and talk method.
- It aims to explore new dimensions of learning which will provide and enable the students to understand and respect cultural differences and help in creating committed, disciplined and productive individuals.

The major objectives of the programme are:

- To bring all students on one common platform;
- Enable both the partner schools to adopt best practices from each other;
- Share experiences and learn jointly
- Develop the spirit of Comradeship

State and UTs may refer to the detailed guidelines under Ek Bharat Shrestha Bharat for facilitating Twinning between schools. **The link is:**
https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf.

6.9.12 Teacher Centric

6.9.12.1 Performance Indicators for Teachers (PINDICS)

- PINDICS is to be used by teachers themselves for assessing their own performance and to make continuous efforts to reach the expected level.
- It can also be used for teacher appraisal by the supervisory staff/mentor to assess performance and to provide constructive feedback for further improvement.
- PINDICS includes the performance standards, such as, Designing Learning Experiences for Children, Knowledge and Understanding of Subject-matter, Strategies for Facilitating Learning, Interpersonal Relationship, Professional Development, School Development, Teacher Attendance, etc.
- PINDICS has also been made online. Mobile App is also available on the same.
- State and UTs may encourage teachers to assess their performance. This will lead to need assessment for training of teachers.
- Analyses of results are also very crucial. The data may be analysed to identify the strength and weakness of each teacher so that Training may be given accordingly.

6.9.12.2 Innovative Pedagogy

- Shift towards ensuring that every child learns how to learn
- Facilitate attaining the potentialities /hidden abilities of all learners.
- Integration of specific sets of skills and values across domains
- Curriculum to focus on core concepts, Constitutional values, bonding with one's country
- Provide Learning opportunities built on the play, discovery, and activity-based.

Suggested activities for various stages are:

(i) Foundational Stage (3-8 years)

- Providing linkages to Anganwadis in terms of activity filled tours to the nearby primary schools.
- Promote Activity based Joyful learning: Using Teaching Learning Materials, involving the children in various activities which will help to improve the reading and writing skills as well as the fine motor and gross motor skill development of children.
- Organise Excursion trips which will enhance the social and communication skills among children
- Provide scope for Child to explore and learn on his own -indoor and outdoor play-puzzles, logical thinking, problem solving, drawing, painting, etc.

(ii) Preparatory Stage (8-11 years)

- Taking forward interactive pedagogical style of the Foundational Stage
- Promote experiential learning-
- Incorporating light text materials-aspects
- Bilingual approach- including bilingual teaching-learning materials-across subjects
- Providing with pedagogical learning play, aspects
- Implementation of three language formula
- Providing opportunities to use language with peers, teachers and others.

(iii) Middle stage (11-14 years)

- Introduction of subject teachers
- Integrated ,cross curricular approach
- Participation in project/activity(not to be assessed)
- Developing vocational sensitivities in students (Every student take a fun course, during Grades 6-8 that gives hands-on experience on important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc)
- Pedagogy –Building on Fables and Stories
- Imparting knowledge about Constitution of India.
- Health and social sensitivity - Basic health training, including preventive health, mental Health, good nutrition, personal and public hygiene, disaster response and first-aid
- Scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs

(iv) Secondary stage (14-18 years):

- Four years of multidisciplinary study
- Focus on key concepts, ideas, applications, and problem solving.

- Pedagogical and curricular style- greater depth, greater critical thinking, thinking, - to life skills, aspirations, and greater flexibility and student choice of subjects
- Arts-integrated and sports-integrated education
- Shift towards competency— based learning with assessment tools aligned to make learning enjoyable
- Inspirational books for students at all levels,
- Learners will be encouraged to participated in Project based Clubs, Topic Circles,
- Competitions in school's topics and subject (tribal knowledge and indigenous and traditional learning across all subjects
- Participation in cultural exchange programmes.

6.9.13 State Specific Projects

Financial Support will be provided under State Specific projects also under quality for viable proposals received from the States/UTs.

Some indicative areas are:

- Enrolment drives, ensuring physical safety & zero tolerance to breach of child rights, tracking out of school children, monitoring health of children, zero drop out Panchayats, Blocks, Districts, etc., advocacy and awareness campaigns.
- Curriculum reforms, revision of textbooks to be undertaken by the SCERTs, TLM for experiential learning including innovative pedagogy (including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy Tests etc. will be part of innovation.
- Bagless days with internship with local craftsman for exposure to vocational skills.
- Integration of vocational education programmes into mainstream education.
- Effective governance through School Complex/Clusters/any other innovative mechanism to group and rationalize schools to facilitate the sharing of resources and render school governance more local, effective, and efficient. (NEP Para 7.5 and 7.7)
- Create awareness regarding Olympiads/competitions and the path where they lead; ensuring large number of children participate.
- The identification of giftedness and designing programmes of nurturance for gifted children.
- organizing Hackathons, Olympiads and competitions in various subjects
- Exposure of children to the diversity, natural resources, and rich culture of India, specific activities under Ek Bharat Shrestha Bharat (EBSB)
- Facilitating Twinning between public and private schools in the State/UT.

6.9.14 Teacher Recruitment, Placement, Promotion and Transfer

6.9.14.1 Teacher Recruitment

Quality of teaching depends on teachers. They are innovators and facilitators of good practices of teaching-learning in classroom transaction. Teacher's recruitment, deployment, service conditions and transfer need to align with the vision of quality education. Recruitment of quality teachers is required to ensure the best possible future for our children and our nation. There

is a need to deploy quality teachers in rural, remote and tribal areas to achieve holistic and inclusive quality education in the country. Simultaneously, the States/UTs need to ensure adequate number of subject teachers across subjects from upper primary level onwards in every school to inculcate healthy classroom transaction.

The teacher should be well aware of progressive pedagogy and know the nature and experience of children from various social and cultural backgrounds. Moreover, teachers should be committed to equity and social justice, aware of child entitlements and convinced that all children can learn well if provided education of equitable quality.

As per the Section 24 (1) of RTE Act, a teacher appointed under sub-section (1) of section 23 shall perform the following duties namely:

- maintain regularity and punctuality in attending school;
- conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;
- complete entire curriculum within the specified time;
- assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
- hold regular meeting with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
- perform such other duties as may be prescribed

Thus, the RTE Act, 2009 recognizes the importance of providing adequate number of teachers and lays down that the prescribed Pupil Teacher Ratio (PTR) to be maintained for each school. It also recognizes the need for subject specific teachers, head teachers and part time instructors for art, health and work education in upper primary schools. In addition, it stipulates that no school shall have a teacher vacancy of more than 10 per cent.

The recruitment and other service matters of teachers are under the domain of State/UT Governments and Samagra Shiksha will only provide lump sum (aggregate) support as per the availability of funds, as per the norms given under Programmatic and Financial norms at Appendix. However, such support would be based on certain desirable guiding principles and required to be followed by the State/UTs. Teachers should be recruited as per the norms prescribed by NCTE/appropriate authority and the terms and conditions of the respective State and UTs. While recruiting teachers and Head Teachers/Principals, State and UTs should fill the vacancies preferably on an annual basis. Provisions have to be made for subject specific teacher recruitment for Upper Primary, Secondary and Senior Secondary classes. Salary structure will be determined by the State/UT norms. *There will be no separate teachers as sanctioned by the Centre. Rather, all teachers are ultimately the responsibility of the State/UT Government.*

States/UTs may frame guidelines for 50% direct recruitment of Headmasters and a transparent system of promotion of teachers.

All state/UTs are expected to have a permanent and professional cadre of subject-wise teachers. Ad hoc or temporary appointments of teachers need to be discouraged. Ad hoc or temporary appointments without following the regular recruitment process almost invariably

result in poorly qualified teachers causing adverse impact on quality of education. To mitigate such concerns, a technology-based comprehensive teacher-requirement planning and forecasting exercise needs to be conducted by the States/UTs to assess expected subject-wise teacher vacancies and accordingly recruitment of qualified teachers.

Recruitment methods and processes largely affect the selection of quality teachers. Apart from NCTE guidelines and Teacher Eligibility Tests (TETs), competitive selection examination with due care for consistency and sanctity is one of the major strategies to bring quality teachers. The recruitment can either be entrusted to State Public Service Commission (SPSC) or can be done by education department by establishing a central recruitment unit.

6.9.14.2 Teacher Deployment, transfers and Re-deployment

The transfer policy, rules and practices have large impact on teachers' motivation and thereby on their performance. There should be minimum and maximum tenure norms for posting of teachers. This norm is expected to facilitate stability of tenure, especially in schools with difficult access.

Deployment and re-deployment of teachers is required to ensure that schools at all levels comply with the PTR norms. State and UTs need to have a system for redeployment of surplus teachers to schools where the PTR exceeds the RTE stipulations or prescribed norms. It is suggested that States/UTs undertake a rational re-deployment of teachers to ensure that the RTE stipulations are adhered to and all classes from class I to XII do have PTR as per norms. Choice of posting can be given to surplus teachers for the identified vacant posts to facilitate the process.

They may also evolve a sub-policy for deployment of teachers where teacher transfer is governed by legislation. Suitable guidelines may be developed to ensure that school teachers spend adequate time serving in rural areas for which a policy of transfer of teachers to rural areas may be evolved.

There is clearly a need to evolve a more online transparent system of redeployment of teachers-a system which is both child-centric and teacher friendly. The implementation of the online system for fresh postings, transfers and re-deployment would help the States/UTs in maintaining school-wise Pupil Teacher Ratio (PTR) as stipulated under RTE / provisions mandated in a transparent manner. A systematic online data base is required to:

- Generate a list of under-served and over-served schools.
- Create a vacancy database.
- Generate a list of vacancies subject-wise and school wise.
- Be sensitive to the needs of physically handicapped teachers, women teachers and other categories as prioritized by the State/UT.
- Correct existing imbalances in teacher deployment.

6.9.14.3 Teacher Qualifications

It is important that qualified teachers are recruited by advertising the posts and filling them on regular basis. According to the RTE Act, 2009, Section 23,

- Any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher.
- Where a State does not have adequate institutions offering courses or training in teacher education, or teacher possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:
- Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years. Amendment of Section 23, sub-section (2) makes the proviso, “provided further that every teacher appointed or in position as on the 31st March, 2015, who does not possess minimum qualifications as laid down under sub-section (1) shall acquire such minimum qualifications within a period of four years from the date of commencement of the Right of Children to Free and Compulsory Education (Amendment) Act, 2017.”
- The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

Thus, State and UTs are to follow the qualifications as prescribed by NCTE for recruiting teachers and Head Masters/Principals for classes up to Higher Secondary with emphasis of Teacher Eligibility Test (TET) for recruitment (as applicable).

6.9.15 Research for enhancing Quality education

- Research plays an important role in assessing and monitoring the progress in education.
- A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence.
- If India is to become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines.
- The scheme promotes Research and evaluation studies at national, state, district level and even at the block, cluster and school level in the form of Action Research for providing greater insight into issues and problems faced in implementation of the various components of the scheme at different levels.
- The findings of research studies would help in more systematic planning of the inputs and strategies for further improvement.
- Apart from evaluation of the inputs and how the programme is being implemented, research should also include evaluation of outcomes and impact of interventions provided for specific purposes under the integrated scheme.
- States should give priority to developing and implementing, research projects concerned with quality related issues, such as
- Estimating out-of- school children;

- Status and effectiveness of Special training centres;
- Completion rate/Dropout rate and Transition Rate;
- Assessing state's curriculum in the light of NEP Recommendations
- Students' learning outcomes; s
- Student's and teachers' attendance rates:
- Effectiveness of teacher training:
- Efficacy of textbooks and other TLM,
- Quality of academic supervision and guidance provided by BRCs/CRCs/DIETs;
- discriminatory practices in schools,
- Teaching-learning in classrooms;
- Implementation of CCE in schools;
- Role of SMCs in school management,

The priority areas of research at the state level and district level should be decided by the Resource Groups or Research Advisory Committees at those levels. The states/UTs should share the report of such studies with the Ministry.

6.10 Conclusion

Enhancing quality of school education requires systemic reform for translating the vision of quality of NEP-2020 and Samagra Shiksha Scheme into the lived experience of all children in the schools. However, making significant improvements to system-wide educational outcomes is a complex task that requires a multi-faceted approach. No single element may be sufficient for progress, but most are necessary. The Samagra Shiksha Framework envisions a comprehensive approach to transforming the quality and quantity of education in India in alignment with the recommendations of NEP.

At the core are policies and guidelines that focus on improving teaching and learning, including curriculum, teaching skills, leadership and assessment. However, at the time of implementation, plans by the States/UTs must take into account the context and possibilities for implementation by referring the guidelines on quality parameters. These may be followed up with appropriate executive instructions and training to all stakeholders of quality at different levels.

Chapter 7

FINANCIAL SUPPORT FOR SALARY OF LANGUAGE TEACHERS

7.1 Major Goals

- Learning of languages is the key to strengthen inclusiveness in a socio-cultural diverse country. Learning of Hindi and Urdu can serve as the tool for enhanced bonding and understanding between the people of different State and UTs and achieving the goal of 'Ek Bharat Shrestha Bharat'.
- The NEP 2020 lays emphasis on multilingualism and the power of languages. It states that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young children, hence children will be exposed to different languages early on starting from foundational stage onwards. All languages will be taught in an enjoyable and interactive style with plenty of interactive conversation.

7.2 Comprehensive description about interventions

The component aims to provide financial assistance to States/UTs for introducing Hindi and Urdu language teaching in schools. The Scheme provides for the following under this component:

- Assistance for Honorarium for Hindi Teachers limited to Rs. 30,000/- per month but not exceeding the amount of salary paid to regular language teachers in the States. This provision is limited only for NER and Non-Hindi Speaking States covering all Classes.
- Assistance for Honorarium for Urdu Teachers limited to Rs. 30,000/- per month but not exceeding the amount of salary paid to regular language teachers in the States/UTs. This provision is limited only for Government and Aided Schools where 15 or more students per class opt for the language.
- Provision for Rs. 150/- per student for schools having language teachers has been made for ensuring distribution of bilingual teaching learning material and books.
- State/UT Governments should ensure that minimum qualifications for appointment of a language teacher shall be as per norms of RTE Act, 2009 and qualifications prescribed by NCTE.
- Provision for in-service training for continuous professional development of teachers will be made as per norms of in-service teacher training under Samagra Shiksha.

7.3 Key Performance Indicators

- Number of students taking up Hindi and Urdu learning under the scheme
- Number of Hindi/Urdu Teachers appointed
- Percentage of Students passed in Hindi/Urdu in the schools covered
- Percentage of language teachers in State/UT who received at least 50 hours training
- Percentage of language teachers with 90-100% attendance; 80-90% attendance and so on
- Percentage of TET qualified teachers

7.4 Monitoring mechanism

- The State Government shall undertake a monitoring exercise every quarter collecting data on schools covered (with UDISE Code), teachers appointed and enrolled students in a structured format and submit a quarterly progress report.
- Monitoring through an appropriate format on PRABANDH Portal.
- Successful experiences shall also be uploaded on the Shagun portal so that all the stakeholders can make use of the best practices or innovations being carried out by various States and Schools.

7.5 Expected Outcomes

Development of class appropriate reading and writing skills in Hindi and Urdu languages.

Chapter 8

GENDER AND EQUITY

8.1 Introduction:

The **National Education Policy 2020**, outlines the vision of India's new education system. The policy provides a road map for providing education to children from pre-primary to higher education. The policy reaffirms, that bridging the **social category gaps in access, participation, and learning** outcomes in school education will continue to be one of the goals of all educational programs. NEP aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability, and inequality in access, participation, retention, completion, and attaining learning outcomes.

Even though, various centrally sponsored schemes have contributed significantly to addressing the gender and equity issues at different levels of school education, large disparities still remain -especially at the secondary level -particularly for Socio-Economically Disadvantaged Groups (SEDGs). Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

8.2 Context

Bridging gender and social category gaps at all levels is one of the major objectives of the Samagra Shiksha for facilitating the goal of Education for All. It aims to deliver inclusive, equitable, and affordable school education. The focus is on recognizing, strengthening, and identifying the unique capabilities of every student irrespective of their socio-economic background and location. Samagra Shiksha will focus on the Special Education Zones (SEZs) which will be identified as the areas having a large population of SEDGs as recommended by NEP, 2020.

Consequently, Samagra Shiksha attempts to reach out to girls and transgender children along with other children belonging to socio-economically disadvantaged groups. The scheme also gives attention to urban deprived children, children affected by periodic migration, and children living in remote and scattered habitations.

8.3 Goals of the scheme for making a gender equitable and inclusive school education system:

- Ensure equitable access to quality education for all.
- Strengthen and expand Kasturba Gandhi Balika Vidyalaya (KGBVs) (up to Grade 12) to increase the participation of girls belonging to SEDGs in education.
- Promote participatory and gender-inclusive pedagogical approaches in the teaching and learning processes for concept clarification and a better understanding of subjects at different stages

- Ensure safety and security of girls and transgender children
- Ensure equitable learning outcomes for all SEDGs
- An equitable and inclusive learning environment for all disadvantaged and marginalized groups
- Retention of SEDGs in education system.

8.4 Major interventions for gender and equity:

(a) RTE Entitlements:

- Opening of schools in the neighborhood defined by the State.
- Provision of free text-books to Girls up to Class VIII
- Uniforms to all girls up to Class VIII
- Under section 12(1)(c), private unaided schools have the responsibility to provide free education to children including girls from disadvantaged and weaker sections and admit at least one-fourth of the total strength of class

(b) Infrastructure

- Barrier-free infrastructure
- Provision of gender-segregated toilets in all schools, including those for CWSN with regular water supply
- Construction of residential quarters for teachers in remote/hilly areas/in areas with difficult terrain.
- Installation of sanitary pad vending machine and incinerators in girls' hostel

(c) All round development: Holistic development means the development of intellectual, physical and emotional aptitude, and social ability, life skill, communication skills in a child so that he or she is capable of facing the demands and challenges of everyday life. Some of the suggested activities may include:-

- **Self-Defence training** and strengthening of the mental and emotional capabilities of girls from classes VI to XII.
- **Increase Awareness and participation in Sports:** To bring about behavioural changes in girls right from the school days and enable them to move towards a more physically active lifestyle, sports should be incorporated as a compulsory intervention. Supplementary activities like sports day, quiz, debates, information about sports personalities etc. may also be included.
- **Inculcating Reading habits:** Girls may be encouraged to read at least one book in language of their choice in every month. States may ensure that all girls have access to books and the library has a wide variety of collections such as storybooks, pictorials, newspapers, journals, magazines, reference books, biographies, autobiographies, dictionaries, encyclopaedias, audio visual material, as well as access to digital resources wherever possible.
- **Legal Literacy:** Legal literacy means **creating general awareness on legal rights and duties**, which are enforceable and whose violation invites legal action. To bring legal awareness and to educate girls about their legal rights, social welfare legislation, duties and entitlements etc., lessons on legal literacy may be introduced. This may be done either by inviting legal experts on child and women issues, through special modules or by inviting resource persons from institutions/NGOs providing legal aid.

- **Sensitization of Girls** on the right to survival and development of potential; protection from harmful influences, abuses and exploitation; and full participation in family, cultural and social life
- **Health Nutrition and Wellbeing:** Health Nutrition and Wellbeing is to inculcate positive attitudes and enhance life skills to promote informed, responsible and healthy behavior among girls. The girls may be trained to transact health promotion and disease prevention information in the form of interesting interactive activities. Such activities will also have bearing on improving health practices in schools.
- **School Sanitation and Hygiene Education (SSHE):** It may be ensured that Schools and KGBVs have enough girls' functional toilets which are maintained to be clean and hygienic at all times. Girls may be sensitized about the importance of proper use and maintenance of cleanliness and its impact on their overall health. School Sanitation and Hygiene Education may be provided on regular basis with the help of modules prepared by the subject experts and through convergence with WCD, Swachh Bharat Mission etc.
- **Maternal and Child Health related issues:** The stigma attached to menstruation along with inadequate sanitation facilities and lack of sanitary wear makes this an area of concern which affects physical and mental well-being of girls. The awareness on menstruation and child health related issues like menstrual hygiene, reproductive health, anaemia, malnutrition etc. help girls to overcome taboos and lead an informed life. States may organize orientation and training sessions for girls with the help of health care professionals.

(d) Inclusion

- Upgradation of KGBVs from classes VI-VIII to classes VI - XII.
- Sensitization of stakeholders in education to promote participation of girls from SEDGs.
- Stipend to CWSN girls from pre-primary to Class XII
- Teachers' sensitization program to promote girls' participation and towards underrepresented groups to reverse their under-representation.
- Transport facilities/Escort facility upto secondary level for children in remote habitations with sparse population where opening of schools is not viable and where Gross Access Ratio is low.
- Creating Safe and Secure inclusive classrooms
- Special projects for equity such as cyber safety & security, adolescence awareness and drug abuse awareness programmes.

(e) Participation in STEM education: One dimension of disparity still observed in educational outcomes is due to the exclusion of girls from STEM education. STEM education is very crucial during digital age and fourth industrial revolution. Samagra Shiksha will focus on promotion of STEM education for girls.

(f) Residential boarding schools: Netaji Subhas Chandra Bose residential schools/hostels are established to ensure universal enrolment and schooling facilities in areas which are sparsely populated with low density of population. These schools cover students including girls where opening of schools may not be viable and who are in need of care and protection

in urban areas.

(g) Digital Literacy: It refers to the knowledge, skills and attitudes that allow children to be both safe and empowered in an increasingly digital world. This encompasses their play, participation, socializing, searching and learning through digital technologies. Digital literacy will vary according to children's age, local culture and context¹³. ICT labs and smart classrooms will be established to ensure digital access to school students. The component covers classes VI to XII. Detailed norms of ICT and Digital initiative component may be referred.

(h) Environment and Sustainability: Awareness about the environment and adoption of sustainable practices for its preservation will sensitize girls about the prevalent environmental issues and will equip them with ideas and methods to prevent environment degradation.

(i) Financial Literacy: Financial literacy is the set of skills and knowledge that enables the individual to take informed decision in matters relating to money and financial. Financial literacy may be imparted through talks and practical exposure like visits to post office/ Banks etc and knowledge about their operation.

Outcomes:

- Equitable participation of girls in all aspects of learning environment
- Elimination of discrimination and violence against the girl child
- Strengthened socio-psychological resilience.
- Promotion of value education through sports
- Legal empowerment of girls to instill confidence and courage in girls to take on any challenge they may face.
- Understanding the Scope of Rights and Challenging their Violations.
- Increased knowledge of financial matters and their management
- Improvement in Health and Hygiene through increased realization about the related issues
- Enhanced conceptual understanding and learning outcomes through infusion of ICT.
- Accessibility to quality learning content

8.5 Kasturba Gandhi Balika Vidyalaya:

The Kasturba Gandhi Balika Vidyalayas (KGBVs) are residential schools at the upper primary to senior secondary level for girls belonging predominantly to the SC, ST, OBC and minority communities in difficult areas. KGBVs are setup in Educationally Backward Blocks of a State and UT where the female rural literacy rate is below the national average i.e. 46.13%.

Educationally Backward Blocks (EBBs) are blocks where rural female literacy rate is below the national average and Gender Gap in Literacy is above the national average.

8.5.1 Background:

8.5.1.1 Provision under erstwhile Sarva Shiksha Abhiyan(SSA): KGBVs were set up as

¹³<https://www.unicef.org/globalinsight/documents/digital-literacy-children-10-things-know>

residential schools in EBBs where minimum of 50 girls, predominantly from the SC, ST, OBC, BPL and minority communities, were available to study in the school at the elementary level. The number could be more than 50 depending on the number of eligible girls. Under SSA, there were three models of KGBVs:

- (i) **Model I:** School with hostels facility for 100-150 girls
- (ii) **Model II:** School with hostel facility for 50 girls
- (iii) **Model III:** Hostels in existing schools for 50-150 girls

Criteria for setting up of KGBVs under Sarva Shiksha Abhiyan (SSA)

Year	Criteria
2004 - 2008	Initially (Based on Census 2001): Educationally Backward Block (EBB), decided on the twin criteria: • Rural female literacy below the national average (46.13%) • Gender gap in literacy higher than the national average (21.59%) Within these blocks, priority was given to areas with: • Concentration of Tribal population and/or a large number of girls out of school; • Concentration of SC, ST, OBC and minority populations, and/or a large number of girls out of school; • Areas with low female literacy; or • Areas with a large number of small, scattered habitations that do not qualify for a school
Revised from 1st April, 2008	The criteria of eligible blocks was revised with effect from 1st April, 2008 to include the following: • EBBs with rural female literacy < 30%; and • Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001)
Revised in 2010-11	Opening of KGBVs was extended to all EBBs where the rural female literacy rate is below the national average of 46.13% (census 2001)

8.5.1.2 Girls' Hostels under erstwhile Rashtriya Madhyamik Shiksha Abhiyan:

To reduce the dropouts and promote the enrolment of Girl Child belonging to SC/ST/OBC/Minority Communities and BPL girls and to make secondary education of good quality accessible and affordable, residential facilities to Girls in the age group of 14-18 years studying in class IX-XII, the Girls Hostel Scheme was launched in 2009-10. The scheme envisaged the setting up of hostels with lodging and boarding facilities in the EBBs for girls belonging to SC, ST, OBC, Minority communities, and BPL families and studying in classes IX-XII in a recognized school in the EBB (run by any authority, State, District, or NGO) with a valid certificate from the school Head Master.

The Hostel was preferably constructed in the KGBV compound or in the campus of secondary/senior secondary schools wherever space was available. Students passing out from the KGBV were given preference for admission in the hostel.

8.5.2 KGBV provisions under Samagra Shiksha:

The existing KGBVs at the upper primary level and Girls Hostels at the secondary level would be extended/ converged to provide residential and schooling facilities up to Class-XII. The objective is to provide access and quality education to girls from disadvantaged groups by setting up residential schools from upper primary to senior secondary level and to ensure the smooth transition of girls from elementary to secondary and up to class XII wherever possible. The scheme will support the following interventions:

- To upgrade schools to secondary/ higher secondary in KGBVs (as per norms for new schools) wherever the secondary schools are not located within 3 Kms distance.
- To provide a hostel for secondary/ higher secondary girls in the KGBVs as per the types being followed in each state, wherever the girls' hostels are not located within the KGBV campus.

This would also provide the facility to have 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 of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs, or the State Government. This shall be ensured by the District Level Authority of the State at the time of actual district-level planning for extending such initiatives by coordinating with the other Departments/Ministries.

8.5.2.1 Target Group:

- 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.
- The emphasis will be on the girls (Age 10+) who are out of school and were unable to complete primary schools. However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted;
- At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools.
- In view of the targeted nature of the scheme, 75% of girls from SC, ST, OBC, and minority communities would be accorded priority for enrolment in such residential schools and thereafter up to 25% girls from families below the poverty line;
- Girls studying in classes IX-XII in a recognized school in the EBB with a valid certificate from the school Head Master will be eligible to stay in Type-IV KGBVs.

8.5.2.2 Types of KGBVs:

Four types of KGBVs have been identified under Samagra Shiksha for which funding will be provided under the scheme as per the prescribed programmatic and financial norms.

Type I - KGBVs for classes VI to VIII

Type II - KGBVs for classes VI to X

Type III - KGBVs for classes VI to XII

Type IV - Girls' Hostels for classes IX to XII

8.5.2.3 Up-gradation of KGBVs

Gender disparities persist even today in rural areas and among disadvantaged communities. The enrolment trends indicate that there are still significant gaps in the enrolment of girls at

the secondary level as compared to boys, especially in the EBBs. Up-gradation of KGBVs upto secondary/senior secondary stages will ensure access and quality education to the girls of disadvantaged groups of society by extending the residential schools.

As envisaged in NEP 2020 all KGBVs would be strengthened and extended up to Class 12th to increase the participation of girls from socio-economic disadvantaged backgrounds, for a smooth transition from Elementary to Senior Secondary and to increase the share of girls completing school education in Educationally Backward Blocks.. (NEP Para 6.9)

For Up-gradation of KGBVs from upper primary to secondary and senior secondary priority will be given for up-gradation of KGBV where the Girls' Hostel has been established in the same campus and there is no secondary/Senior Secondary school in the vicinity. However, states should prepare a roadmap for upgradation of all KGBVs in the next 3 years. The up-gradation of KGBVs from upper primary to senior secondary will include wide range of subjects for classes 11th & 12th.

8.5.2.4 State and UTs need to follow the minimum requirements for which item-wise details of KGBVs are given below:

- Construction of building (As per norms given in Chapter on Infrastructure)
- Provision of Boundary wall or closed access, adequate number of classrooms with furniture, library, Laboratory (Science, ICT, Maths, Social science, Language, etc), Computer room, Head Master room, Art and Craft Room, Recreation Room, etc.
- Drinking-Water & sanitation.
- Electric installation
- Furniture/Equipment including kitchen equipment
- Incinerators and Sanitary Pad vending machines in all KGBVs
- Teaching Learning Material and equipment including Library books.
- Bedding (replacement of Bedding after 3 years)
- Replacement of Kitchen equipment as per requirement.
- Food and lodging
- Stipend for girl students
- Supplementary TLM, stationery, and other educational material
- Examination fee
- Salaries:
 - For existing Type-I KGBVs (1 warden, 4-5 full-time teachers as per RTE norms, 1 head teacher in case the enrollment exceeds 100, 2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas), if required, 3 part-time teachers, Accountant/Assistant, Peon, Cooks.
 - For teachers of secondary and higher secondary classes, State norms for such classes may be followed.
 - The norms of recruitment and service matters of Teaching and Non-teaching staff shall be decided by the respective States/UTs.
- Vocational training/specific skill training
- Electricity/ water charges
- Medical care/Contingencies
- Maintenance

- Preparatory camps
- Self-defence training
- PTAs/ school functions
- Provision of Rent
- Capacity building
- Miscellaneous

8.5.2.5 Safety & Security of Girls:

Para 6.9 of NEP, 2020 states that free boarding facilities will be built with suitable arrangements for the safety of all children, especially girls. For Safety of Girls studying/residing in KGBVs, State and UTs need to prepare and implement strict safety guidelines. Safety and security audits to be conducted on regular basis and set up grievance redressal mechanism including constitution of Internal Complaint Committee. The action taken report and corrective measures need to be shared with competent authorities.

Strategy for safety and security of Girls:

To ensure safety & security of Girls residing in KGBVs, some of the aspects of safety & security are as follows:

- Warden/in-charge teacher/resident teacher and all other staff/workers working in or looking after a girls' hostel should all be females only.
- Sensitization of other hostel staff- guards, caretaker, staff in the mess, etc. to be done regularly by the Warden/in-charge teacher/resident teacher and concerned teacher on child and substance abuse.
- Sufficient number of well-lit and airy bathrooms with proper fittings and safe and secure access and safe drinking water facility;
- There should be child safety posters, POSCO E-Box details, School Safety Pledge and Child helpline number on display in prominent locations of the hostel.
- Warden/in-charge teacher should devote time for interacting with students on a day-to-day basis concerning adolescence problems and other conflicting situations if any.
- Provision of functional sanitary napkin vending machines and incinerator in KGBVs.
- No male family member or any other visitor should be allowed to enter the dormitories of the girls.
- Sensitive and trained woman wardens, teachers and staff should be deputed in the KGBVs.
- Self defence training to boost the moral and self-confidence of girls.
- School Development and Monitoring Committees/local Communities needs to be involved in reviewing Safety and Security to KGBVs Girls.
- Guest register to be maintained in every KGBV wherein the detail of each visitor shall be recorded.
- The school authorities should get the name/s along with the photos of the family members of the girl child authorized to visit the girl in hostel and paste their particulars in a register.
- Every KGBV should have a basic medicine/first aid kit and emergency medical care numbers including ambulance services on display.
- KGBVs should conduct health check-ups at least once in a year and maintain health cards.

The school health cards must be comprehensive covering both physical and psycho-social aspects of child development and also include child's medical history, any serious ailment/allergy that child has, or other disability issues.

- The KGBV staff should collaborate with local health authorities and should have contact numbers of the local doctors in case of need and also empanel the Doctor to regularly visit the KGBVs.
- Unusual behaviours, continuous absence from classes or any other signs of stress or depression, if observed, may be brought to the notice of parents for follow up with the counsellor.
- Sports, Yoga and physical activities/exercises must be encouraged for each child in an age-appropriate manner.
- In case of any emergency, they must have a plan ready. Mock drills should be conducted to train students and teachers. If possible, disaster management people be involved in this process.
- State should make provision for strong action against teaching and non-teaching staff in case of any involvement in or negligence of physical or sexual violence, bullying and/or corporal punishment, subjecting the child to physical or psychological harassment (Ref. *Section 17 of the RTE Act 2009 & Protection of Children from Sexual Offences Act, 2012*).
- Strict punishment for anyone found guilty in case of sexual harassment and matter may be reported immediately to higher authorities/police.
- KGBVs should ensure inclusive practices and under no circumstances subject any child to discriminatory practices on the grounds of caste, creed, religion, disability and gender. (Ref. *Section 8 and 9 (c) of the RTE Act, 2009*).
- KGBVs should be sensitive towards the confidentiality of all personal issues shared by students.
- All the efforts, the humane qualities and other talents of the child should be appreciated rather than just emphasizing on scores to reduce exam-related stress and suicidal tendencies.
- As recommended in NEP 2020, group counselling and guidance can be provided through an online, offline or blended mechanism. Students can also avail counselling through Manodarpan (<https://mhrd.gov.in/covid-19/index.html>) an initiative of MoE, which mobilizes psychosocial support for Mental Health and Well Being of Students during and post COVID outbreak. A National Toll-free Tele counselling helpline- 8448440632 has also been developed under Manodarpan, which should be widely disseminated.
- Ensure minimum living space for each girl to be approximately 40 sq. feet excluding kitchen, toilet and other common space.
- Safety and security audit should be done periodically.
- Watchman is to be provided in all KGBV schools for 24 hours.

'Guidelines on School Safety and Security'

Department of School Education and Literacy has developed guidelines for fixing the accountability of the School Management in the matter of Safety and Security of Children studying in Government, Government-aided and Private Schools, in pursuance of the order of Hon'ble Supreme Court in Writ Petition (Criminal) No. 136 of 2017 and Writ Petition (Civil) No. 874 of 2017; and in line with the provisions contained in the National Education Policy, 2020. 2.

These guidelines have been prepared by an expert committee and through extensive consultation with all stakeholders. The State/UT Government, exercising its power u/s 35(2) of the RTE Act, 2009, CrPC, 1973 and as per its mandate under Rule 93 of the Juvenile Justice Model Rules, 2016; shall notify these guidelines. The Guidelines are advisory in nature and States/UTs may incorporate additions/modifications to these guidelines, if deemed necessary, according to the State/UT specific requirements.

Accessible: https://dsel.education.gov.in/sites/default/files/guidelines/guidelines_sss.pdf

8.5.2.6 Special provisions and components of these schools will be:

- To prepare and procure necessary teaching-learning material and aids for the schools;
- To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring;
- To motivate and prepare the girls and their families to send them to residential school;
- The State and UTs need to develop an appropriate curriculum framework in collaboration with state nodal agencies/institutes in school education such as SCERTs/SIEs etc., to strengthen the scheme which would include empowerment issues, adolescent and growing up concerns, self-defence, teaching-learning material, teacher training programmes, and monitoring and assessment mechanisms keeping in mind the contexts, and age of the learners and the residential nature of the scheme which could be taken up with the involvement of experienced organizations, especially with strong gender orientation.

8.5.2.7 Hackathon in KGBVs:

Hackathons are events where students or a group of people share innovative ideas on given theme, problem or situation and try to find out a plan/solution in a given period of time. Hackathons encourage innovation, creativity and entrepreneurial thinking, team work, and skills which not only help them in classroom but also in their carriers after schooling.

Students in KGBVs maybe encouraged to participate in Hackathons organized at national/state/district levels as part of regular periodic academic activity involving both students and teachers. In this regard, it is important to ensure that girls of KGBVs are provided training and orientation as per the students age, contents, environment and their abilities.

Outcomes:

- Motivation and Creativity

- Team work
- Innovation and entrepreneurial thinking
- Skill development

8.5.2.8 Initiatives for STEM Education:

NEP 2020 and Samagra Shiksha provide for an equitable and inclusive learning environment for empowerment of girls and women. Modern age is driven largely by science, technology and innovation, empowerment of girls and women is also linked with the study of Science Technology Engineering and Mathematics (STEM). Despite registering some progress, girls' participation in this area is far less than equal.

In KGBVs, there is a need to focus on the study of STEM subjects, which have the potential to unlock new opportunities for girls. KGBVs may introduce STEM subjects and motivate girls to come forward to take up these subjects.

The science subjects may be offered to students with focus on experiential learning. Girls may be oriented on various Science and Technology based professions which they may take up after completing school education. A day may be designated each month on which talks/competitions may be held on scientific awareness and latest advancements.

Online education programmes in STEM for students of KGBVs may be initiated by involving eminent institutes of Higher Education/NCERT. Structured class-wise modules may be developed and a calendar of sessions may be prepared for the purpose. Tour programme may be planned for visiting the eminent laboratories/scientific research institutes, if these are situated nearby.

Outcomes:

- Number of girls joining STEM and successfully passing.
- Opening of new avenues for employment.
- Capacity building of KGBVs for pursuing STEM subjects.

8.5.2.9 Training in first aid:

First aid plays an important role in day to day wellbeing of a person as well as in critical life-saving situations. Girls in KGBVs may be imparted training in First Aid. This will equip them to handle emergency situations in school premises. States may refer to the First Aid for Students and Teachers (FAST) modules and app developed by National Disaster Management Authority (NDMA) in collaboration with Indian Red Cross Society or any other modules developed by organisations for the purpose. Certification for the same may be provided to the girls.

Basic first aid kit should be available in KGBVs. Doctors working in primary health centres, Asha Workers, ANMs and resource persons in this field may also be invited to conduct the First Aid training in KGBVs. In these trainings, health workers/medical experts will explain about treatments and medicines required in emergency situations. State/ UTs are expected to organize orientation program and First Aid trainings in every session.

Outcomes:

- Awareness about first aid and its importance
- Empowerment of girls and teachers

8.5.2.10 Awareness on Environment and Sustainability:

KGBV girls need to be oriented on the issues of Bio-diversity, climate change, environmental degradation and sustainability through brain storming sessions. Discussions/debates may include carbon emissions, climate change, deforestation, disaster management/resilience droughts, floods, pollution, use of plastic, water scarcity, sustainable use of resources etc. Students may be encouraged to suggest ways and ideas to address the challenges of environmental degradation. Competitions among KGBVs may be encouraged for promotion of green good deeds.

Key Performance Indicators (KPIs):

- Efforts towards creating awareness on environment and sustainability
- Assessment of girls understanding about the issue

Outcomes:

- Increased awareness and sensitivity
- Plantation in the KGBV campus, Garbage management, sustainable use of resources
- Change in attitude – promote the "3Rs" (Reduce, Reuse and Recycle) for effective use of resources.

8.5.2.11 Financial Literacy:

Financial literacy encompasses aspects of knowledge, attitude and behaviour covering the range of context such as money management, planning for short and long term financial goals and awareness and choice of financial products¹⁴.

Financial literacy should be provided to KGBV girls to make them aware about day to day inter personal financial transactions and bank operations like opening of bank account, use of ATM cards for depositing and withdrawing money, e-banking etc. Financial literacy can make a significant impact on their well-being and make them able to take sound financial decisions throughout their lives.

States may organize sessions with the help of accounts personnel or banking professionals once or twice in a year. KGBV girls should also be given training on depositing and withdrawing their stipend from post office or banks.

Outcomes:

- Financial Inclusion of girls
- Awareness about managing financial resources.
- Knowledge of banking products

¹⁴<https://m.rbi.org.in/Scripts/PublicationReportDetails.aspx?UrlPage=&ID=1156#BO2>

8.5.2.12 ICT lab, Smart Class Room and Digital Literacy:

Availability of ICT lab, smart class room and provision for digital literacy in KGBVs are essential for ensuring quality education. These facilities will also help girls keep informed with new technology and skills and may be provided from Samagra Shiksha. States may also be encouraged to explore alternative budget head schemes for establishing digital infrastructure. This may include CSR, MPLAD funds etc.

Outcomes:

- Increased student engagement with learning process
- Improved learning outcomes

8.5.2.13 Promotion of Sports:

Engaging in sports leads to the overall development of an individual. It ensures both physical as well as psychological well-being. It should be made sure that girls in KGBVs engage in at least one sport of their choice. In order to develop fitness as a lifelong skill and attitude, specific dedicated time to be allotted in the KGBVs time table on for sports and physical education alongwith sports equipment. State may explore possibilities to procure sports equipment for indoor & outdoor games in convergence with Department of Sports.

Outcomes:

- Development of teamwork spirit
- Mental and Physical well-being of students.
- Improvement in awareness about the sports.

8.5.2.14 Promoting Reading habits:

To inculcate the habit of reading amongst KGBV girls, reading of at least one book every month should be encouraged. Students may be encouraged to maintain a record of books read by them. It may be ensured that there is a dedicated time for reading books in the library. Though the students should be sensitized to care for library books, there should not be any penalty on the student or library in-charge for any wear and tear of books by the students. Discussion and debates on reading materials, newspapers and books may be appreciated. Story sessions and debate can also be planned on readings.

Outcomes:

- Improved reading habits
- Exposure to different perspectives

8.5.2.15 Excursion-visit to collectorate office/Higher Education Institutes like Medical Colleges/Police Station/ Hospital/Banks/Factory/SHGs/Local Governance/PRIs etc:

Students' excursions give them an opportunity to become familiar with the world around them. It helps them in getting practical experience of functioning and interconnections of various offices and institutions. State may encourage students to prepare a list of contemporary, educational and historical place of their district and state. At least once in a year Excursion visit to such places could be organised for KGBV girls.

Outcomes:

- Familiarization of Students with working culture different offices and institutions

- Empowerment through exposure/*experiential* learning
- Knowledge of important places and institutions of their district and state

8.5.2.16 Teachers' training:

Training will be provided for teachers and staff on bridge courses and students on cyber safety and psycho-social aspects, etc by District Institutes of Educational Training (DIETs) and Block Resource Centres.

8.5.3 Monitoring and Evaluation

Under the Samagra Shiksha, there will be a continuing evaluation by State Government agencies through a regular and well-structured system of field visits. State Governments will send regular half-yearly reports indicating physical and financial progress.

Panchayati Raj Institutions will also be involved in the monitoring of the scheme. The beneficiary lists of students eligible for hostel facilities will be verified against the household registers maintained by the Gram Panchayats and data available with other tiers to identify any gaps or missing names in the lists

Monitoring of the KPIs
• Monthly Update on PRABANDH portal • Bimonthly Online /offline review with DPOs • District Level Committee will be formed comprising officials from Education Department, Health department, SCPCR, WCD, Social Justice, Tribal Welfare, etc to monitor the program • Feedback from students, teachers, and parents & SMCs, MTA etc • Periodic social and Safety audits • Visits of PRIs, BRCs /CRCs/ Districts/ States and national level officials at regular interval for monitoring the progress of the interventions.

Methodology

The selection of the type of the school would be done by State Level Committee after consideration of number of girls and the type of residential school to be provided. The proposal shall be forwarded to the National level as part of their Annual Work Plan & Budget (AWP&B) proposal who shall appraise them with the help of external agencies/consultants, where necessary. Finally, the Project Approval Board of the Samagra Shiksha will approve these plans.

8.5.4 Outcome:

- Increase in Enrolment of girls belonging to disadvantaged groups
- Improvement of Transition rate and retention rate of girls in KGBVs
- Improvement in learning outcomes of girls
- Overall holistic personality development of girls.
- Orientation of girls towards ICT and technology, vocational, cyber safety, career guidance, etc.

- Strengthening of the mental and emotional aspect of girls through self-defence techniques
- The interventions under KGBVs would help in addressing issues of drop out of girls and improve transition rate and retention rate. This is covered under PGI 1.2.3-1.2.8, 1.4.9a, and 1.4.10.

8.5.5 Funding Pattern or release of funds for KGBVs

- The State and UTs shall ensure convergence of KGBV with line departments and also ensure that funds allocated are appropriately utilized and there is no duplication of activities.
- State and UTs should ensure that funds are made available to the KGBVs in a timely manner from the State Nodal Agency(SNA/SIS)

8.5.6 Publicity of the program

- State Governments will ensure wide publicity to the scheme with the publication of guidelines of the scheme in leading regional newspapers and Doordarshan at least once a year.
- Achievements of KGBVs will also be published in leading regional newspapers at least once a year.
- One of the walls of the KGBVs will be painted with the exact details of major provisions, entitlements of beneficiaries, grants received& assets acquired by the KGBV and Monitoring mechanism etc for the information of different Stakeholders.
- Guidelines regarding the selection of KGBVs, locations selected and details of the scheme will be put on the website of the Ministry of Education and respective State Governments.
- State Governments will develop publicity material for the scheme in the form of a brochure. This will be provided to the Panchayati Raj Institutions for dissemination.

Inspiring Stories of Girls from KGBVs

Anita Sapera

KGBV Bhagwaanpura, District Bhilwara, Rajasthan

Anita Sapera comes from the Kalbeliya community where no girl had ever studied after primary school. She became the pride of her community soon after she joined KGBV. She is a District level Judo Champion and has inspired many such girls to continue their education from KGBVs.

Uzma Jan

KGBV Banimulla, District Kulgam, Jammu & Kashmir

Uzma Jan comes from an economically backward family from a very remote village in the foothills of the Peerpanjal Mountains. It was not easy for her to continue her education but KGBV at village Banimulla in district Kulgam of J&K proved to be a hand-holder and savior for her.

She is a hard-working student, she secured a high 9.8 GP in class 10th in 2019. She aspires to become a doctor. She has become a torchbearer for the girls of the area and is now an inspiration for other girls in the area belonging to disadvantaged sections of society.

Sukmilla Marak

*KGBV Jengjal, West Garo Hills
District, Meghalaya*

Sukmilla Marak studied in KGBV Jenjal during the year 2007 to 2009. She comes from a BPL family after passing her higher secondary exam. She went for two years training under Police Department. At present, she is working in Police Department posted at Baghmara, South Garo Hills District.

Banabasi Podha

KGBV Sarapali of Sambalpur District, Odisha

Banabasi hails from a poor family. Her father is a vegetable seller who could not afford her education. She was thus admitted to KGBV Sarapali of Sambalpur district of Odisha. She passed H.S.C. Exam with a score of 71.9%. Despite several problems, she took admission to Batgaon Junior College & passed CHSE Examination with 1st class. She then joined DIET Sambalpur & passed her CT exam by securing 75% marks. She is now serving as a Govt. Assistant Teacher at Jharbada Project Upper Primary School (Batgaon). Her journey with KGBV is certainly inspirational.

Bhanita Kalita

KGBV Chamaria, Kamrup District, Assam

Bhanaita, a dropout girl was admitted in Class VI in KGBV Chamaria of Kamrup district in the year 2009. She later completed her B. Sc. Examination majoring in Zoology from Jawahar Nehru College, Boko, Kamrup in the year 2019. She secured 74.9 % marks in her B.Sc. (Major) exam. At present, she is undergoing B.Ed. and aspires to become a teacher.

Arti Mahal

*KGBV Urban, Hapur District,
Uttar Pradesh*

Arti Mahal was identified as a dropout girl during the door-to-door visit campaign in 2009. She was a bright student but belonged to a very poor family. After passing out from KGBV, she continued her education. She is currently posted in the Railway Protection Force (RPF) at Lucknow Railway station.

Sowjanya Patarlapalli

KGBV, Rajam, Rajam (M), Srikakulam District, Andhra Pradesh

Sowjanya Patarlapalli was from a poor background. She was identified in BADI BATA programme and joined KGBV Rajam, Srikakulam District in 2008 in Class-VI. She was the first literate in her family. As a child of illiterate and poor parents, she faced many challenges to achieve her goal. She was a good basketball player and singer during her school study. She completed her S.S.C in KGBV 2012-2013, Intermediate in NRI college in Visakhapatnam on a merit basis (free seat), and passed with a good percentage of marks. After that, she got a good rank in EAMCET and joined KITE in Kakinada, East Godavari District. After the completion of B. Tech, she was selected as Associate Of Software Engineer in WIPRO, Hyderabad. She received a token of appreciation from Wipro within a short period for her Excellency in work. She is an inspiration to the girls in KGBV Rajam, Srikakulam District.

8.6 Vocational Education for Girls:

The Scheme focuses on Vocationalisation of Secondary Education. Vocational Education is provided to the children currently enrolled in Govt. and Govt. aided schools. To emphasize Vocational Education of Girls in schools, the scheme provides for choice of courses from

among various Sectors including - Agriculture, Apparels, Made ups & Home Furnishing, Automotive, BFSI, Beauty & Wellness, Construction, Electronics & Hardware, Healthcare, IT/ITeS, Media & Entertainment, Multi Skilling, Physical Education & Sports, Plumber, Power, Retail, Security, Telecom, Tourism & Hospitality and Transportation Logistics & Warehousing. Girls in secondary and senior secondary classes are encouraged to take up National Skill Qualification Framework (NSQF) vocational courses without any gender stereotyping. Special guidance and counselling session are also organized for girls as per need. The Principal of the school is expected to take necessary steps to remove gender bias, if any, in the minds of employers/ financiers against giving the girls employment or loans. The girls are also taught employability skills including (i) Communication skills, (ii) ICT skills, (iii) Self-management skills, (iv) Entrepreneurial skills, and (v) Green skills as a part of vocational courses which help them to become self-reliant and empowered.

The provision of vocationalization of Secondary Education under would be extended to the girls studying in KGBVs also. This would give a broad perspective to the girls in KGBVs and widen their scope of employability. State and UTs may also explore the possibilities of covering the KGBVs under hub and spoke model of Vocational Education. Further, to the extent feasible, a KGBV may serve as a hub to the nearby girls' schools for the purpose of vocational education. States/UTs may come up with a detailed plan to implement Vocational Education in KGBVs in a phased manner.

Outcome:

- Enhance employability skills of girls;
- Orientation of girls towards technology and vocation;
- Development of vision for entrepreneurship/financial independence.
- Improvement of Transition and retention rate of girls.

8.7 Self-defence training for Girls:

In order to boost the physical and mental strength of girls and to equip them to face any unprecedented situation in school or thereafter, it is important to provide self-defense training for girls in the school. Self-defence training will be provided for three months for inculcating self-defence skills including life skills for self-protection and self-development among the girls from class VI to XII. Martial Arts and Self-defence training are already given in the Govt. schools and KGBVs. The states may also look for convergence for availing funding for self-defence training under the Nirbhaya Fund under the Ministry of Woman and Child Development, Government of India or with other state government schemes.

Outcomes

- To empower girls to tackle risk of assault.
- To boost self-esteem and self-confidence.

8.8 Inclusion of SEDGs:

8.8.1 Factors leading to exclusion of SEDGs children:

Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities and disabilities.

Numerous factors, including lack of access to quality schools, poverty, social mores & customs, and language are widely suspected of having a detrimental effect on rates of enrolment and retention among the Scheduled Castes. Also, the Other Backward Classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus.

Similarly, Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. Minorities are also relatively underrepresented in school education.

8.8.2 Recommendations:

Vision of Education initiatives is that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) by declaring Special Education Zones (SEZs) which comprises regions of the country with large populations from SEDGs.

8.8.3 Special projects for equity:

Special state-specific projects for different interventions under equity intervention are emphasized for enhancing access, retention and quality for SEDGs. Financial Support will be provided under State-Specific projects for Equity as per the allocation of Flexi fund under quality intervention to State and UTs for the viable proposal received from them. A suggestive list of such projects may include:

- Special enrolment and retention drives
- Career guidance programme and Counselling
- Sanitary Pad Vending & Incinerator Machine
- Menstrual Health and Hygiene and Management
- Awareness Programmes for enhancing girls education and empowerment, life skills, Adolescent issues, Menstrual Health and Hygiene and other initiatives pertaining to Equity etc.
- Holistic development forums for children.

Expected Outcome:

- Improvement in key educational indicators at Secondary and Higher Secondary level.
- Orientation towards various options available for pursuing higher education.
- Awareness about future career prospects.
- Overall reduction in social and gender discrimination.
- Increase in Enrollment of children belongs to SEDGs.
- Improvement of Transition rate and retention rate of children belong to SEDGs.
- Improvement in learning outcomes of children belongs to SEDGs.
- Elimination of socio cultural discrimination.

8.9 Interventions for Transgender:

Transgender persons generally face discrimination, disregard, and harassment from society and at times even from their families. They are often denied acceptance and access to basic rights. They face conflicting pressures to conform to gender normative behaviour and the expectations of the society which they are unable to do so. Awareness on the subject can be instrumental in facilitating their inclusion in the society as a whole-an objective that can be achieved by ensuring their access to and continuity of education.

All out efforts should be made to bring transgender children in to the fold of education and it may be ensured that all provisions for SEDGs are made available to them. There should be no denial, discontinuation or unfair treatment to transgender children in Educational establishments. The schools should create safe supportive school environment which does not violate their constitutional rights. In this context, the Schools should develop a plan for use of their names, access to rest rooms and other spaces corresponding to their gender identity after discussion with transgender students and their parents. The curriculum and textbooks must address the transgender issues and concerns as well as the teachers need to be sensitized about their issues through continuous teacher training programmes.

Outcomes:

- Increase in enrollment of transgender students
- Improvement of Transition rate and retention rate
- Improvement in learning outcomes of transgender
- Strengthening of the mental and emotional capabilities of transgender
- Increased social acceptance.

8.10 Conclusion:

In order to achieve the objective of Equitable and Inclusive School Education, the vision envisaged in NEP 2020 and the framework of Samagra Shiksha will form the basis to carry forward the important task of bridging the remaining gender and social category gap in school education. There is a need to ensure effective implementation of the interventions and provisions covered under gender and equity component.

Chapter 9

INCLUSIVE EDUCATION

Learning for all with focus on children with disabilities

9.1 Major Goals

- All children with disabilities have access to schooling.
- Improving enrollment, retention and achievements of children with disabilities within the general education system.
- Providing appropriate and adequate resources to create a conducive and enabling learning environment in schools.
- Ensuring inclusion and full participation of children with disabilities through appropriate support and services as per their needs and abilities.

9.2 Background

“Children with disabilities receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.”

National Education Policy (NEP), 2020 [Para 5.9]

- India has also been signatory to international declarations like the Salamanca Statement and framework for action on special needs education (1994) and Biwako Millennium Framework for Action (2002) and the UN Convention on the Rights of Persons with Disabilities, 2006 that emphasize the need for fundamental educational policy shifts to enable general schools to include children with disabilities. The NCF-2005 recommended making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disabilities in both cognitive and non-cognitive areas.
- The Centrally Sponsored Scheme of SSA of 2001 had set time-bound targets for the achievements of UEE. With “zero rejection” as its foundation, the programme provided support for the inclusion of children with disabilities in general schools at the elementary level. The SSA norms were further strengthened by the RTE Act, 2009 which talks about free and compulsory elementary education to children without any discrimination on the basis of caste, gender, disability etc.
- While the RTE Act mandates inclusion of CwD, some may be unable to attend school despite specific interventions designed for their education. The amendment of RTE Act (in August, 2012) has included CwD in the definition of disadvantaged groups. It

includes children with severe - multiple disabilities with the right to opt for Home Based Education (HBE), thus creating an enabling environment for all children.

- The Rights of Persons with Disabilities Act, 2016 is the disability legislation passed by the Indian Parliament to fulfill its obligation to the United Nations Convention on the Rights of Persons with Disabilities, which India ratified in 2007. The Act replaced the earlier Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.
- As SSA supported inclusion of children with special needs at the elementary education level, a need was felt for a scheme for the children with disabilities at secondary stage. The IEDSS scheme was, therefore implemented to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. Under the scheme every school was proposed to be made disabled-friendly. The Centrally Sponsored IEDSS Scheme aimed at enabling all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment and provided educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).
- The National Education Policy (NEP), 2020 advocates full equity and inclusion as the cornerstone of education to ensure that all students are able to thrive in the education system. It also underscores within its framework, education of children with special needs in order to ensure equitable quality schooling. The Samagra Shiksha scheme has also been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education in an equitable and inclusive classroom environment.
- **Samagra Shiksha aims to look at education of all children including CwD in a continuum from foundational to secondary stage. The scheme will cover all children with disabilities with one or more disabilities as per the schedule of disabilities of the Right of the Persons with Disabilities (RPwD) Act, 2016 studying in Government, Government-aided and local body schools.**

9.3 Target Group under Inclusive Education component of Samagra Shiksha

The IE for CwSN component will support children with disabilities as per the schedule of disabilities of Rights of Persons with Disabilities (RPwD) Act, 2016¹⁵, from foundational to secondary stage of schooling in Government, Government aided and local body schools.

¹⁵Reference- https://legislative.gov.in/sites/default/files/A2016-49_1.pdf

THE RIGHTS OF PERSONS WITH DISABILITIES (RPwD) ACT, 2016

The RPwD Act, 2016 was enacted on 28.12.2016 which came into force from 19.04.2017.

The salient features of the Act are:-

- i. Responsibility has been cast upon the appropriate governments to take effective measures to ensure that the persons with disabilities enjoy their rights equally with others.
- ii. Disability has been defined based on an evolving and dynamic concept.
- iii. The Act covers the following specified disabilities:-

1. Physical Disability

- a. Locomotor Disability

- i. Leprosy Cured Person
 - ii. Cerebral Palsy
 - iii. Dwarfism
 - iv. Muscular Dystrophy
 - v. Acid Attack Victims

- b. Visual Impairment

- i. Blindness
 - ii. Low Vision

- c. Hearing Impairment

- i. Deaf
 - ii. Hard of Hearing

- d. Speech and Language Disability

2. Intellectual Disability

- a. Specific Learning Disabilities
 - b. Autism Spectrum Disorder

3. Mental Behaviour (Mental Illness)

4. Disability caused due to-

- a. Chronic Neurological Conditions such as-

- i. Multiple Sclerosis
 - ii. Parkinson's Disease

- b. Blood Disorder-

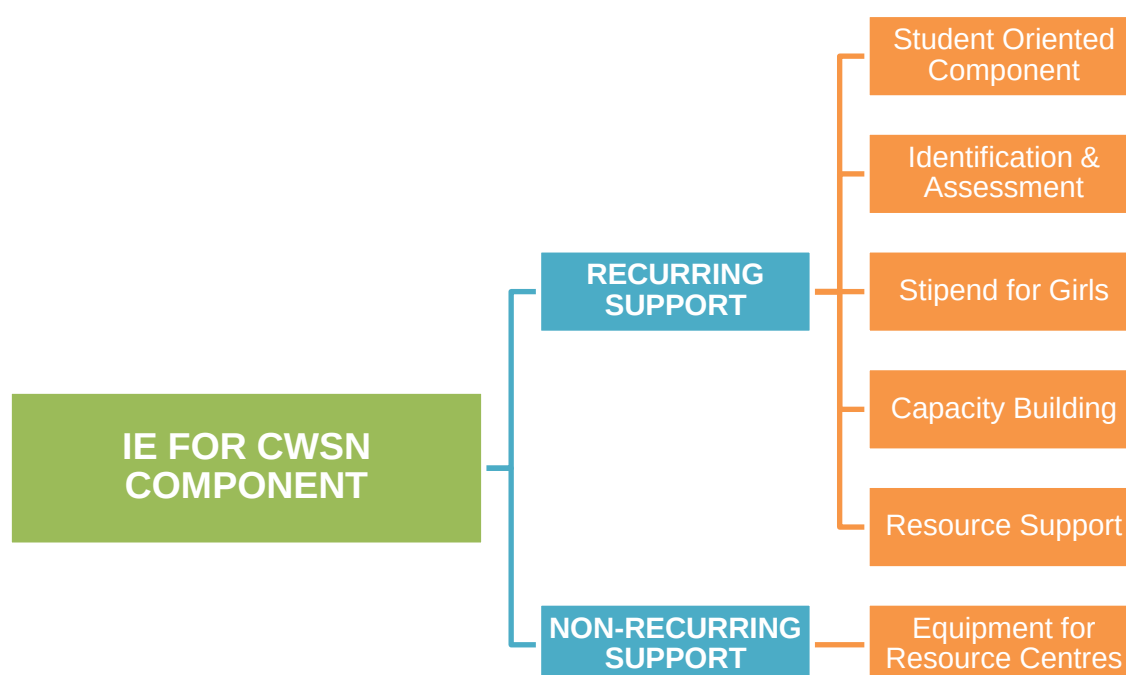
- i. Haemophilia
 - ii. Thalassemia
 - iii. Sickle Cell Disease

5. Multiple Disabilities

- iv. Additional benefits have been provided for persons with benchmark disabilities and those with high support needs.
- v. Every child with benchmark disability between the age group of 6 and 18 years shall have the right to free education.
- vii. Stress has been given to ensure accessibility in public buildings (both Government and private) in a prescribed time-frame.

Source: <https://disabilityaffairs.gov.in/content/page/acts.php>

The following are the suggestive activities as per norms under IE component:



9.4.1 Student oriented component (SOC) (recurring grant)

The State & UTs will undertake mapping of requirements of students with special needs & provide support through individualized education plan (IEP) and specific interventions such as providing:

- **Financial support** for transportation, escort, readers/ scribes allowances.
- **Learning support** for language-appropriate TLMs (textbooks in accessible formats such as Braille/ large print and ISL based videos etc), age appropriate reading material, curriculum adaptation and innovative pedagogical practices, including nurturing & enrichment of twice exceptional/gifted students.
- **Therapeutic services:** occupational therapy, physiotherapy and speech therapy etc. for developing cognitive, socio-emotional skills, behaviour management, learning self-regulation & coping skills and parenting support.
- **Devices support:** Aids and appliances, assistive devices such as walking cane, walker, wheelchair, prosthetics, Braille kits, hearing aids, TLM kits, assistive daily living kits and communication equipment etc.
- **Home based education-** appropriate educational support to be made available for children with severe & multiple disabilities who are unable to go schools. State and UTs shall conduct audit of home based education for its efficiency and effectiveness.
 - These interventions will be appraised based on the data of CwD enrolment provided by the State/UT under UDISE+.

- **Funding support:** for all SOC interventions, funds to be covered within the financial norms (Rs.3, 500/CwD/annum).

9.4.2 Identification and assessment camps (recurring grant)

- Assessment support for identification of disabilities as per RPwD Act, 2016. The annual identification camps to be conducted at block level, followed by appropriate educational placement based on the assessment.
- **Funding support:** upto Rs. 10,000/block for elementary level.
Upto Rs. 10,000/ block for secondary level

9.4.3 Stipend for girls with special needs (recurring grant)

- Girls with disabilities are often educationally underrepresented in school education system. Support of stipend for girls with disabilities to be disbursed via DBT, in order to encourage completion of schooling.
- This intervention will be appraised based on the data of girls with disabilities enrolment provided by the State/UT under UDISE+.
- **Funding support:** Rs. 200/month for 10 months.

9.4.4 Resource support through Special Educators (recurring grant)

- Provision of financial support towards honorarium/salary of special educators. These educators should mandatorily be available for all CwSN including the children with high support needs as well. The educators may be posted at the block or cluster level or as per the requirement and can operate in an itinerant mode, covering a group of schools where children with special needs are enrolled so that each child with special need is adequately covered.
- Financial support restricted as per financial norms for special educators at elementary and secondary level respectively.
- Financial assistance will be provided for salaries of special educators', the Central share under the Scheme will be restricted as per the norms of the scheme and prevalent fund sharing pattern. There will be no separate cadre of special educators sanctioned by the Centre. All special educators are ultimately the responsibility of the State.
- **Funding Support:**
 - Special Educators teaching Foundational & Preparatory Stage (upto Primary level): upto Rs. 15,000 per month.
 - Special Educators teaching Middle Stage (Upper Primary): upto Rs. 20, 000 per month.
 - Special Educators teaching Secondary Stage (Secondary & Sr. Secondary level): upto Rs.25, 000 per month.

9.4.5 Capacity building of Special Educators (recurring grant)

- Intensive in-service teacher education/capacity building programmes will be undertaken to sensitize and build capacity of the general teachers and resource teachers on meeting learning needs to provide quality education to CwD and improve their learning outcomes. This teacher education programme will be recurrent at block/cluster levels and in DIETs and other Institutions.
- Teacher education modules at SCERT, DIET and BRC level should include suitable components on education of children with disabilities.
- In-service training programs for BRPs for CwSN/ Special Educators on areas of inclusive education, cross-disability teaching and early identification etc to be accorded priority.
- Capacity building of special educators would be with a special focus on cross-disability areas and be appraised as per prevalent in-service training norms for general teachers and based on the data Special Educators in-position provided by the State/UT.
- **Funding Support:** upto Rs. 500/day/special educator upto 10 days.

9.4.6 Equipment for Resource Centres (non-recurring)

- Resource centers (at block level) function as a setting for children with disabilities to receive individualized support for CwD as per their unique learning needs. These centres function as the mainstay wherein differentiated and adapted programs are designed and delivered for remedial, individualized or group instructions, parent-teacher meetings, therapy and counselling sessions etc. so as to provide high quality learning support. Equipment for remedial, individualized & group teaching, therapy and counselling sessions exclusively are essential to meet the unique learning needs of CwD.
- BRCs may be strengthened with equipment such as
 - Therapeutic kits & equipment: exercise balls, parallel bars, adjustable walker, physiotherapy mattress, prosthetics, dexterity/peg boards, CP chair, ball pit, tube swing, Audiometry equipment and mobility cane etc.
 - Remedial & group teaching TLMs: accessible and appropriate high quality teaching-learning materials for reading and writing corners, board games, workbooks, play dough, puppets, toys, sensory table, musical instruments, TLM kits, guidance manuals for caregivers as well as customized TLM kits (for CwD in home based education) etc.
 - Assessment tools& Certification kits: checklists, psychological tests, and screening tools etc.
 - Communication tools & devices: charts/flashcards on signing & Indian Sign Language (ISL) dictionary, communication boards, talking books, Braille kits etc.

- State & UTs may consider equipment and materials in line with the local cultural practices.
- As per the child's IEP, the individual learning needs are supported in resource rooms. Resource centres to be augmented with relevant equipment to cater to all CwD. The detailed guidelines for the same will be prepared and disseminated to all State & UTs for contextualization.
- This intervention will be appraised based on the data of BRCs provided by the State/UT under UDISE+.
- **Funding support:** upto Rs. 2.0 lakh/BRC (once in 5 years) non-recurring grant.
- **Management, Monitoring, Media, Evaluation & Research (MMMER):**
State & UTs may submit plans for management, monitoring, media, evaluation and research activities for inclusive education through:
 - i. **Awareness, advocacy and outreach plan-** State & UTs may prepare an annual calendar of IEC activities covering important days related to disabilities and inclusive education, engaging all stakeholders by developing and disseminating IEC material such as info graphics, school to parent communication material, State/UT to teachers/school communication material, etc.
 - ii. **Research & collaboration:** The research activities/studies/impact analysis of interventions related to inclusive education conducted by SCERTs, DIETs or any other agency.
 - iii. **Knowledge management & resource sharing:** State and UTs may prepare annual plan of action for collaboration & convergence for knowledge sharing & research.
- **Innovation for Inclusive Education-** State Specific Projects on Inclusive Education such as development of resource repository (in local language), virtual learning resource centres, etc. The support to implement the same to be covered through Innovation Projects (Quality Component).
- **Documentation of Good Practices:** The SHAGUN repository¹⁶ of good practices focuses on positive stories and developments that are driving performance improvements in school education. These practices portray the individual and collective efforts that have enabled significant changes for the better. The portal is a platform where the State and UTs can see the innovations/best practices pursued by others and emulate the same to achieve similar results. These innovative practices are documented in the form of case studies, videos, testimonials and images. All State and UTs may upload the best practices regularly on this platform on learning of children with disabilities and the best initiatives being undertaken for Inclusive Education.

¹⁶SHAGUN Repository- <https://repository.education.gov.in/>

- **Convergence:** All State & UTs should focus on working in convergence with all the line Departments/Ministries in order to provide relevant holistic support for effective and appropriate services for education of CwD in general schools.

9.4.7 In addition to the above, State and UTs may undertake following activities to create a better learning environment for CwD:

- **Inclusive Education for Children with Disabilities:** The key thrust of the Programme will be on providing inclusive education to all children with disabilities in general schools covering support for CwD, so that no child loses any opportunities to learn & excel.
- **Ensure participation of all in schooling process:** State & UTs shall strive that all children with disabilities are enrolled in schools and are able to fully participate in general schooling process and realize their best potential. All efforts to be made for functional inclusion of children with special needs in such a way that they are able to learn together with other children and learning is suitably adapted to meet the different learning needs of CwD and ensure their smooth transition across classes.
- **Making learning possible through all means:** Programme will support children with disabilities through all means including, home based education for CwD with severe &/ multiple disabilities, wherever necessary, itinerant teaching, individualized teaching and community based rehabilitation (CBR).
- **Home based education:** State & UTs will ensure that appropriate educational support is made available for children with severe & multiple disabilities who are unable to go schools. State and UTs shall conduct audit of home based education for its efficiency and effectiveness.
- **Focus on Girls with disabilities:** State & UTs to ensure special focus on girls with disabilities by creating opportunities for access to education, participation in schooling process, other activities and facilitating their retention in school and improving their transition.
- **Special Educators/ Resource Support:** State & UTs shall appoint special educators to provide support to CwD & general teachers at school/cluster level as per requirement. All special educators to be registered with the Rehabilitation Council of India (RCI). Special Educators will be recruited¹⁷ as per the terms and conditions of the respective States/UTs. Salary Structure will be determined by the State norms for salaries. For special educators' salaries, the Central share under the Scheme for posts sanctioned by the Centre under erstwhile Schemes of SSA

DISABILITY DAYS RELATED EVENTS IN SCHOOLS

State and UTs may consider:

- *Calendar for events related to 21 Disabilities may be prepared.*
- *Content for dissemination on the days related to disabilities also to be prepared.*

¹⁷Reference- RCI Model Recruitment Rules http://rehabcouncil.nic.in/writereaddata/Circular_MRR_202105.pdf

and RMSA will be restricted as per the prevalent fund sharing pattern. There will be no separate cadre of special educators sanctioned by the Centre. All special educators are ultimately the responsibility of the State.

With regard to the pupil-teacher ratio for Children with Special Needs, Hon'ble Supreme Court has ordered in the matter of W.P. No. 132 of 2016 titled "Rajneesh Kumar Pandey & Ors. Vs. Union of India & Ors. regarding Special Education. To implement the order, the Norms and Standards of Pupil Teacher Ratio (PTR) for special schools and also separate norms for special teachers who alone can impart education and training to CwSN in the general schools, as recommended by Rehabilitation Council of India (RCI), Department of Empowerment of Persons with Disabilities (DEPwD), Ministry of Social Justice & Empowerment, have been accepted by the Department. The letter dated 10.06.2022 regarding the same for compliance by all State & UTs is placed at **Annexure V**.

- **Capacity Building of School Functionaries:** State & UTs will build capacities of head teachers, teachers and special educators across all levels with a special focus on the additional disabilities as per RPWD Act, 2016 like dwarfism, Specific Learning Disabilities (SLD) and chronic neurological conditions etc. State & UTs will draw an annual capacity building plan including the trainings, exposure visits, exchange programs, continuous professional development (50 hours CPD) etc. by engaging all stakeholders. State and UTs shall prepare customized modules based on training needs identified.
- **Enabling Inclusive environment in school:** State & UTs will ensure the full participation of CwD in schools by ensuring inclusive classrooms, accessible learning resources, innovative pedagogical practices, and creating enabling opportunities for participation.
- **Improve retention & transition:** State & UTs shall make all efforts to improve retention, transition of CwD by notification of Exam accommodations¹⁸ as per RPWD Act, 2016.
- **School Inclusion Index:** State & UTs shall undertake an accessibility audit through the Index for developing Inclusive Schools¹⁹ prepared by NCERT in all schools whereby, State & UTs shall carry out annual exercise of self- assessment on inclusive practices in schools.
- **Strengthening of Block Resource Centre (BRC):** State and UTs will strengthen BRCs with online/offline facilities to support all CwSN including children with severe or multiple disabilities.
- **Focus at Foundational Stage:** State & UTs must focus on school preparation & acquiring the foundational literacy & numeracy skills for CwD through 'Vidya Pravesh' & NIPUN Bharat activities.

¹⁸Reference: CBSE Examination Accommodations Circular
https://www.cbse.gov.in/cbsenew/Examination_Circular/2019/5_CIRCULAR.pdf & DEPwD Written Examination Guidelines - https://disabilityaffairs.gov.in/upload/uploadfiles/files/Guidelines-29_08_2018.pdf

¹⁹Reference: Index for developing Inclusive Schools
<https://ncert.nic.in/degsn/pdf/INDEX%20FINAL%20FOR%20WEBSITE.pdf>

- **Promoting community participation:** State & UTs will make all efforts to promote awareness amongst all stakeholders including parents, teachers, SMC members, community & local body institutions through Vidyanjali.
- **Availability of e contents on DIKSHA: A separate Vertical for CwD:** With the recommendations of NEP 2020 on creating an inclusive learning atmosphere for CwD, a new vertical dedicated to provide quality teaching and learning material based on UDL principles, will be developed, on DIKSHA²⁰, with the aim to provide educational resources at one click. The objective of this vertical would be to provide the learners, parents, teachers and other stakeholders in the area of CwD education the necessary e-content and educational e-resources at one place. The entire initiative of Inclusive Education Vertical on DIKSHA is specially focused on school education.

State and UTs may prioritise developing e contents including video/ audio content and gamified content & quizzes to host surveys for information related to CwD to be conducted through DIKSHA. The same may also be developed in local/vernacular languages as per the learning requirements of disabilities (as per RPwD Act, 2016) and uploaded on the platform. Teacher training modules on awareness and capacity building for Inclusive Education can also uploaded on this platform.

- **Development of e-content:** State & UTs may prepare e-content suitably prepared/adapted for children with disabilities²¹.
- **Screening & Identification:** For providing support to the learning of children with disabilities, focus will be on early identification and support.
- **Database:** State and UTs may prepare mapping of database for analysing grade-wise transition and retention of each CwSN and prepare plan of action to provide appropriate support.

9.5 Monitoring Mechanism

On-going monitoring and evaluation should be carried out to refine the programme from time to time.

9.5.1 National Level:

- Enrollment of children with disabilities in general schools/through home based education (wherever appropriate), at the foundational, preparatory, middle, secondary stage as per Harmonised Guidelines & Standards for Universal Accessibility²².
- Accessibility audit- Availability of barrier free and suitable infrastructure facilities in schools, BRCs & CRCs etc including websites and digital portals.

²⁰ DIKSHA Portal: <https://diksha.gov.in>

²¹ Guidelines for development of e-content for CwD- https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf

²²Source: https://cpwd.gov.in/Publication/HG2021_MOHUAN.pdf

- Preparation of school development plans by SMCs/SMDCs to ensure that schools have all facilities such as access to barrier free infrastructure and resource centres, full participation in all school activities and social inclusion etc.
- Issues of children with disabilities amongst other SEDG groups based on geographical, gender identities and socio-economic conditions etc. addressed by State & UTs during implementation.
- Periodical review of physical and financial progress of the component through PRABANDH portal.
- Review meetings at National, Regional, State/UT specific level based on UDISE+ & PGI data and NAS reports etc.
- Impact assessment of interventions for CwDs approved under Samagra Shiksha by RIEs.
- Best practices uploaded on SHAGUN portal.

9.5.2 State & UT Level:

- State and UT level quarterly review meetings with State and UT Coordinators.
- Quarterly physical and financial progress reviews cross interventions & components such as Civil Works for barrier free infrastructure, Quality component for RTE entitlements of Braille & large print books & Teacher Education component regarding Resource Persons for CwSN at BRCs etc.
- Reports of visits by BRCs and CRCs at regular intervals for monitoring the progress of the interventions.
- Impact assessment of interventions for CwD approved under Samagra Shiksha by SCERTs & RIEs.
- Action research by SCERTs and DIETs on areas of disability, FLN for CwD and inclusive education specifically on additional disabilities scheduled as per the RPwD Act, 2016.

9.6 Expected Outcomes

- Increase in enrolment of CwD across all stages of schooling.
- Improvement in transition and retention rates from foundational to secondary stage.
- School heads, teachers and special educators will be able to create an enabling learning environment wherein every child regardless of disability will be able to learn as per her/his needs and abilities.
- Infrastructure of the schools & BRCs will be improved for providing support to CwD.
- Increase in number of CwD who complete schooling.

Chapter 10

STRENGTHENING OF TEACHER EDUCATION

10.1 Major Goals

- Strengthening of physical infrastructure in TEIs & Establishment of New DIETs for providing high quality teacher education that enables all teachers to achieve National Professional Standards for Teachers (NPST).
- To strengthen and expand DIKSHA, a technology-based educational platform, to serve as national repository of high-quality resources/e-content for teaching and learning as well as for the capacity building of teachers and teacher educators.
- In-service Training of Teachers, Head Teachers and Teacher Educators for their professional and self-development.
- Supporting program and activities of SCERT, such that SCERTs lead a “change management process” for the reinvigoration, capacity building and changing the work culture of DIETs/BRCs/CRCs within 3 years, developing them into vibrant institutions of excellence.
- Technology Support to TEIs to empower them to effectively and efficiently carry forward the mandate of quality teachers’ education, research, and development of State Curriculum Frameworks in the area of school education, teacher education, ECCE and adult education, school curriculum, syllabus and textbooks with local flavour, TLM/other online and offline resources for school education.
- Continuous and relevant Academic support to Head teachers/teachers/schools through BRC/URC/ CRC.
- Building capacity of SCERTs for implementing pre-vocational education, 10 bagless days (internship in the area of vocational education), ECCE, NIPUN Bharat Mission on foundational literacy and numeracy, adult education, etc. up to the grass root level.

10.2 Historical Perspective

The earliest policy formulations emphasized the need for teacher education to be “brought into the mainstream of the academic life of the Universities on the one hand and of school life and educational developments on the other” (Kothari Commission, 1964-66).

Subsequently, while observing that “...what obtains in the majority of our Teaching Colleges and Training Institutes is woefully inadequate...” the Chattopadhyaya Committee Report (1983-85), reiterated the need “...to enable general and professional education to be pursued concurrently...” and emphasized that “...an integrated four year programme should be developed carefully...(while also making it) possible for some of the existing colleges of Science and Arts to introduce an Education Department along with their other programmes allowing for a section of their students to opt for teacher education.”

National Policy on Education (NPE, 1986) recognized the need for enhancing the status of teachers. It emphasized the need for substantial improvement in their working conditions and the quality of teacher education. The Policy called for overhauling the teacher education

system and as a first step recommended the following:

- Teacher education is a continuum and its pre-service and in-service components are inseparable.
- District Institute of Education and Training (DIETs) be established with the capability to organize pre-service and in-service courses for elementary school teachers and the personnel working in non-formal adult education sectors.
- At the national level, the National council of Teacher Education (NCTE) be established which will have the power to accredit institution of teacher education, phase out the sub-standard institutions, provide guidance regarding curricula and methods.
- Networking arrangements are created between institutions of teacher education and university department of education.

10.3 Background

The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education was initiated in 1987 pursuant to the formulation of the National Policy on Education (NPE, 1986). It emphasized the significance and need for a decentralised system for the professional preparation of teachers and in this context, the District Institute of Teacher Education (DIET), College of Teacher Education (CTE) and Institute of Advanced Studies in Education (IASE) were established.

The Scheme was revised for the XIIth Plan to meet the exceptional challenges for the Teacher Education System arising from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary level and corresponding increase in the demand for teachers. Modification of the Scheme was also critical in the context of the policy decision for universalisation of secondary education. The revised Scheme was formulated in pursuance of the RTE Rules (2010) under Section 38 of the RTE Act, notified on 8th April 2010. Subsequently, the revised Guideline for Restructuring and Reorganizing of the CSSTE was developed and issued in June 2012.

Subsequently, a new scheme, Samagra Shiksha came into effect from 1st April, 2018. It is an integrated scheme of School Education formulated by subsuming the existing centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (CSSTE). One of the major objectives of Samagra Shiksha is strengthening and upgradation of State Councils of Educational Research and Training (SCERTs)/ State Institutes of Education (SIEs) and District Institutes of Education and Training (DIETs) as nodal agencies for teacher training.

With the end of the 14th Finance Commission cycle and commencement of the 15th Finance Commission, the integrated scheme of Samagra Shiksha was evaluated by the NITI Aayog in the year 2020 and the following are some of the major recommendations with respect to Teacher Education:

- The scheme should leverage support from Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT), specifically for faculty development.
- DIETs should be strengthened by establishing formal linkages with local colleges, thus creating a multidisciplinary environment for Teacher Education, both at pre-service and in-

service level.

- Emphasizing use of online training material and portals such as DIKSHA by creating archive of updated training material, credit based annual plan for each level of teacher, educators and heads of schools and its concurrence with teacher's performance appraisal.
- Provisioning for research through model TEIs across each district. Opportunities should also be provided to other TEIs based on proposal made for Research.
- Continuing to operate with SCERT as an apex organization having key responsibilities at the state level with appropriate linkages with and support from national level, such as MHRD, NCTE, NCERT, NIEPA, NIOS etc.

The National Education Policy, 2020 emphasizes that the teacher must be at the center of the fundamental reforms in the education system. Accordingly, it accentuates that the high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. Further, Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material and extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education.

Likewise, Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. In this regard, NEP 2020 also stresses that academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution. Furthermore, as recognized by the NEP, the teachers will require training in high-quality content as well as pedagogy, for which a renewed emphasis has been given on strengthening of teacher education institutions i.e., SCERTs, DIETs etc. The major focus areas under 'Strengthening of Teacher Education' component under Samagra Shiksha are:

10.4 State Councils for Educational Research and Training (SCERTs)

10.4.1 Introduction

State Institutes of Education (SIEs) were established in mid-60s for qualitative improvement of elementary education. Subsequently, in course of time, State Institutes/agencies were also set up in some States to provide academic support to school education in areas of growing importance like science education, educational technology, English language teaching, etc. and specific areas of concern like examination reform, evaluation, educational and vocational guidance, etc.

At present, there are 31 SCERTs and One SIE (Andaman & Nicobar Island) in the country. The Union Territories of Daman & Diu and Dadra & Nagar Haveli, Ladakh, Lakshadweep and Puducherry do not have either an SCERT or SIE. The functions related to SCERTs in these union territories are performed by State Departments of Education/DIETs.

10.4.2 Roles & Functions of SCERT

The SCERTs were originally visualized to become centres of excellence in the field of elementary education. Their functions included organisation of in-service training programmes for teachers and supervisory personnel, conduct of conferences and seminars for senior

officers (district level and above) of Education Department. Over the years, the role of SCERTs as a state resource institution has expanded to provide academic support at all stages of education, undertake co-ordination of all academic matters relating to school education, maintain appropriate linkages with other educational organizations and provide supervision/support to the district and sub-district level institutions. Other major functions of the SCERTs include development of curriculum, instructional material, textbooks, conduct research programmes, provide guidance and support to state department of education and provide supplementary materials to address the need of all children including Children with Special Needs and teachers. Further, SCERTs are also expected to perform a variety of roles for the national level institutions such as NCERT, NIEPA and NCTE, in the conduct of state level studies and surveys, as well as take the lead in some major national Initiatives such as Digital Drive, Skill India and Clean India, in collaboration with other state level institutions working in the area.

With the implementation of the NEP 2020, the role of the SCERT has increased manifold. The foremost mandate of the SCERT is the development of the State Curriculum Frameworks with local contextualization for Early Childhood Care and Education (ECCE), School Education, Teacher Education and Adult Education (AE). Subsequently, with the development of the National Curriculum Frameworks for ECCE, SE, TE and AE by the NCERT, SCERTs will setup Syllabus and Textbook Development Teams to work on ensuring the reduction of Curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, discovery-based, discussion-based, and analysis-based learning. Other key tasks of the SCERT as the academic authority in the State/UT includes: Development of Online and blended teachers training modules; development of E-content resources for all grades on DIKSHA; Strategic planning and implementation of reinvigoration of BRCs, CRCs and DIETs; Translation of Textbooks in home language/ mother tongue, NISHTHA modules in local languages for alternate forms of schools, etc. Accordingly, the major roles and core functions of the SCERT can be classified under the following broad heads:

- **Academic Authority u/s 29 of the RTE Act:** Under section 29(1) of the RTE Act, the State Government has to appoint an academic authority to lay down the curriculum and evaluation procedure (for continuous evaluation of learning outcomes) which would be followed by all schools at the elementary level. Given their existing mandate, most of the States have notified the SCERTs as the academic authority to perform this function. Besides, the SCERT needs to work with State Commission of Protection of Child Right guiding them academically on the concerns of protection of child's rights, children from corporal punishment and other kinds of harassment, inclusion of third gender in schools, etc.
- **State Curriculum Framework:** The SCERT has been mandated to develop the State Curriculum Framework (SCF) for Early Childhood Care and Education, School Education, Teacher Education and Adult Education. While preparing the State Curricular Framework (SCF), the SCERT may look into innovative methods ways of offering flexibility in choice of subjects and/ incorporating semester system that allows the inclusion of shorter modules, or courses that are taught on alternate days, etc.
- **Syllabus and Textbook Development:** States will require to prepare their own curricula (based on the NCFSE of NCERT to the extent possible) and prepare textbooks (based on the NCERT textbook materials to the extent possible), incorporating State flavour and

material as needed. The SCERT will setup Syllabus and Textbook Development Teams to work on ensuring the reduction of Curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, discovery-based, discussion-based, and analysis-based learning. The SCERT will also ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Under this, concerted efforts will be made by the SCERT, through suitable changes in curriculum and pedagogy, to significantly reduce the weight of school bags and textbooks.

- **Developing a culture of Research:** One of the operational principles as per SARTHAQ Implementation Plan for NEP 2020 is knowledge creation and its application as integral to the enterprise of education. Thus, with high quality research and research mind-set becoming the core to our education system, the SCERT and its Institutions will strive towards developing a culture of research. The following are some basic criteria for conducting research and devaluation activities:
 - a. Defining clear, coherent and effective student learning indicators/outcomes in order to establish clarity at all levels of State administrative and academic machinery
 - b. Developing effective evaluation processes to empower the state education department to assess educational outcomes in various forms, including but not limited to student achievement, teacher performance and teacher educator performance.
 - c. Indicators can be developed for students, teachers, clusters, blocks and districts to continuously monitor and evaluate the success of the initiatives of the SCERT.
 - d. Undertaking contextual and academically rigorous research projects which will inform the policy making process of the state education department
- **Synergy with DIETs:** As part of the 'Change Management Process', the SCERT would need to develop an institution wise action plan which would include among others, capacity building, norms for recruitment/deputation, functions/roles and responsibilities, IT-based solutions for administration, planning governance of these institutions. SCERT will also take a more leading role in the monitoring, mentoring and capacity building of DIETs. This would include designing a mandatory rigorous induction program for all new DIET Principals and designing and facilitating their continuous professional development. In addition, the SCERTs will work closely with DIETs at a macro level to ensure overall quality in teaching, quality of curriculum, assessment, overall teacher education coordination of quality and new programs, overall technology in education, school leadership, etc. At the same time, it will also be responsible for undertaking research projects in collaboration with DIETs to inform state and central policy.
- **Social Equity through Education:** The SCERTs need to drive equity interventions in the state working towards building social equity across all facets of education - specifically in textbooks, training design and implementation, and implicit educational practices within the classroom and school in more focused way. Faculty and staff across all departments should be empowered to reflect and work on understanding, analyzing and addressing intersectional issues arising due to caste, gender, and religious inequities, addressing the needs of children with special needs, eliminating the spate of dropouts from schools by undertaking relevant programs.
- **Community and Children's outreach:** Community and Children's outreach program and network keeps the SCERTs rooted to the experience and issues at the ground level. SCERTs (and DIETs) should have a system for more frequent interacting with children in place.

- **Inter- disciplinary Coordination:** The SCERT should be the nodal agency in the state and establish proper coordination and collaboration with various statutory bodies like Board of Textbooks, Board of Secondary Education and Board of Elementary Education. The SCERT as the academic authority has the responsibility of developing learning outcomes, appropriate teaching-learning materials, and modules for teacher preparation, etc. There is a need for a comprehensive understanding in each discipline. These include, for example, Mathematics, Science, Hindi, Second Language and Third Language, Social Study teaching, etc. These groups should be constituted by involving faculty from SCERT, CTEs, IASEs and DIETs. Each SCERT must have at least a few groups working and developing new understanding that can be shared with other States as well as NCERT and other national bodies.
- **Annual and Perspective Plan:** The SCERT is expected to prepare a 5-year perspective plan as well as annual work plans. The PAB would approve the plan for the strengthening of the SCERT, based on specific proposals received from the State Government, including physical and financial estimates. States which have a State Institute of Education (SIE) would also be eligible for this provision. However, they would need to upgrade the SIE in a full-fledged SCERT as per the MoE guideline on strengthening of SCERTs (2018).
- **Continuous Professional Development for Teachers:** The SCERT as the nodal agency for teacher training would create avenues for professional programmes and prepare professional training modules and manuals in collaboration with the NCERT. It will also encourage the use of technology platforms such as SWAYAM/DIKSHA for online training of teachers so that standardized/need based training programmes can be provided to large numbers of teachers within a short span of time. The National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) is an integrated teacher training programme which was initiated in 2019 covering teachers and school heads at the elementary level. In view of the pandemic, NISHTHA Online was created by customizing Modules for online delivery in the format compatible with DIKSHA Portal and now it has been extended to the secondary and senior secondary level. A specialized NISHTHA on foundational literacy and numeracy has also been initiated for teachers at the primary level.
- **Pre- vocational education:** NEP 2020 emphasises upon providing-vocational exposure to all children from class 6 to 8 by integrating it in the curriculum. In this context, NEP 2020 also recommends Bag less days and internships. In view of building capacity of the schools to smoothly implement these recommendations of the policy, SCERT has to play an important role. It needs to come out with contextual frameworks for the internship in the area of pre-vocational education for schools situated in different areas. SCERT also needs to handhold school principals and teachers for the actual implementation in the school.
- **SCERTs need to be the Nodal Academic Authority for Pre-Primary Education/ ECCE:** As per the recommendations of NEP 2020, SCERT would be developing State Curriculum Framework for ECCE with local contextualization. The local contextualization will include mapping of indigenous toys and indigenous games, puppetry, art, stories, poetry/songs, etc. in the ECCE curriculum and mechanisms for bridging the gaps that exist between the language spoken by the child and the medium of teaching. All State departments providing pre-primary education (like WCD-ICDS department etc.) need to work in close collaboration with SCERT to develop pre-primary curriculum and training support. SCERT need to develop a monitoring system for school readiness for children entering into the primary level and also develop/adopt School Preparation Modules- Vidya Pravesh for them.
- **National Professional Standards for Teachers (NPST):** A common guiding set of

National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. The NPST will be adopted by all State and UTs, through the SCERTs.

- **Adult Education:** NCERT will set up a constituent body dedicated to Adult Education within the organisation. This constituent body of NCERT on Adult Education will review and revise current curricula for adult education and develop a National Curriculum Framework for Adult Education (NCFAE). It will also delineate clear and measurable learning Outcomes for functional literacy on which adult learners can be assessed. States/UTs will create a constituent body within the SCERTs to look after implementation of adult education and to prepare resources for implementing the programme.
- **Promoting experiential learning – integrating sports, arts, health, toy-based pedagogy:** Innovative pedagogies such as toy based pedagogy and activity based learning will be promoted to ensure joyful and non-discriminatory environment in the classroom. Accordingly, in-service teacher training would also include training for teachers on art-integrated, sport integrated, story-telling, and experiential and toy based pedagogies. SCERTs are expected to develop contextualized modules in the area of experiential learning.
- **Holistic Progress Card (HPC):** The NEP 2020 recommends reforms in the area of assessment focussing on holistic assessment and Holistic Progress Card. SCERT would facilitate the development of an App based Rubrics for Holistic Progress Card to focus on Knowledge, Competencies/Skills, Attitudes, Values, etc. and AI based analysis. This will utilise the national level HPC prepared by CBSE and NCERT as the basis of developing the state/UT level HPC in the local language. Further, the HPC should be such that the teacher has to fill it up at least twice/thrice in a year. SCERT has to plan continuous support programme for the schools in the State involving DIETs for the tracking of holistic progress of learning outcomes of children.
- **NIPUN Bharat- Foundational Literacy and Numeracy Mission:** Under the NIPUN Bharat, the SCERTs have been entrusted with the responsibilities of designing and development/adaptation of curriculum, instructional designs, capacity building of teachers and academic resource persons, developing locally contextualized teaching learning materials, extensive capacity building of teachers, development of training modules and other resources for teachers in local language. At the same time, additional learning material for foundational stage, that is engaging, joyful and innovative, would also need to be developed with special emphasis on local context by involving local experts.
- **Developing Guidelines as Enablers:** Guidelines could be also developed to prepare an enabling environment for implementing innovative methods of teaching and learning. One such example is the PRAGYATA guidelines, which have been developed with a focus on the methodology, time spent, etc. for online/blended/digital education for students who are presently at home due to the closure of schools. Further, the guidelines for development of e-content for CWSN provides access to learning resources, anytime, anywhere. School safety and security is another important area under this. SCERTs are expected not only to contextualize these guidelines for different stakeholders in the state but also to develop framework and guidelines on the concerns in education raised time to time and also on the

policy recommendations as well as for their implementation upto the grassroot level.

- **School Quality Assurance and Accreditation Framework (SQAAF):** SCERT will develop School Quality Assurance and Accreditation Framework (SQAAF) through wide consultation with all Stakeholders for setting academic standards and curricula in the state/UT. The SCERT will also lead a “change management process” for the reinvigoration of CRCs, BRCs, and DIETs which must change the capacity and work culture of these institutions in 3 years, developing them into vibrant institutions of excellence.

10.4.3 Strengthening & Restructuring of SCERTs

10.4.3.1 Given the expansion of school education in last decade after the implementation of the RTE Act 2009 and now NEP 2020, it has become all the more important to strengthen SCERTs through analysis of its strengths and weaknesses to address the gaps within the institution and in its linkages with other institutions. The Ministry of Education had come a guideline for strengthening of SCERTs in 2018 wherein given the wider role of SCERTs for curriculum and textbook development across the stages infusing concerns of inclusion and maintaining linkages, models for restructuring are proposed including relevant and adequate divisions, departments and faculty positions. Further, due to variation in the population in different states and their requirement accordingly, two models for restructuring have been suggested for the State and UTs as per the population (as per Census 2011). Model-I is for those States which have population above 1 Crore and Model-II is for those State and UTs which have population 1 Crore or below. These two models vary in terms of number of faculty members proposed for different Divisions and physical infrastructure. Both the models include organization structure with five major divisions including departments within the division and faculty positions are proposed. Accordingly, a total 21 State/UTs with population above 1 crore as per the Census 2011 come under Model I i.e., Uttar Pradesh, Maharashtra, Bihar, West Bengal, Madhya Pradesh, Tamil Nadu, Rajasthan, Karnataka, Gujarat, Odisha, Kerala, Jharkhand, Andhra Pradesh, Telangana, Assam, Punjab, Chhattisgarh, Haryana, Delhi, Jammu & Kashmir and Uttarakhand. While a total 15 States/UTs with population 1 crore and below as per the Census 2011 come under Model II i.e., Himachal Pradesh, Tripura, Meghalaya, Manipur, Nagaland, Goa, Arunachal Pradesh, Puducherry, Mizoram, Chandigarh, Sikkim, Andaman & Nicobar Islands, Dadra & Nagar Haveli and Daman & Diu, Lakshadweep and Ladakh.

Table-1 (a): The Proposed Organisational Structure Model-1 (Population above One Crores as per Census 2011)

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Foundational and Preparatory)	Details of Faculty (Middle and Secondary)
Director, SCERT	1 Professor	1		
Jt. Director	1 Joint Director (Academic) - Professor	1		
Division of Curriculum Research and Development	1 HoD (Professor)	1		
Maths and Science	3 Associate Professors 4 Assistant Professors	7	2 Faculty (1 for Environmental Studies 1 for Maths)	5 Faculty (3 for Physics, Chemistry, Biology 1 for Maths)
Social Sciences	1 Associate Professor	4	4 Faculty	

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Foundational and Preparatory)	Details of Faculty (Middle and Secondary)
	3 Assistant Professors		(1 each for History, Political Science, Geography, Economics)	
Dept. of Language	2 Associate Professors 4 Assistant Professors	6	2 Faculty (1 for Hindi 1 for English)	4 Faculty (1 each for Hindi, English, 2 for Regional languages)
Dept. of Commerce Studies	1 Assistant Professor	1		1 Faculty (1 for Accountancy and Business Studies)
Dept. of Art Education	1 Associate Professor 1 Assistant Professors	2	2 Faculty (1 for Visual Arts & 1 for Performing Arts)	
Dept. of Work Experience and Vocational Education	1 Associate Professor 1 Assistant Professor	2	2 Faculty (For priority trades based on state context and also for Work Experience)	
Dept. of Health and Physical Education	1 Associate Professor	1	1 Faculty (1 for Health and Physical Education/Population Education)	
Dept. of Inclusive and Special Education	1 Associate Professor 1 Assistant Professor	2	1 Faculty (Each with specialisation in curriculum development and inclusive pedagogy for children with learning and physical disabilities) 1 Faculty (Specialisation in addressing intersectional issues across caste/gender/religious inequities)	
Dept. of Pre-primary(ECCE as per NEP, 2020)	2 Assistant Professors	2	2 Faculty (Each specialising in ECCE/ Pre-primary curriculum and pedagogy)	
Division of Educational Research, Survey & Assessment	1 HoD (Professor) 1 Associate Professor 1 Assistant Professor	3	2 Faculty (1 specialising in quantitative research and learning assessments & 1 specialising in qualitative research)	
Division of Teacher Education	1 HoD (Professor) 2 Associate Professors 2 Assistant Professors	5	4 Faculty (3 for Pre-service education - Philosophy, Sociology, Psychology & 1 for In-service education)	
Department of Leadership and Management	1 Associate Professor 1 Assistant Professor	2	2 Faculty (Each with specialisation in school leadership, management and community engagement/School Management Committees)	
Division of ICT	1 HoD (Professor) 1 Associate Professor 1 Assistant Professors	3	2 Faculty (1 for CAL/ICT for student learning - integration of ICT in Teaching learning & 1 for ICT Initiatives (DIKSHA, etc.)	
Division of Programme and Monitoring	1 HoD (Professor) 1 Associate Professor	2	1 Faculty (Specialised in educational planning)	
Academic post		45		
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistants	3	3 Faculty 1 Librarian 1 Assistant Librarian 2 Professional Assistants	
Administrative Division	7	7	Staff 3 Administrative Officers 1 Deputy Comptroller of Accounts (DCA) 1 Publications Officer 2 Editor/Assistant Editor	
Technical Staff	5	5	Staff 2 - Professional Assistant for Library and Documentation Division	

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Foundational and Preparatory)	Details of Faculty (Middle and Secondary)
			3 - Technical staff for different departments (computer assistant, semi-professional assistant, laboratory assistant)	
Project Staff	6	6	Staff Project Fellows and/or Consultants on contractual basis for 2 years	

Table-1 (b): The Proposed Organisational Structure Model-II (Population One Crore or below as per Census 2011)

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Foundational and Preparatory)	Details of Faculty (Middle and Secondary)
Director, SCERT	1 Professor	1		
Jt. Director	1 Joint Director (Academic) - Professor	1		
Division of Curriculum Research and Development	1 HoD (Professor)	1		
Maths and Science	2 Associate Professors 3 Assistant Professors	5	2 Faculty (1 for Environmental Studies 1 for Maths)	3 Faculty (Physics/Chemistry/Biology and Maths)
Social Sciences	1 Associate Professor 1 Assistant Professors	2	2 Faculty (History/Political Science, Geography, Economics)	
Dept. of Language	2 Associate Professors 3 Assistant Professors	5	2 Faculty (1 for Hindi 1 for English)	3 Faculty (1 each for Hindi, English, 1 for Regional languages)
Dept. of Commerce Studies	1 Assistant Professor	1		1 Faculty (1 for Accountancy and Business Studies)
Dept. of Art Education	1 Associate Professor	1	1 Faculty (Visual Arts & Performing Arts)	
Dept. of Work Experience and Vocational Education	1 Associate Professor	1	1 Faculty (For priority trades based on state context and also for Work Experience)	
Dept. of Health and Physical Education	1 Associate Professor	1	1 Faculty (1 for Health and Physical Education)/ Population Education	
Dept. of Inclusive and Special Education	1 Associate Professor	1	1 Faculty (Each with specialisation in curriculum development and inclusive pedagogy for children with learning and physical disabilities & Specialisation in addressing intersectional issues across caste/gender/religious inequities)	
Dept. of Pre-primary	1 Assistant Professors	1	1 Faculty (Specialising in ECCE/ Pre-primary curriculum and pedagogy)	
Division of Educational Research, Survey & Assessment	1 Professor (HoD) 1 Associate Professor	2	2 Faculty (1 specialising in quantitative research and learning assessments & 1 specialising in qualitative research)	
Division of Teacher Education	1 Professor (HoD) 2 Associate Professors 1 Assistant Professors	4	4 Faculty (Pre-service education - Philosophy, Sociology, Psychology & In-service education)	

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Foundational and Preparatory)	Details of Faculty (Middle and Secondary)
Department of Leadership and Management	1 Associate Professor	1	1 Faculty (Specialisation in school leadership, management and community engagement/School Management Committees)	
Division of ICT	1 Professor (HoD)	1	1 Faculty (1 for CAL/ICT for student learning - integration of ICT in Teaching learning & ICT Initiatives (DIKSHA))	
Division of Programme and Monitoring	1 Professor (HoD)	1	1 Faculty (Specialised in educational planning)	
Academic post		30		
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistants	3	3 Faculty 1 Librarian 1 Assistant Librarian 2 Professional Assistants	
Administrative Division	7	7	Staff 3 Administrative Officers 1 Deputy Comptroller of Accounts (DCA) 1 Publications Officer 2 Editor/Assistant Editor	
Technical Staff	5	5	Staff 2 - Professional Assistant for Library and Documentation Division 3 - Technical staff for different departments (computer assistant, semi-professional assistant, laboratory assistant)	
Project Staff	6	6	Staff Project Fellows and/or Consultants on contractual basis for 2 years	

10.4.3.2 SCERT being the academic authority, is ultimately responsible for ensuring that quality at all levels of school education is provided in an equitable and inclusive manner. In order to ensure this, SCERT should be responsible for setting up the benchmarks for quality educational outcomes across all levels, based on the findings of national and international research study on quality improvement. They should also be equipped and alert in making changes in these benchmarks from time to time as required. For strengthening of the SCERTs, the following are some major recommendations:

- **SCERTs need to function as Autonomous Institutions:** To act as autonomous bodies, SCERTs could get registered under the Societies Act 1960 for generating funds to support academic and technical requirement of the SCERTs. Financial autonomy must lie within the institution rather than the entire accountability being directed to the organisations from which the grants are received. In consonance with providing autonomy, an accountability framework for SCERTs may be put in place by the State Government.
- **Training Management System (TMS):** TMS and Professional Development Record for teachers is required at every district to be able to consolidate and track various professional development activities across the cluster, block and district and even at the state and national levels, provided by different agencies, all directed at teachers. The TMS could be built on the information available in the State Education MIS to address planning issues pertaining to in- service teacher training. This system should manage and track the trainings for every teacher to ensure that there is a rational, efficient way to allocate/call the

right teachers for the right training and to track the trainings received. In the future, efforts could be made to align this to the effectiveness of teacher trainings on students' learning outcomes. The digital infrastructure for school education, DIKSHA is available for state integration and adoption, to further improve the effectiveness of teacher education data systems across the State and UTs. It is proposed that SCERT be designated as the nodal body for integrating the monitoring, adoption and outreach of all related portals effectively across the State.

- **Quality Academic Initiatives:** It is proposed that the entire fund flow for in-service training education, administrators training, Curriculum Development and Research up to senior secondary level would be routed through the SCERT in such a manner that entire budgeting, accounting and utilization of such funds will become the responsibility of SCERT. The planning, design & implementation of these components should be led by SCERT and the State may allocate additional funds and may source funds from CSR/PPP models. In addition, pre-vocational education, Foundational literacy and numeracy, ECCE and innovative activities such as bagless days and internship are other focus areas.
- **Regulatory Mechanism for CSO Interventions:** Each state has several CSOs running their interventions to improve various aspects in education. Understandably, these CSOs have their own vision, agenda and capacities based on their priorities and interest areas. In order to best utilize the expertise as well as additional funds provided by these CSOs, the SCERTs must be empowered to develop a sound strategy for partnerships and set the areas for the collaboration with these CSOs. They should also have in place processes to measure the impact of these programmes. Ultimately, it must be ensured that CSO collaborations with various levels of the state education machinery need to be in consonance with not only the SCERT's objectives but also aligned to NEP 2020.
- **Structured Support for Academic Capacity Building of SCERTs:** NCERT needs to provide a structured support by increasing the rigor and consistency of capacity building programmes for SCERT faculty through their institutions (such as NIE, RIEs, PSS Central Institute of Vocational Education and CIET) and also by creating opportunities for faculty of SCERT to work with international experts. NCERT needs to design a variety of programmes and courses- short term and long term as per the needs of the SCERTs. NCERT need to closely work with the SCERTs in framing and executing regional conferences for best practice sharing and exchanges across the country. NCTE and NCERT need to support the SCERTs for developing and revising the teacher education curriculum and other teaching learning material.
- **Benchmarking Framework for SCERTs:** The Ministry of Education is coming up with a Performance Grading Index (PGI) for ranking of SCERTs in order to ensure quality assurance in all SCERTs and at the same time come up with support mechanisms based on the benchmarking results.
- **Recruitment and Career Progression:** High quality personnel need to be recruited for SCERT with the development of a separate Teacher Educator Cadre. Pay scales of the SCERT faculty would also need to be upwardly revised for attracting good professionals. However, state can have their own pay scale as per their state/UGC norms. Scope for Career Progression should be provided for upward mobility. Teacher Educator performance management must be based on objective professional teacher standards (NPST/SPST), and account for performance of a teacher educator throughout her career

including training.

10.5 District Institute of Education and Training (DIET)

10.5.1 Introduction

District Institutes of Education and Training (DIETs) were envisioned in the National Policy of Education, 1986, and were created by the Government of India, Ministry of Human Resource Development in the early 1990s to strengthen elementary education and support the decentralization of education to the district level. DIETs were conceived as the third district level- tier to support the system, which would be closer to the field, and therefore more alive to its problems and needs. The core institutional focus of a DIET was Continuous Teacher Professional Development, which would directly/indirectly impact on school improvement programmes. Accordingly, Samagra Shiksha envisages DIETs as a strong district institution that would prepare and support teachers at the school level.

10.5.2 Institutional Vision

The Samagra Shiksha scheme envisaged a strong district institution that would support pre-service and in-service work with teachers at the school education level. To support the universalisation of quality education and achieve quality in adult and life-long education, DIETs are visualized as a way to infuse the system with the following essential inputs:

- 1) Provision of Pre-service and In-service Teacher Education Programmes.
- 2) Organizing District level and State Level Educational Researches on issues pertaining to enrollment, retention, achievement, gender parity, proficiency and Drop outs.
- 3) Facilitating Collaborative Action Researches to enable practising teachers to address class room issues.
- 4) Scouting Innovative Practices of Primary/Upper Primary teachers and disseminating them among their colleagues by organizing periodical District Level Seminars and releasing News bulletins which carry information on Innovative class room processes.
- 5) Providing Resource Support to Non-Formal Education Sector by extending DIET expertise in developing curriculum and supplementary Learning Materials to adult learners.
- 6) Designing and developing trainer manuals for Anganwadi workers and for addressing Social concerns such as Crisis and Disaster Management, Gender Sensitivity, Leadership Manual for School Heads etc.

10.5.3 Academic and Staffing Structure:

DIETs were originally envisioned as having seven academic branches, however over the years it was observed that the inflexibility in the organizational structure of the DIET has led to sub-optimal utilization of its human resources and its inability to allow innovation and prioritization of its activities. Henceforth, in order to allow DIETs to have flexibility in utilizing its human resources in an optimal and efficient manner, it would be desirable to allow each DIET to reorganize its staff around the core functions in alignment with the recommendations of NEP 2020.

As per Samagra Shiksha, the staff strength of a DIET would be as detailed in the table below:

Table: Academic & Non Academic Staff details of DIET

Posts	Number
Academic Posts	25
Principal	1
Vice Principal	1
Senior Lecturers	6
Lecturers	17
Para-Academic Posts	4
Work Education Teacher	1
Librarian	1
Statistician/ Accountant	1
Laboratory Assistant	1

10.5.4 Establishing and strengthening linkages:

DIETs at the district level were envisioned to supervise the BRCs and CRCs for in-service training of teachers, however at the field level, it has been seen that DIETs are working in isolation. Accordingly, a distinct organogram at the state level has been recommended in MoE's guidelines on Strengthening of DIETs (2017) with the Secretary, School Education at the top of the hierarchy and flowing down to the DIETs at the end. In addition, to strengthen linkages between the DIETs, BRCs, CRCs and SCERT, a revisiting of the formal communication structure between these 4 entities has been recommended in the same guidelines. At present, SCERT provides only academic inputs for teacher training while the DIETs are focused on pre and in-service training and the BRC& CRC conduct trainings and provides school support. In order to ensure strong linkage and better coordination, it would be apt that the role of these institutions and linkage between them is clearly brought out.

10.5.5 Strengthening of DIETs

A reappraisal of the roles, responsibilities and functioning of DIETs would need to be conducted as per the recommendations of the NEP 2020. In this regard, the Department is in the process of preparing a comprehensive guideline on re-envisioning and strengthening of DIETs. In the meantime, in order to change the existing work culture of the DIETs, the following steps may be taken to improve the organizational climate:

- Technology may be leveraged to ensure transparency and accountability in functioning of DIETs.
- Provide input for tracking of every Child through Vidya Samiksha Kendra (VSK).
- Monitoring Learning Outcomes (LOs) at the BRC/CRC and School level.
- Capacity Building and Mentoring of Teachers through convergence with Higher Education Institutions.
- Focused plan on overall role and stepwise implementation plan to ensure better functioning.
- Creating interactive digital platforms for better interaction, sharing best practices and devising new strategies for improvement.
- Benchmarking of DIETs through a performance Grading Index (PGI) for ranking of DIETs to ensure quality assurance.
- Devising new strategies for forging better linkages with SCERTs, BRCs and Community in order to develop strong synergy.

10.6 Block Institutes of Teacher Education (BITEs)

10.6.1 As per the Guideline for Implementation of the erstwhile CSSTE (2012), it was decided to establish 196 Block Institute of Teacher Education (BITEs) - one each in a block of each of the 90 Minority Concentration Districts (MCDs) and the SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. BITEs are elementary pre-service teacher training institutions to ensure preparation of elementary school teachers. However, during the Teacher Education Approval Board (TEAB) meetings, request had come from different State and UTs to re-examine the requirement of establishing a BITE. After which, it was decided that instead of establishing a BITE, the intake capacity of DIET in the neighbouring area or district would be enhanced. So far, 81 BITEs have been sanctioned for establishment in the Minority Concentration Districts (MCDs) and the SC/ST dominated districts, for which Central assistance is provided.

10.7 Colleges of Teacher Education (CTEs) and Institute of Advanced Studies in Education (IASEs)

10.7.1 Background

The Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) were established during the VII plan period under the Centrally Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education (1987) which aimed that about 250 existing Secondary Teacher Education Institutes (STEIs) of an adequate standard and good reputation be financially assisted, on a project basis, towards becoming leading and innovative institutes in the field of teacher education.

10.7.2 Modified Vision

CTEs and IASEs will be provided programmatic support for working towards teacher preparation and development. It may be noted that this programmatic support will be provided only for Government CTEs and IASEs. Accordingly, the focus will be on the following:

- In –service Teacher training programs may be conducted in close coordination with CTEs and IASEs, as these institutions are mandated to prepare secondary and higher secondary teachers.
- CTEs and IASEs to also leverage support from Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT), specifically for faculty development.

10.8 Teacher Training

10.8.1 Background

For in-service training, the country has a large network of teacher training institutions (TTIs) including SCERTs and DIETs, which provide annual in-service training to school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the NCERT, along with its 5 Regional Institutes of Education (RIEs) prepares a host of training modules and undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National Institute on Educational Planning and Administration (NIEPA).

At the state level, the SCERTs prepare modules for teacher training and conduct some specialized courses for teacher educators and school teachers. The CTEs and IASEs provide in-service training to secondary school teachers and teacher educators. At the district level, in-service training is provided by the DIETs. The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the grassroot level of institutions in the vertical hierarchy for providing in-service training to school teachers. To emphasize the integration of training structures and also to reiterate the academic position of SCERTs/SIEs in the States, under Samagra Shiksha, the SCERT would be the nodal agency in the state for conduct of Teacher's Training. For this purpose, the role of the SCERT has been re-envisioned to include:

- SCERT to prepare a combined annual teacher training calendar for ECCE to senior secondary level with active participation of various state agencies and international agency (if any) to provide quality training programmes
- Avoiding duplicity and repetitions of the similar nature of programme conducted by different agencies. SCERT to also ensure strict compliance of this training calendar.
- Active role in development of need based training modules

In addition, as per the recommendations of the NEP 2020, the emphasis will be on the following focus areas:

- SCERTs/DIETs/BRCs/CRCs will be strengthened to enable them to take up the initial professional preparation of ECCE educators in primary schools and their Continuous Professional Development (CPD).
- Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy.
- In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.
- Continuous opportunities for self-improvement will be offered in multiple modes, such as, workshops, online teacher development modules, etc.
- Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year driven by their own interests.
- School Principals will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, with a focus on preparing and implementing pedagogical plans based on competency-based education.
- The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.
- While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

10.8.2 School Leadership Development Programme (SLDP)

To enhance leadership capability at the school Level for institution building to deliver quality education, SLDP is provided to State and UTs for (i) training of RPs with support from National Centre for School Leadership (NCSL) of NIEPA and (ii) HM training by States resource persons.

10.8.3 Training for administrative and academic support

- **For Head Teachers:** As an educational professional, the Head Teacher needs training for providing academic support to teachers in the school. The Head Teacher must also be trained in leadership so that she/he can be a democratic and natural leader, not because of the position she/he holds, but because of her/his ability to administer a school where there is no discrimination or bias on grounds of gender, caste or community. Thus, training for Head Teachers would include the following components:
 - Orientation to the provisions of RTE Act which directly relate to school functioning;
 - Orientation on emotional aspects to ensure that children who have been mainstreamed into age-appropriate classes are supported;
 - Keeping up-to-date records of teacher and student participation in various activities;
 - Dealing with children with special needs; and
 - Academic and human resource management
- **For Educational Administrators:** The RTE Act places responsibilities on Educational Administrators to ensure that the provisions of the Act are implemented. A key reform in training would be to change the inspectorial role of the educational administrator to that of a mentor. Educational Administrators need training for (a) ensuring that financial, social, cultural, linguistic and procedural barriers do not come in the way of children accessing and completing elementary education, (b) undertaking periodic supervision of schools to observe the infrastructure, facilities, use of teaching learning material, and other administrative aspects, (c) operationalizing the school syllabi, teaching learning process and learner assessment system, (d) developing a proper system of academic and curricular support to serve the purpose of continuing professional upgradation of teachers.

10.8.4 Training of Teacher Educators

- **Blended training programme for Teacher Educators as Resource Persons:** Training programmes for teacher educators need to be instituted in the state/UT including a range of professional growth and capacity building programmes, on the basis of the actual needs and capacity of the institution, giving the physical and financial implications of each activity subject to the norms of Samagra Shiksha.
- **Blended Induction training of Teacher Educators:** The newly recruited teacher educators of DIETs and BITEs should have strong grounding in curriculum, pedagogy and research. For this purpose, an orientation/induction training for a period of 10 days may be conducted by the SCERTs/SIEs by utilizing the expertise of academicians from the national/regional level institutions such as NCERT, NIEPA, RIEs, etc.

The norms governing the support under Samagra Shiksha for Teacher Training are as detailed in the Annexure on Programmatic and Financial norms.

10.9 NISHTHA Teacher Training

10.9.1 Background

It is not possible for schools to move away from a rote learning-based approach to more competency-based learning unless all teachers, heads of schools, and others involved in the

school administration are oriented to develop in their students, competency-based higher-order thinking skills. Keeping in view the above, an integrated teacher training program was designed, and pilot tested in the Tripura. Based on learning from this program, it was decided to develop a nationwide integrated training program to build capacity for around 42 lakh participants covering all teachers, Heads of Schools at the elementary level in all Government schools, faculty members of SCERTs, DIETs as well as officials and Resource Persons from BRCs and CRCs in all State and UTs.

Thus, National Initiative for School heads and Teachers Holistic Advancement (NISHTHA) is a first of its kind teacher training program under Samagra Shiksha wherein the Government of India, through its academic bodies such as the NCERT and NIEPA, is taking a lead role in changing the landscape of in-service teacher training. The Modules for NISHTHA have been developed through a consultative process involving suggestions from State and UTs and CBSE, KVS, NVS, School Principals, and Non-Governmental Organizations. The prominent features of these integrated programs are the activity-based modules including educational games and quizzes, social-emotional learning, art-integrated learning, motivational interactions, team building, preparation for the school-based assessment, in-built continuous feedback mechanism, online monitoring and support system, training gap, and impact analysis (Pre and Post training). The objective of NISHTHA is to motivate and encourage teachers to use these activities in classroom transactions to ensure the engagement of all students and bring the best out of them.

10.9.2 Methodology of NISHTHA Intervention:

10.9.2.1 Face to Face mode:

Generally, training programs are conducted for teachers, school principals, SMCs and State/district/block/cluster level functionaries in isolated manner with different objectives and content. The NISHTHA program attempts to bring all the stakeholders and target groups on the same platform integrating them and orienting them on similar content focusing on their specific roles and responsibilities. NISHTHA training was initially launched in August 2019 for elementary teachers in face-to-face mode and almost 17 lakh teachers were trained till March 2020 before the outbreak of pandemic. The face-to-face mode involved the following procedure:

- National Resource Groups comprising of 15 Experts each were constituted by NCERT. These NRGs trained Key Resource Persons (identified by the State and UT for further teacher training) and State Resource Person already trained by NIEPA (identified by the State and UT for further training of school heads and other functionaries). The ratio of identified KRPs was 1:150 teachers (one KRP per 150 teachers).
- After receiving training from NRG, these KRPs/SRPs formed a group called State Resource Group (SRGs), which had 6 members (5 KRPs + 1 SRPL) in each group and started training teacher directly at Block level. This group was also responsible for follow-up and monitoring of the program.
- By using this methodology, the Master trainer layer has been eliminated. This will help in reducing the high percentage of communication loss that occurs due to many layers.
- Modules on the selected themes for the training program were disseminated to all concerned with the guidelines on their roles and responsibilities as well as calendar,

time schedule and modalities for the conduct of different sessions. State and UTs are expected to translate and print the modules for distribution among SRG members before the training program, if required. However, State and UTs can also use their own training material along with NCERT material for contextualization.

- These SRGs provided 5 days training to the School Heads, Teachers, BRCs and CRCs at block level. In order to ensure that all teachers in a particular State are covered tentatively within 6 months, one SRG trained a group of 100-150 people at Block level (Head teachers, Head Masters, Teachers, BRCs and CRCs) in one cycle and in the given time schedule, it needed to train 500- 750 teachers (5 cycles) on an average.
- Training of School Heads is of utmost importance, as they will have to work as a resource person for teachers, in their respective schools. Training given by NIEPA has been aligned with the training modules of NCERT. The training of State Resource Persons (SRPs), which includes School Heads, also held with the training program for KRPs. Therefore, the training program has been designed for 6 days which included 5 days for KRP training and 2 days (starting from the fifth day of KRP training) for SRPs and functionaries. Thus, there was one overlapping day where both KRPs and SRPs will attend the programme.
- The State and UT identified SRPs from the School Heads who have already received training from NIEPA. After receiving Integrated Training, SRP will be a part of SRG.
- Every training round for teachers had one session by an outside expert who was doing some innovative work for the society in various fields such as use of bio-gas, solar panel, kitchen gardens, organic farming, motivation of teachers, etc.
- A pre-training Training Gap Analysis and a post-training Training Impact Assessment Survey was carried out to assess the impact of the training programme.

10.9.2.2 Online NISHTHA

COVID-19 has presented challenges for face-to-face training and but has also provided us with several opportunities to innovate, revamp, and integrate technology in “In-service Teacher Training”. NISHTHA Online for elementary teachers was launched on 6th October, 2020 for remaining teachers who could not be trained in face to face mode. It has been created by customizing Modules for Online delivery in the format compatible with DIKSHA Platform of NCERT. It includes multiple approaches for interaction i.e., Text Modules along with videos, Live Sessions by National Level Resource persons on DTH Swayam Prabha TV Channel and Interactive Voice Response System. In addition, Assessment is in-built in every Module and Online Certificates will be automatically generated for participants after completion of the course. There are 18 modules in this programme: 12 for teachers, 5 for school heads and 1 specialised module on teaching and learning during COVID-19 times. Each module consists of guidelines, primers, training package with QR coded e-content, videos on each module, and other e-resources. To facilitate teachers to undertake online NISHTHA training, adequate funding for teachers for procuring pen-drives, printing of modules and high-speed data-pack has been provided at elementary level on reimbursement basis and subject to successful completion of the training course.

NISHTHA Online - Implementation Status

18 Modules in 11 Languages

Hindi, English, Urdu, Assamese, Bangla, Bodo, Telugu, Kannada, Odia, Gujarati & Punjabi

30 States / UTs

8 Autonomous Organisations under MoE, MoD & MoTA

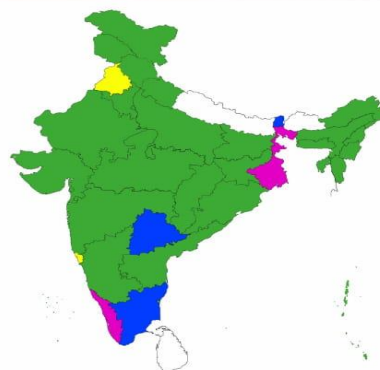
Approx. 24 Lakh Teachers

5.2 Crore Course Enrollments

4.6 Crore Course Completions

- Completed NISHTHA online (28 States/UTs)
- NISHTHA online in progress (Goa & Punjab)
- Completed NISHTHA training (Lakshadweep, Sikkim, Tamil Nadu, Telangana)
- NISHTHA not Initiated (Kerala & West Bengal)

Update as on 27 June 2021



nishtha.ncert.gov.in

10.9.2.3 Blended mode

Due to ongoing pandemic the NISHTHA teacher training has been completely shifted on online platform DIKSHA, however, online training cannot completely substitute face to face mode of training. Therefore, blended mode of training will be adopted once the pandemic is over. Blended mode will have both face to face and online components to make training effective and time bound.

10.9.3 Secondary NISHTHA 2.0

After training around 40 lakh elementary teachers, NISHTHA training has been extended to Secondary teachers and launched on 29th July 2021. Secondary NISHTHA has 68 modules including 12 generics and 56 subject specific modules and will cover around 10 lakh teachers. The specific feature of NISHTHA is interactivity with teachers. It provides teachers opportunities to not only share their concerns and problems with the Resource Persons but also to present solutions of these problems through their activities and presentations.

10.9.4 NISHTHA 3.0 on Foundational Literacy and Numeracy

Teacher capacity plays a central role in the attainment of foundational skills. Currently, few teachers have had the opportunity to be trained in a multilevel, play-based, student-centred style of learning that is so important for students in early grade school, particularly in Grades 1 and 2. Children naturally learn at different levels and paces during their early school years. However, the current formal system assumes from the very beginning a common level and pace for all, due to which many students start to fall behind almost immediately.

Regular professional development focusing on pre-school education and Foundational Literacy and Numeracy is yet not systematic. If we look at the challenges of designing in-service training programmes for school teachers, we find that they often do not address real classroom issues, like multilevel learning situation, language diversity, etc. Moreover, trainings are not followed up with further refresher workshops and on-site or other forms of mentoring for teachers. Since pre-school education in schools has recently been covered under Samagra Shiksha, in-service training in this area is still a major challenge across State and UTs running

pre- primary sections. In most cases, the training is inadequate. Similarly, capacities and training of anganwadi workers in this regard are inadequate.

Consequently, following NISHTHA model, a customized FLN package for teachers teaching at foundational stage of education has been designed covering the continuum from pre-school to the early primary grades, to meet the specific content and pedagogical requirements and the same has been launched on 7th September, 2021. This package covers the following 12 modules:

- 1) Introduction to FLN Mission
- 2) Shifting towards Competency Based Education
- 3) Understanding the Learner-How children learn
- 4) Transacting '3-Months Play- Based School Preparation Module for Grade I Children' and 'Balvatika'
- 5) Foundational Language and Literacy
- 6) Foundational Numeracy
- 7) Learning Assessment
- 8) Involvement of Parents and Community
- 9) Integration of ICT in Teaching, learning and Assessment
- 10) Multilingual Education
- 11) Toy-based Pedagogy
- 12) Module on School leadership which is targeted towards Headmasters, Administrators, CRC and BRC, who will be mentoring the programme.

10.9.5 Expected Outcomes

The following are the expected outcomes from the NISHTHA programme:

- Improvement in Foundational Literacy and Numeracy of students.
- Teachers will be able to create enabling and enriching classroom environment wherein every child will be able to learn without any stress and anxiety.
- Improvement in learning outcomes of the students assessed through NAS and SAS.
- Teachers are trained to implement Integration of ICT in teaching-learning and assessment.
- Transformation of the Principal/Head of the schools into a key academic support including support for experiential learning for all teachers in the school.
- Empower teachers to understand the need of emotional wellbeing, self-awareness, social awareness, and to handle situations involving violence and abuse.

10.10 Programmatic & Financial Norms: Strengthening of Teacher Education

The norms for the financial assistance available under the Scheme have been indicated and the States can supplement/augment the provisions for various interventions from their own resources. Further, the preference would be given to the State and UTs, in terms of fund provisions, which have restructured their SCERT and DIETs, as per MOE2018 Guidelines, for Programme and Activities and other related interventions.

10.10.1 Non-Recurring Support

- **Strengthening of physical infrastructure in TEIs (*SCERTs/SIEs, DIETs and BITEs*):**

Provision for infrastructure support to enhance the access and to provide enabling condition for quality education. Infrastructure support can accordingly be classified in to 5 categories:

- **Establishment of New DIETs:** Provision for establishment of a New DIET for new districts created upto 31st March 2020. However, New DIETs would be sanctioned only to those States/UTs where all the previously sanctioned DIETs are functional.
- **Establishment of New SCERT** (*Eligible only for that State/UT where there is no SCERT/SIE*).
- **For New Construction and Expansion of existing TEIs** (SCERTs/SIEs, DIETs and BITEs) as per norms: To facilitate strengthening of existing infrastructure in TEIs and organizationally of the SCERTs and DIETs, *States/UTs, in addition to requisite supporting documents as per norms, are required to provide justification on the need of the proposed new construction and expansion of existing TEIs.*
- **Provision of Major and Minor Repair** (SCERTs/SIEs, DIETs and BITEs): Building Repair and Maintenance is work undertaken to keep, restore or improve the facilities of a structure or building to keep the structure/building in good conditions and in currently acceptable standards to sustain its utility and value.
- **Establishment of Special Cells for SCERT (One-time Grant):** Non-recurring Central assistance of up to Rs. 50.00 lakh per SCERT for establishment of Special Cells/Laboratories for Science, Mathematics, Social Studies, Educational Technology/ and Language/English education. (Upto 10.00 lakh per Cell)

The key features for New/Fresh proposals for Civil works in Teacher Education component

- The proposal would be considered only after the State Government has allotted land for New DIET/SCERT, along with necessary permissions, for its establishment.
- The estimate would be based on SSOR duly notified by state Government or CPWD whichever is lower.
- The new structures will be constructed as earthquake resistant and will have facilities for water harvesting and barrier free access.
- Provisions for renewable energy utilization may be explored in the new DIET/SCERT buildings strengthened/ upgraded. Solar panels for water heating, running water pump, solar power etc. are suggested as some of the possible activities.
- DIET/SCERT building to incorporate safety features for resistance against hazards.
- *The new Civil works proposal may not be considered in case if States/UTs have high spill over in the earlier sanctioned civil works*
- For sanctioning a new DIET, the State Government may submit a detailed proposal with requisite documents such as:
 - PWD estimates with site map plan,
 - Gazette notification on formation of new District,
 - Location certificate from District Magistrate/Collector along with land transferred for the DIET
 - Status report on DIETs already sanctioned in the State/UT
 - Status of Non Functional DIETs in the State and UT (*Please specify the reason*)

10.10.2 Recurring Central Assistance to the States/UTs

A. Setting up of Assessment Cell

States/UTs may set up Assessment Cell preferably in the SCERT. For UTs, where there is no SCERT, the Assessment Cell maybe established either at the State Project Office (SPO) or DIET, etc., and provision of funds can be availed accordingly.

The main objectives for establishing an assessment cell are as follows:

- To develop and conduct various achievement surveys, data collection, analysis and disseminate the performance of students on a regular basis.
- To develop assessment tools and item banks in order to diagnose the learning gaps of students studying at different school levels.,
- For capacity building of various stakeholders including faculties in SCERTs and DIETs to develop high-quality assessment tools and test items
- To work out intervention strategies on various aspects such as, improved teacher training, curriculum revisions, school leadership programs, school standards, etc.

Financial Norms (Recurring): Up to Rs. 50.00 lakh recurring cost per annum. *The fund approved under the Assessment Cell is not to be utilized for hiring of staff and salary support.*

B. Financial Support for Salary in TEIs

The salary support for Teacher Educators in the TEIs (SCERTs/ DIETs/ BITEs/ CTEs/ IASEs) would be provided as per the norms of Samagra Shiksha as detailed below. Besides this, any other additionality under the Salary head or requirements as per terms and conditions for recruitment of teacher educators in the State/UT is to be borne by the State/UT.

- Support for Salaries for SCERTs will be provided for the posts filled against the number of Posts sanctioned in accordance with the MOE Guidelines (2018)/Samagra Shiksha Framework, as per the suggested organizational structure for SCERT, after the State/UT Government has duly notified the revised organizational structure, staffing pattern and strength. State Governments and UT Administrations are also encouraged to create a separate cadre of teacher educators in order to ensure qualified and experienced teacher educators are retained in the system. After the restructuring of an SCERT, support for salary would be provided only for posts newly created and filled. However, the remaining posts of the SCERT, which were created and filled up before the introduction of the revised Scheme in 2012, would continue to be the liability of the respective State/UT Government.
- Support for Salaries will also be provided to DIETs and BITEs for posts created and filled after 2012. In respect of the remaining posts in DIETs and BITEs, which were created before 2012, the support for salary will continue to be the liability of the respective State/UT Government.
- Support for Salary for SCERTs, DIETs and BITEs would be provided both for Academic and Para-academic posts filled up as per Samagra Shiksha guidelines. In case of Para academic posts, support for salary will be provided only for the following posts:
 - a) **SCERT:** 1) Semi Professional; 2) Junior Project Fellow; 3) Accountant; 4) Laboratory Assistant.
 - b) **DIET:** 1) Work Education Teacher; 2) Librarian; 3) Laboratory Assistant and 4) Statistician/Accountant.
 - c) **BITE:** 1) Librarian and 2) Laboratory Assistant

- In respect of support for Salary for CTEs and IASEs, existing support for salaries (for Academic Posts only) would be continued for only Government CTEs and IASEs. For post created and filled before 2012, the support for salary will continue to be the liability of the respective Institution/State/UT Government.

Financial Norms (Recurring): The Salary support will be provided as per the actual salary on the basis of pay scale and grade pay in respect of the posts sanctioned and filled up after 2012. Further, Central Support for the Salary of Teacher Educators is restricted to 60% of the total filled up posts by every State and UT. In addition, the following clauses will be applied:

- *Salary will not be provided for posts filled through deputation of officials from other Departments.*
- *There will be no provision for Committed Liability under the Teacher Educators salary head. After closing of the financial year, any remaining amount under the salary head would be the liability of the respective State/UT Government.*
- *In addition, with respect to Para Academic Posts, support for salary will be provided only for the 4 posts as mentioned above for SCERTs and DIETs and the 2 Posts as detailed above for BITEs. All the other posts under Para Academic and Non Academic Posts would continue to be the liability of the respective State/UT Government.*

C. Program & Activities and Capacity Building (SCERTs and DIETs)

A strong programme of capacity building would need to be instituted in the State/UT and made available to the teacher educators in the SCERTs and DIETs. Accordingly, a range of professional growth and capacity building opportunities would need to be conceptualized and some important activities that can be taken up in this direction are:

- **Continuing Education:** A range of such **Short courses, Diplomas, Certificates** could be developed by various institutions of higher education in the State, including Universities Department of Education, IASEs, CTEs and some capable NGOs with relevant expertise. These courses need to be conceived so that absence of faculty from the institute is not excessive. Use of blended learning and modular type courses could also be considered. Courses could also include a component of independent work as well as evaluation of the participant. Courses lists which are recommended for DIET faculty could be compiled by the SCERT and information provided so that these faculties can avail of such opportunities.
- **Co-curricular activities:** SCERTs/DIETs should organize various formally structured, curriculum related training and related programmes, in addition to organizing a wide range of co-curricular activities, wherein faculty members and trainees (especially pre-service trainees) would participate on a voluntary basis, depending on their individual interest. Though these activities would be outside the regular curricular programmes, these would play an important role in enriching life in the campus.
- **Research and Publication:** DIETs as an institution and DIET faculties as individuals should be encouraged to take up studies on the status of education in their district. For

this, the DIET faculty would need to have in addition to affair for research and documentation, research funds and infrastructure to support this work. These researches should be able to contribute to addressing the issues faced by teachers and students in the district.

- A basket of research projects with the research design and methodology built in could be developed by the SCERT/University Department of Education, and made available to the DIETs who would have the liberty of choosing from this basket. DIETs may also take part in Research that is designed at the State level and contribute to the data analytics of the district. Both quantitative and qualitative research studies would be encouraged. The following efforts could also contribute to the quality and significance of the researches conducted:
 - Every member of faculty must be involved in carrying out a small or medium research study. Preference in terms of quantum of funding could be given to research studies that are carried out independently or collaboratively between DIETs and Universities/NGOs. Action Research Projects in which DIET faculty collaborate with school teachers may also be given preference in funding.
 - Faculty should be required to present their ongoing research at seminars. They must make a presentation at least once a year in the SCERT/DIET faculty forum.
 - Faculty should be encouraged to publish their work and write in journals, magazines and newspapers.
 - SCERT/DIET should also support publications of teachers in the districts.
 - State government should publish summary findings of all researches/studies/action researches undertaken by the SCERT/DIET in the previous year on their website with necessary links.
 - SCERT/DIET could institute an annual compilation of research studies conducted at various levels, or create on-line DIET magazine carrying articles by student teachers, teacher educators and teachers of the district. In addition, E-newsletters or bulletins could be developed at more frequent intervals and disseminated regularly.

➤ **Seminars, Workshops and Study Tours**

- Attendance at Seminars to present papers should be encouraged and appreciated.
- Participating in seminars or in workshops could also be counted towards professional development and Capacity building.
- Study Tours may be undertaken by faculty so that at least once in two years, each faculty member goes on an exposure trip. These trips could be to model and innovative schools or to innovative teacher education institutions or centres with outreach for school students and teachers.
- **Direct Field Interventions and School Improvement:** DIET could design and implement direct work in schools serving special groups or schools which are facing difficulties. This would be a field action project and would involve continuous curriculum and pedagogic innovation, work with teachers and school heads, work with community as well as assessing and overseeing children's learning and all-round development. These would be intensive and time bound interventions which should be carried out in an action research mode with field presence and mentoring. DIETs could plan to design and undertake such direct interventions in collaboration with university departments or established CSOs on

the field.

- **Forums such as the Professional Learning Communities (PLCs)** are key spaces for the strengthening of reflective practice throughout the education system. Forums should have both physical and virtual components, to ensure continuous interactions, seeking and sharing. Forums also serve as a motivational environment of interaction with people and ideas and provide opportunities for exposure, learning and discussion of different perspectives, experiences, and experiments of teaching-learning processes, material development, etc.

Details of Program and Activities and Capacity Building for SCERTs and DIETs are given in the Programmatic and Financial Norms at Annexure.

D. Technology Support to TEIs (SCERTs/DIETs/BITEs): ICT infrastructure is complex and fragile and requires regular maintenance support. However, given the potential for benefit to the process of teaching-learning, the processes for creating and maintaining the infrastructure needs to be developed as part of the program. Hence the program needs to ensure infrastructure availability - computer lab, Internet (preferably broadband wireless), with other ICT devices including radio, TV, camera, audio recorder, mikes, speakers handy-cams etc. A Lab attendant is required to secure and manage the infrastructure and maintain uptime. Digital library / repository should be maintained in the lab, variety of resources etc.

The component gives flexibility to procure hardware such as tablets / laptops / notebooks / integrated teaching learning devices and open-source operating system as well as Hardware, Software, training and resource support. This would include support for smart classrooms, virtual classrooms, digital boards and DTH channels.

Financial Norms:

- Technology Support (NR and Recurring) proposal would not be considered in case of States/UTs having non-functional ICT labs, which were sanctioned in previous years under Samagra Shiksha.
- TEIs would be eligible for Recurring support under Technology Support head, only if the sanctioned ICT labs are functional.
- The eligibility of Recurring support would be only for those ICT labs, which were sanctioned under Samagra Shiksha.

E. Annual Grant for TEIs

- Day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, development and maintenance of website, small office/library equipment, stationary, office expenses, etc.
- Each DIET could develop and run an Educational Resource Centre for the District. A Resource Centre is an enhanced library with a range of materials and resources required for professional practice and created specifically to be made available to the teachers, teacher educators, district education planners, etc. It would include the following facilities:
 - A functional library with a collection of reference books, children's books teaching learning materials, textbooks, maps and other resource materials, including access to

- Internet and computer enabled resources.
 - Local materials of relevance to education (teaching and planning) such as related studies in the district and educational statistics, collection of local specific experiments and innovative initiatives, etc.
 - Tools and materials for replication of teaching aids, etc.
 - Sets of materials that teachers can borrow and take into the classrooms for direct use (multiple kits for demonstrations and organizing activities for whole class).
 - Updated database on resource persons/groups, resource organizations/agencies and research institutes working in education and to be made available at the district level for academic purposes.
 - A digital library/lab for access to various digital resources and the internet.
- **SCERT/DIET Website:** The website would provide institutional and organizational information, status on ongoing work and activities, publications, related links, etc. Each faculty's profile would also be posted in the webpage. In addition, information about master resource persons and special achievements of the institution could be incorporated. Furthermore, the website could also include registration and membership login for all Teacher Education Institutions, schools, teachers and teacher educators of the district and enable them to participate in discussion groups and to receive relevant information. Such a forum could also link and support student teachers in the Pre-Service Teacher Education programme.
 - **Best practices to be uploaded on Shagun portal:** The Shagun repository has been designed to change the narrative on school education by showcasing a multitude of innovative and successful models being implemented by State and UTs in diverse circumstances. This would enable these initiatives to be replicated and upscaled at the same time encouraging State and UTs to positively compete with each other. These success stories and best practices will also be reviewed during the PAB meetings and the performance of the State and UTs will be adjudged on the basis of the quality and quantity of materials uploaded in the portal.

10.11 Academic support through Block Resource Centres (BRCs)/ Urban Resource Centres (URCs) and Cluster Resource Centres (CRCs)

10.11.1 Introduction

Block Resource Centres (BRCs)/Urban Resource Centres (URCs) and Cluster Resource Centres (CRCs) have been conceptualized to function as academic resource centers. The coordinators in BRCs and CRCs provide in-service training and on-site support to schools for improvement of quality. Given the significance of these structures, NEP 2020 recommends to strengthen them.

To improve the effectiveness of the block/cluster coordinators, there will be a focus on improved selection criteria, which takes into consideration experience, qualifications and aptitude for training and research. There will also be focus on constant skill enhancement through appropriate training programmes that will help Resource Persons grow into teacher mentors-cum-educators. Functional linkages of BRCs and CRCs with DIETs and district level resource groups will also be strengthened. BRCs and CRCs will support the entire schooling system from pre-primary to class 12. In urban areas, academic resource centres would be set up on

the lines of BRC to cover 10-15 CRCs. If the municipality or town development authority has academic staff, they may be deployed in the URCs. On an average, one CRC Coordinator may be placed in charge of 15-18 schools in a block.

10.11.2 Roles and Functions of BRCs

- Function as a repository of academic resources including ICT, science & math kits, teaching learning resource material in different curricular areas, including pre-school material, and material for children with special needs;
- Maintain and constantly update data bases of education experts from nearby Teacher Education institutions, NGOs, Colleges/Universities who could participate in Resource Groups for different subject areas and themes;
- Ensure regular school visits and on-site academic support to address pedagogic issues and other issues related to school development;
- Prepare and Organise in-service teacher training based on teacher needs, including subject wise trainings as observed during school visits, under the guidance of DIETs;
- Participate in monthly teacher meetings organized at the cluster level to discuss academic issues and to design strategies for better school performance;
- Consult with school management committee, community members and local authority with technical support of DIETs for formulating school development plans; and
- Design a comprehensive quality improvement plan for the block/cluster and implement it in a time bound manner.

10.11.3 Role and Functions of CRCs

- Function as academic resource centers with adequate resource/reference materials for teachers;
- Undertake regular school visits and provide onsite academic support to teachers;
- Organise monthly meetings to discuss academic issues and design strategies for better school performance.
- Visit and hold meetings with members of the SMCs and other local bodies for school improvement, support SMC in school development plan.
- Ensure that the special training programmes are properly designed and implemented in the cluster for out-of-school children and securing their admission to age-appropriate classes and updating details regarding their identification and progress on PRABANDH module for OOSC.

10.11.4 Modified Vision as per NEP 2020:

BRCs and CRCs have a significant role in ensuring the implementation of the NEP 2020. Moreover, these institutions are the most critical units for ensuring and evaluating the quality of education at school level on a constant basis and provide timely remedial interventions. As per recommendations of NEP 2020, SCERT will be developing an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs. Further, the major focus areas will be the following:

- BRCs/URCs and CRCs as the main units providing training and on-site support to schools and teachers.
- Framework will be developed at the national level on the roles, responsibilities, selection

criteria, functioning and reporting by CRC/BRC based on the requirements of the National Education Policy, 2020 for which a National Level Committee has been constituted.

- Improved selection criteria for the coordinators of BRC/URC and CRCs. The selection criteria should follow an objective assessment of their experience, qualifications and aptitude for training and research. BRC/URC Coordinator and faculty should be professionally qualified, and have at least five years teaching experience.
- Capacity building and constant skill enhancement of BRC/URC and CRC coordinators.
- Strengthening of Functional linkage between BRC/URCs and CRCs with DIETs and district level resource groups.
- Prepare an annual calendar for regular school visits by the Resource Persons in the BRCs and CRCs.
- Regular monitoring and supervision for the functioning of the BRCs and CRCs through virtual platform (Mobile App based) at the state level.
- Incentivising the best performing BRCs and CRCs through a Performance Grading Index (PGIs) for them.

10.11.5 Programmatic Intervention of BRCs/URCs and CRCs

The norms governing the support under Samagra Shiksha for Academic Support to BRCs and CRCs are as detailed in Programmatic and Financial Norms given at Annexure.

10.12 Key Performance Indicators, Monitoring Mechanisms and Expected Outcomes

Sl. No	Component	Monitoring Mechanism	Expected Outcomes
1.	Strengthening of physical infrastructure in TEIs & Establishment of New DIETs	At National and State level-through PRABANDH and quarterly monitoring of TEIs. Online interactions with SCERTs and DIETS (six monthly)	➤ Infrastructure of the SCERT/DIETs will be improved for providing enhanced support to teachers in the district level. ➤ Learning gaps will be identified and improved as evidenced in the SAS and NAS ➤ Pedagogical interventions will be designed and implemented in order to bridge the identified learning gaps.(SAS and NAS interventions)
2.	Salaries of Teacher Educators* (TEIs)	At National and State level-through PRABANDH, quarterly monitoring of TEIs and PGI Indicator 2.1.12.	➤ Filling up of vacant positions of academic faculties in SCERTs and DIETs
3.	Training for In-service Teacher, Head Teachers and Teacher Educators	At National, State, District and Block level-through PRABANDH, reporting by BRCs/CRCs and PG1 Indicators 2.1.18 and 2.1.20.	➤ All secondary and senior secondary teachers trained through online NISHTHA on DIKSHA ➤ Integration of ICT in classroom teaching. ➤ Teachers aware of new initiatives under Samagra Shiksha

Sl. No	Component	Monitoring Mechanism	Expected Outcomes
			➤ Collaborations established with CTEs and IASEs for capacity building programmes
4.	Programme & Activities and Capacity Building (SCERTs and DIETs)	At National and State level-through DIKSHA and quarterly monitoring of SCERT and DIETs	➤ Faculty of SCERTs and DIETs are aware of guidelines issued at the State and National level with regard to school education from time to time. e.g., school safety and security, Pragyata, NIPUN Bharat framework. ➤ Online content across different classes and subject areas created by SCERT and DIET faculty and uploaded on DIKSHA. ➤ Action research studies on classroom practices to help in addressing challenges. ➤ Collaborations with professional institutions for CPD programmes. ➤ Submission of complete reports of at least two research studies in a year. ➤ Findings of research studies collated and innovative practices identified and disseminated at the State and district level to inspire teachers and trainers to become reflective practitioners.
5.	Technology Support to TEIs	At National and State level-through DIKSHA and Reporting by BRCs and CRCs	➤ Teacher educators or the faculty members of SCERT and DIETs have been oriented on the use of ICT in classroom teaching ➤ Teacher educators fully equipped with the know-how of use of technology in the teaching-learning process. ➤ E-content prepared by SCERT and DIETS uploaded on DIKSHA for use by both the teachers and students.
7.	Annual Grant for TEIs	At National and State level through quarterly monitoring of TEIs and PGI indicator 2.1.26	➤ SCERT and DIET have a functional website, with teaching learning materials for teacher educators, teachers and students. ➤ Regular updation of website

Sl. No	Component	Monitoring Mechanism	Expected Outcomes
			with the latest programmes and activities
8.	Academic support through BRC/URC/ CRC	App Based Reporting at the Block, District and State level and PGI indicator 2.1.15	➤ Framework on roles and responsibilities of BRCs and CRCs developed and available with all the SCERTs ➤ Continuous orientation of every BRC and CRC on the framework and guidelines ➤ Selection criteria established for recruitment of block and cluster resource persons ➤ Strengthened linkage between BRCs/CRCs and DIETs, which will be reflected in their joint efforts for the capacity building of teachers and School Heads, development of e-content, material related to pedagogy and assessment. ➤ Regular school visits by BRCs and CRCs, academic handholding and systematic reporting of school visits.

Chapter 11

VOCATIONAL EDUCATION

11.1 Major Goals

- Integration of Vocational Education with general academic education in all schools.
- Enhancing the employability and entrepreneurial abilities of the students and providing exposure to the work environment.
- Generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence, and aspirations.

11.2 Introduction

- Schools provide an environment for the learners for acquiring theoretical information, practical skills and behavioral attitudes, required to reach the varied aspirational needs and educational goals. The success of the education system is judged by the extent to which it contributes to the learning of the students. Therefore, creating more learning opportunities and ensuring the achievement of learning outcomes are the key indicators in any education system. Learning outcome is an expression of what a student will demonstrate on the successful completion of a course, and indicates the intended gain in knowledge and skills that a student will be able to achieve.
- The NEP2020 states some fundamental principles that will transform the education system as well as individual institutions. Among these principles, one that is of particular relevance to Vocational Education is – that there will be no ‘hard separations’ between the ‘vocational and academic streams’ (**NEP Para 4.9**). The policy aims to ‘overcome the social status hierarchy associated with Vocational Education and requires integration of Vocational Education into mainstream education in all education institutions in a phased manner’ over the next decade (**NEP Para 16.4**). The policy highlights the need for providing vocational exposure and skills to all students during school to become good, successful, innovative, adaptable, and productive human beings in today’s rapidly changing world. The expectation is that the dignity of labour will be emphasized with the focus on importance of various vocations, involving Indian arts and artisanship and the development of vocational capacities will go hand-in-hand with development of academic or other capacities. For inclusion of children with disabilities, emphasis has been laid on ‘assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials’, and safety aspects.
- Vocationalisation of Education (VE), which refers to the inclusion of those practical subjects or courses, which generate among the students some basic knowledge, skills, and disposition that prepare them to think of becoming skilled workers or entrepreneurs was introduced in 1988 through a Centrally Sponsored Scheme of Vocationalisation of Secondary Education. Vocationalisation of Education serves as

an instrument to bring about the connectivity between general education and Vocational Education.

- Vocationalisation of School Education (VSE) under Samagra Shiksha was introduced at the Secondary stage to make provisions for the development of productive skills alongside general academic education throughout the school education system.
- The Vocational Education component under Samagra Shiksha provides for giving exposure to Vocational Education to students of Grades VI to VIII and introduction of vocational courses from Grades IX to XII, which are aligned with the National Skills Qualifications Framework (NSQF) notified by the Government of India in 2013. The NSQF is a nationally integrated education and competency-based framework and organizes qualifications according to a series of levels of knowledge, skills, and aptitude. These levels, are defined in terms of learning outcomes which the learner must possess regardless of whether they are acquired through formal, non-formal, or informal learning.
- Vocational Education prepares individuals for the current and future labour market and enables them to progress within their occupations and lifelong learning. The success of Vocational Education is not solely measured by the grades or marks obtained by the students, but also by their performance in the world of work. Vocational Education and training help a person to explore his/her talents and acquire necessary knowledge and skills to avail livelihood opportunities and perform effectively on-the-job.

11.3 Aims and Objectives

The aim of introducing Vocational Education in schools is to integrate Vocational Education with general academic education. The main objectives are enhancing the employability and entrepreneurial abilities of the students, providing exposure to work environment to the students, generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence and aspirations. **Vocational Education** will help students to acquire **generic or soft skills, hard or job-specific skills, and entrepreneurship skills**, besides knowledge and abilities required for the life and world of work.

11.4 Scope

The Vocational Education component shall provide for the introduction of vocational courses along with other subjects from Classes IX to XII. The vocational subjects are to be introduced as an additional or compulsory subject at the Secondary level and as compulsory (elective) at the Higher Secondary level. Exposure to Vocational Education would also be provided in Classes VI to VIII to provide opportunities to the students to orient themselves with the skills required for the various occupations and to equip them to make informed choices while selecting their subjects in higher classes.

The component includes introduction of Vocational Education in schools, capacity building of Vocational Education teachers/skill trainers, development of competency-based curriculum and teaching learning material, development of management information system for monitoring and evaluation, and taking up innovative programmes

under Vocational Education.

The scheme will cover Government and Government aided schools in all the States/UTs, while giving preference to government schools.

11.5 Implementing Mechanism/Agencies in States/UTs

- The scheme will be implemented in the schools by the State/UT Governments through the respective Departments of School Education and Boards of School Education.
- The various key stakeholders involved in the implementation are as follows:

National Level

- Department of School Education & Literacy (DoSE&L)
- National Council of Educational Research and Training (NCERT)
- PSS Central Institute of Vocational Education (PSSCIVE), NCERT
- National Council for Vocational Education and Training (NCVET),
- National Skill Development Corporation (NSDC)
- Sector Skills Councils (SSCs)
- Central Board of Secondary Education (CBSE)

State Level

- School Education Board (SEB)
- State Council of Educational Research and Training (SCERT)
- State Government Schools
- Government Aided Schools

District Level

- District Institute of Education and Training

The occupational choice of an individual would be based on his/her Vocational Orientation (interest, ability, and aptitude). In Grade 8, students will undergo **Vocational Interest Inventory** test to identify their interests and the fields that match their liking. It will provide information related to the occupational interests of the students. It will help them to make an informed choice of the vocational subject or a vocation.

Internships for students of the Middle stage (Grades VI to VIII) and Secondary stage (Grades IX to XII) will help them gain hands-on training in any industry/organisation or other workplaces. 'LokVidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into Vocational Education courses. It will provide exposure to soft and hard skills related to the occupations through activity-based learning related to various occupations in different economic and social sectors (**NEP Para 4.26 & 16.5**).

The **Pre-Vocational Education** programme (PVEP) at the Middle stage (Grades VI to VIII) will enable students to make informed choices while selecting their subjects in higher grades, as they would be exposed to the variety of occupations in the world. The activities under the PVEP will be integrated with other subjects and economic sectors. It will serve as a model for demonstrating the importance of reducing the boundaries between the various subjects

through Vocational Education (**NEP Para 16.4**).

The **Vocational Education Programme** (VEP) at the Secondary stage (Grade IX to XII) will prepare an individual for the job market. It will develop knowledge and practical skills required for preparing the person for gainful employment as semiskilled workers or technicians or sub-professionals in recognised occupations, self-employment, and in advanced educational programmes. Students would continue to have the option of exiting after Grade X and re-entering in the next phase to pursue vocational or any other courses available in Grades XI & XII, including at a more specialized school, if so desired (**NEP Para 16.5**).

11.6 Exposure of Students to Vocational Education in Grades VI to VIII

Vocational Education exposure in Grades VI to VIII will help in connecting skill-based activities with other subjects, like science, language, social science, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. The underlying idea behind such work-based activities is to make them as an integral part of the teaching -learning process rather than as an add-on to the existing scheme of studies of education from Grades VI to VIII. It will not only reduce the boundaries between the bookish knowledge and application of knowledge but will also expose children to the skill requirements in the work areas, thus helping them to decide the future career path. These activities, inter alia, would also foster the development of soft skills, such as aesthetic values, cooperation, team work, judicious use of raw materials, creativity, quality consciousness, etc. States may follow the Prevocational guidelines prepared by PSSCIVE/NCERT. Some of the activities covered at this level are:

11.6.1 Bagless Days: Bagless days mean that students during those days would not be required to carry books to the school. All students will participate in a 10-day bagless period sometime between Grades VI to VIII. Internship with local craftsman for exposure to vocational crafts will be taken up during 10 bagless days to provide children with experiences for physical, intellectual, aesthetic, emotional, spiritual and social development in real work environment. The curriculum to be developed by the NCERT, will be structured keeping in mind the interests and abilities of the students and the local resources and knowledge to be imparted for the all-round development of the children – cognitive, physical, emotional and social (**NEP Para 4.26**).

11.6.2 The crafts of India have been valued throughout time and handicrafts are insignia of the cultural identity of the people who make it. There are specialised Institutes, which educate for the crafts and their existence with design. The master instructors or crafts persons will undergo short teacher education programmes at DIETs or BITEs or the schools/school complex to prepare themselves for teaching children the art of crafting and artisanship. Similarly, the indigenous knowledge generated through a systematic process of observing local conditions, indigenous farming practices, experimenting with solutions and re-adapting previously identified solutions to modified environmental, socio-economic and technological situations will be promoted by involving local people and specialised institutions (**NEP Para 5.25**).

11.6.3 Fun Course: Every student will take a fun course during Grades VI to VIII, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as

carpentry, electric work, metal work, gardening, pottery making, etc. as mapped by local skilling needs (**NEP Para 4.26**).

11.6.4 The teachers of languages, mathematics, science, social science, art, music, and work experience would be involved in the organisation of fun or skill based activities related to the themes that they are teaching. The teaching-learning methodology may be based on observation, manipulation and practice. Subject teachers may be trained in the use of teaching techniques that support activity-based learning, including hands-on learning, problem solving, cooperative or team-based projects, lessons requiring multiple forms of expressions, project work that draws on knowledge and skills from several domains. Students may also visit organizations and people engaged in different occupations for insightful knowledge and skills related to potential areas of future employment. The curriculum load and the time table will have to rationalize to provide enough time to the children to participate actively in the activities.

11.6.5 Sector specific activities providing exposure about various sectors may be conducted in the schools as per the prevocational guidelines of PSSCIVE/NCERT. Exposure to appropriate new age courses may also be provided at Middle stage.

11.6.6 The activities related to exposure of students to Vocational Education in grades 6 to 8 may be funded under the State Specific Innovative activities.

11.7 Vocational Education at Secondary Stage (Grades ix to xii)

11.7.1 The Secondary Stage will comprise four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects.

11.7.2 A strong linkage between Secondary schools and Industrial Training Institutes (ITIs) and Polytechnics needs to be developed. Such linkage is also necessary for allowing horizontal mobility of the students between various vocational training institutions and to mutually benefit from strengths in infrastructure, curriculum, and pedagogy, as well as for improving the employability and mobility of students in employment.

11.7.3 Students at the Secondary stage should be able to acquire skills of self-evaluation, critical reflection, career planning, and developing strategies to achieve personal goals and aspirations. Students undertaking Vocational Education in the Secondary stage should receive ample information about the subject prerequisites and entry requirements for different university programmes and post-school VET.

11.8 Selection of Vocational Courses

11.8.1 TheselectionofvocationalcoursesbytheStates/UTsshouldbebasedontheassessment of skill needs conducted nationally and locally. The States/UTs may conduct a detailed mapping of the local job opportunities available or labour market requirements to identify schools for the introduction of the vocational subject.

11.8.2 States/UTs shall submit a project proposal for the implementation of Vocational

Education in schools. While selecting the courses for the schools, the State/UT should ensure that local skill need is appropriately addressed and suitable opportunities of employment are available for the students. Besides reflecting the needs of skills across sectors, courses that are introduced in schools may also be in tandem with the aspirations of students. The job roles approved by the NCVET and aligned with the requirements of the NSQF may be selected for the development of vocational courses.

11.8.3 Courses may also be developed to suit the local needs and got approved by National Council for Vocational Education and Training (NCVET). These courses may include courses to promote local trades, art and craft. Several new skills and competencies that are emerging as requirements of 21st century will be systematically identified and developed as NSQF compliant skill subjects for students at Secondary levels.

11.8.4 The schools may normally offer vocational courses in two sectors at Secondary level (Grades IX to XII). Each course may be covered in the span of 2 years. Single sector or more than two sectors may be taken up depending upon the need and the resources available.

11.8.5 Inclusion of Vocational courses in Scheme of Subjects: The Central/ State school Education Boards should include the selected vocational courses in the scheme of studies both at Secondary and higher Secondary level.

11.9 Selection of Schools

11.9.1 While selecting schools, preference will be given to schools located in Special Focus districts, Educationally Backward Blocks, Left Wing Extremism affected districts, Aspirational districts and in districts with high student dropout rates.

11.9.2 Every school will be required to have linkage with some related enterprise/ industry/ farm/organization, etc., for hands-on on the job training. Also, Infrastructure available in the government and private run Industrial Training Institutes, Polytechnics, tool rooms, *Pradhan Mantri Kaushal Vikas Yojna (PMKVY)* Centres, Pradhan Mantri Kaushal Kendras (PMKKs), *Jan Shikshan Sansthan*s, etc. may be utilized for providing hands-on training to the students, which may be facilitated through Memorandum of Understanding (MoU). Linkages may also be made with other Government/PSU projects undertaking development works and services.

11.10 Infrastructure Facilities

11.10.1 Equipment for the training-learning process including accessories, supplies and consumables, hand tools and equipment, and audio-visual aids.

11.10.2 Classroom-Cum-Lab/Workshop: State of the art classroom-cum-lab and workshops may be developed in the schools to ensure effective practical training of the students. Lab equipment and resources should be based on the requirements of the subject and the financial limits. The States/UTs need to ensure timely procurement of the lab equipment and raw materials so that the lab is set up before the start of the academic session.

11.10.3 Tools, equipment, and machinery for the development of soft and basic vocational or technical skills would be provided to the schools. The suggestive list given in the curriculum

developed by PSSCIVE would form the basis for the procurement of tools, equipment, and the materials. The States/UTs may constitute a committee, comprising experts in the vocational field and representatives from PSSCIVE, State Department of School Education, SCERT, and respective Sector Skill Council.

11.10.4 Proper inventory and upkeep of all items purchased under the scheme should be ensured. Procurement of tools and equipment should be done through GeM Portal.

11.10.5 Vocational or Skill labs, with State-of-the-art facilities may be set up by the States/UTs. Collaboration with Ministry of Skill Development & Entrepreneurship (MoSDE)/NSDC/Local industry may be considered for technical and other support. This will also help in the standardisation of lab set-up for various vocational courses across the States/UTs.

11.11 Hub and Spoke Model

11.11.1 The hub and spoke model is a network design where an Institution located centrally will be the Hub, which would be connected to other Institutions or Spokes for facilitating specialised training. Schools and enterprises can work together for training by the industry experts, consultation, sharing of infrastructure, transfer of technology and assessment of students through the Hub and Spoke model.

11.11.2 Skill labs will be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Industrial Training Institutes (ITIs), Polytechnics, PMKKs, Engineering Colleges etc. may also be designated as Hubs wherever feasible.

11.11.3 Leveraging existing resources of the Ministry of Skill Development and Entrepreneurship like Pradhan Mantri Kaushal Kendra (PMKKs), Pradhan Mantri Kaushal Vikas Yojna (PMKVY) Centres, Ministry of Micro, Small & Medium Enterprises, Ministry of Agriculture & Farmers Welfare, and other departments and schemes, in terms of training centers, demonstration centers, and labs which are already available should be done for giving exposure to the Vocational Teachers/Trainers and students.

11.12 Programme Management

Collaborations in management will address administration and organizational reforms in matters such as strategic planning and goal setting, increased autonomy to Principals and teachers in procurements, finance, accounting, monitoring of performance standards, etc. NGOs/voluntary organisations and Vocational Training Providers (VTPs) working with various skill development schemes of Government of India may also be involved by the States in order to utilize their experience and expertise in various domains, like project management, training, etc. to facilitate Vocational Education in schools. Besides this, it is advisable that States have a dedicated cell for Vocational Education within the department of school education.

11.13 Awareness Generation and Publicity

Awareness programmes about the importance of pre-Vocational Education and Vocational Education should be organised by the States/UTs. The parents/guardians play an important role in the career preference of their children. Therefore, it is important to include the

parents/guardians in the career guidance of students. Schools shall conduct meetings and hold seminar with parents and students of Grade V and VI to facilitate the inclusion of Vocational Education in mainstream education. This will also enable the paradigm shift in the society towards Vocational Education. The schools can take help from Sector Skill Councils and other bodies to organise similar campaigns.

11.14 Career Guidance and Counselling

Vocational guidance, which is a process of assisting an individual to select an occupation, prepare for it, enter upon and progress in it, will be critical in ensuring requisite enrolment of students in various vocational courses and for assisting the students in making an informed choice of courses. It is very important to find out the inclination of the student around one or two vocations to channelize the students and the Online Skill-Based Aptitude Test for students of Grade 10 will be conducted with the help of experts. Specific counselling drives would be organized in the school involving suitable experts. It shall be the responsibility of the Principal of the school to invite/involve the Counsellors/resource persons/experts from the industry from time to time for providing necessary guidance to students and parents regarding market trends and suitable vocational choices. The Counsellor would also inform students about the various job opportunities, possibilities of vertical and horizontal mobility and also opportunities for self-employment.

11.15 Curriculum and Courseware

11.15.1 The curriculum in Vocational Education at all stages of school education should aim at linking the 3 Hs, i.e., the Head, the Heart and the Hand. Head is to be developed for creating a knowledgeable and intelligent workforce; the heart is to be moulded to prepare good citizens; and the hands are to be trained to prepare skilled workforce for the world of work

11.15.2 At the **Middle stage**, children would be given exposure to a variety of occupations in the form of pre-Vocational Education and internship. Skill based activities can be connected with areas like science, social science, language, etc. thus reducing boundaries between areas of learning. Project work is also a useful approach as, besides being connected to real life, it involves making plans, doing technical work, evaluating available materials, estimating time frames and workload, adjusting products, and so on. Pre-Vocational Education will familiarize students with vocational areas and facilitate an understanding of the workplace, hence preparing them to make an informed first-career choice, facilitate an understanding of workplace related behaviours, and relate school learning to real life. Local arts and crafts should be identified, and local craftsmen may be involved to teach and train students; students who are aware of these traditional skills can be encouraged to help their peers learn. Students can also be encouraged to help in the running and maintenance of the school, for example, growing vegetables, repairing and building school furniture under supervision, preparing and printing school materials, preparing sets and dresses for school events, etc.

11.15.3 Internships, preferably group internships in view of the tender age in school, must be organised to provide opportunities for developing skills for leadership, independent and group work, and so on. Students must be responsible for a specific task, and be supported to fulfil it successfully. By participating in internships, communicating with professionals and actually doing some work, students can discover what they are good at – something that

cannot be easily gained through purely theoretical learning in the classroom. Students get an opportunity to 'know' more about themselves, about their own talents and aptitudes, which can help them make better choices later.

11.15.4 At the secondary stage, the vocational curriculum will be implemented through a combination of classroom instruction, hands-on laboratory work, and on-the-job training at the workplace through a network of organisations and industries. The learning outcome-based curriculum of Vocational Education will be structured according to National Occupation Standards provided by the industry. Besides curriculum, the training package would include student textbooks, guidelines, multimedia packages, and e-learning material. The PSSCIVE will develop the learning-outcome-based curriculum for the vocational courses as per the job roles. The States/UTs may also identify the job roles for development of curricula by PSSCIVE.

11.15.5 The State/UT Governments may translate the curriculum and courseware in the language used as a medium of instruction in their respective schools with the assistance of SCERTs, State School Boards, etc. The State may take help from the Indian Institute of Translation and Interpretation (ITI) mentioned in the NEP (Para 22.14)

11.15.6 The curriculum shall comprise modules on vocational skills and employability skills. The employability skills modules will include communication skills, self-management skills, ICT skills, entrepreneurial skills, and greenskills for enhancing the employability of the students. E-content on employability skills will be developed and disseminated by PSSCIVE. Students would be required to complete a minimum of 80 hours of workplace learning or on-the-job learning. Internship programme or On-the-job training will help students in developing personalized training plans, acquiring first-hand information related to the industry, exploring new and expanding opportunities in the labour market, and developing skills as tuned to the need so the labour market.

11.15.7 Developing vocational courses for Children with Special Needs (CWSN) in collaboration with various institutions and agencies, including the National Skill Development Corporation and Skill Council for PwD.

11.16 ICT and E-Learning Materials

In the years 2020 and 2021, the world has witnessed an unprecedented health emergency due to COVID-19, affecting almost all countries. The PSSCIVE in collaboration with other Institutes or Agencies having requisite experience and expertise will develop e-learning materials for various vocational courses and make them available to the States/UTs. The State/UT Government shall provide the necessary infrastructure in schools for the effective use of multimedia. Infrastructure and software, etc. established under the ICT component may also be appropriately leveraged in running the vocational courses. Multimedia and e-learning materials suited to the needs of the learners, including children with special needs may be developed.

11.17 Faculty and Staff

11.17.1 The Principal or the Head master of the concerned school shall act as the Chief Coordinator of the programme and will ensure seamless coordination and effective

implementation of vocational courses.

11.17.2 The Principal/Head Master in consultation with industry representatives shall arrange for proper guidance and counselling of the students and sensitization of the parents. He/ She shall oversee the working of the faculty/ resource persons/ skill trainers and ensure effective linkages with the industry with the involvement of the District Education Officer, District Industry Officer, and the Industry Coordinator.

11.17.3 Teachers are critical factors for bringing about necessary qualitative changes in VET. Quality research and dissemination to increase understanding of pedagogical, technical and managerial aspects of flexible learning is needed. Vocational courses will be conducted with the help of Teachers/Skill Trainers as well as guest faculty on a need basis. Teachers/Skill Trainers with such qualifications and experience as laid down by the PSSCIVE for each cluster of vocational courses may be engaged. State and UTs have the flexibility to engage the Vocation Trainers directly or through the vocational Training providers (VTPs) accredited by NCVET. The States will have to ensure that teachers, trainers are selected well in advance before the commencement of the academic session. States/UTs may consider engaging with Vocational Training Providers (VTPs)/Vocational trainers for a minimum period of two years through the appropriate Memorandum of Understanding (MoU), after following the due procedure.

11.17.4 National Skill Development Corporation (NSDC) and Sector Skill Councils (SSCs), which are the representatives of Industry and Employers, are providing support to the school Vocational Education programme.

11.17.5 The Vocational Teachers/Trainers may be recruited through the VTPs but they report to the school for the complete academic year, just like all other teachers. The VTs are not just involved in organising learning experiences in the school, but also providing necessary support in developing linkages with the industry and organising activities outside the school. The Teachers/Skill Trainers will impart knowledge of both the theory and practical. The performance appraisal of Teachers/Skill trainers shall be conducted at the end of each academic session and their further retention shall be linked to the delivery of quality output.

11.17.6 The Principal in consultation with the industry to which the school is linked can invite resource persons for the concerned vocational courses with in the specified norms and guidelines. In certain traditional skills and occupations like handicrafts and handloom etc., the resource persons for providing training for vocational courses can be obtained from amongst rural skilled/semi-skilled persons in the concerned vocation as per the guidelines.

11.17.7 Specialized practical work and training would be arranged in commercial and industrial establishments, Industrial Training Institutes (ITIs), Polytechnics, Community Colleges, Hospitals, Agriculture Farms, etc. depending on the vocation and the nature and level of practical training required for the course for which a funding provision has been made in the scheme. Structural flexibilities in the time table should be made to arrange practical training according to the mutual convenience of students and the trainer/industry. For the above purpose, MOUs shall be signed between the school/institution and industries/user organisations. The Department of Education in the States/UTs will ensure that necessary instructions are issued to concerned officials to ensure full cooperation of industries, ITIs,

Polytechnics, for imparting practical training to vocational students.

11.18 Teacher Education and Training

Appropriate quality assurance, verification, and validation procedures would need to be established for assuring the quality of the Vocational Teachers/Trainers. A Vocational Teacher/Trainer should possess (i) Content knowledge, (ii) Pedagogical knowledge, and (iii) Pedagogical content knowledge. They should continuously strive for pursuing excellence through better performance and professional development.

PSSCIVE will act as the principal coordinating agency for organizing teacher training programmes. The training programmes may be reoriented to develop the professional Vocational Teachers/Trainers as per the NOSs. Sector Skill Councils or Industry Associations will play a key role in supporting and improving the quality of Vocational Teachers and Trainers through interventions at various levels.

Both induction training and Regular in-service training programmes on pedagogy, subject content, and other related aspects of Vocational Education may be organized by the PSSCIVE and State Education Departments for all teachers/skill trainers through established training institutes, SCERTs and other Teacher Education Institutes having the necessary experiences and expertise. State and UTs, may consult PSSCIVE and seek necessary assistance, whenever required. The list of Vocational Teachers/Trainers trained through induction and in-service training may be uploaded on the website of the State Department of School Education.

Teachers also need to be trained on teaching and assessment through digital modes. Teacher Capacity Building programmes, such as the National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) would be conducted for all teachers at preparatory, Middle, and Secondary stages covering all State and UTs for training on integrating skilling with general education subjects. States/UTs will also undertake their own capacity-building programs in online mode for their teachers on various aspects related to teaching and learning in pandemic times.

A pool of resource persons for providing State-of-the-art training to teachers/skill trainers would be developed by PSSCIVE in consultation with NCTE and would be offered in institutions like PSSCIVE, Bhopal, Regional Institute of Education of NCERT, Teacher Training Colleges, National Institutes of Technical Teacher Training and Research, Universities, etc. Re-tooling programmes will be developed for the promotion of vocational pedagogy and blended learning. PSSCIVE would organize training programmes for developing Master Trainers for induction and in-service training. Training modules and e-content for this purpose may be developed which could also be disseminated to States/UTs.

Orientation/sensitization programmes/workshops may be organized for various stakeholders including Central and State Boards of Education.

Special shorter local teacher education programmes will also be available at BITEs, or DIETs for the local craftsman who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. **(Para 5.25)**

Teacher Education Curricula for Vocational Education will be created for by NCTE with the help of NCERT.

11.19 Induction Training

An induction training of 10 days' duration should be organized by the respective States/UTs for all the newly selected vocational teachers/skill trainers, in collaboration with PSSCIVE, Sector Skill Councils, RIEs, SCERT, National Skills Training Institutes (NSTIs) and other stakeholders. If felt necessary, the induction training can be staggered over two spells. Training in Industry should be facilitated by the SSCs. The induction training programme should be conducted before the commencement of the course in the school so that trainers are familiar with the pedagogy, school environment, and essential tenets of the programme before hand.

The initial preparatory programmes for Vocational Teachers/Trainers may focus largely on the vocational pedagogy and less on industrial or specialized skills. It may comprise theoretical knowledge and practical competencies in the delivery of VET using the theories and principles of pedagogy.

Training programmes on classroom management, managing resources (including material and human resources), strategic planning, leadership techniques, production methods, etc. may be regularly organized by PSSCIVE, Regional Institutes of Education, and SCERTs. Reputed organizations having experience in this field may also be involved.

The vocational teachers engaged in the higher Secondary schools offering vocational courses maybe retrained to the new curriculum requirements and implementation strategies under the NSQF. This would require intensive skill-based training programmes in collaboration with the local Industry. The possibility of utilizing these vocational teachers as vocational coordinators may also be explored.

The certification of the induction training of the Vocational Teacher/ Trainers will be done by SCERT on educational orientation whereas the concerned SSC will give the certificate on skill training.

11.20 In-service Training

Special training programmes on communication skills, vocational pedagogy, ICT skills, Vocational guidance, and counselling, etc. may be organized by the PSSCIVE, RIEs, NSTIs and SCERTs to develop the competencies of Vocational Teachers.

Training of Vocational Teachers on the use of advanced technology (including ICT) and innovative techniques may be regularly organized, especially to support the training of children with special needs. Vocational teachers may be trained in utilizing e-learning materials, instructional video films, and interactive computer-aided programmes for supplementing teaching and providing a wide variety of learning experiences to the learners. It also helps in improving students' outcomes and reduces teachers' burden of repeating the same lesson again and again. Various e-learning portals and apps, such as DIKSHA, e-Pathshala,

SWAYAM, etc. and TV channel, such as PM e-vidya have been launched by the Government of India.

Subject-specific training programmes may be organized by PSSCIVE, RIEs, and SCERTs with the help of industry experts for the regular up gradation of competencies of in-service vocational teachers. Pre-test and Post-test need to be made mandatory for improving the quality of training.

In order to increase training capacity, interactive training programmes utilizing technology-based systems like EDUSAT/SWAYAM may be encouraged. Self-learning online programmes, including Massive Open Online Courses (MOOCs) may be developed for the Vocational Teachers and students.

The certification of the in-service training of the Vocational Teacher/ Trainers will be done by the SCERT on educational orientation whereas the concern SSC will give the certificate on skill training.

11.21 Engagement with Industries/ Employers

The industry shall provide support in terms of providing resource persons, qualified assessors, skill trainers, and support for apprenticeship training. The Corporate Social Responsibility (CSR) Initiatives of the industries may also be leveraged wherever feasible all such cases, funding for such components under the Scheme will be appropriately targeted to avoid overlap.

Hub and Spoke model and the cluster approach model should be adopted where one particular cluster of the industry will do the hand holding of schools in that area and cluster. For that, the coordination should be strong between Schools in that area, District Skills Committee, and Industry in that area.

Wherever possible, industry engagement may be converged with the concessions and benefits being granted to the Industry by the Central and State governments for their contribution in skill development e.g., tax benefits being given to the industries for training individuals under the Income Tax Act, etc.

Contextualization and localisation of collaboration are very important; the local school should collaborate with the local industry. The focus must be on the sectors which the State is trying to promote and which the State is trying to generate the jobs. This approach will achieve the national objective i.e., 'Vocal for Local'.

11.22 Curriculum Transaction

Learning by doing is the most important aspect of Vocational Education. Therefore, the curriculum transaction should focus on activity-based teaching-learning so that students learn by doing. Students will be given continuous feedback through formative assessment and evaluation on their academic and on-the-job learning.

Field visit of students may to be organized in an industry, business and actual work situations to enable them to understand and appreciate the real-time work requirements and make choices accordingly. In this regard, the School Vocational Education Committee (SVEC) will do a necessary arrangement in collaboration with the local industry.

Special classes on entrepreneurship may be conducted for those students who opt for self-employment. Besides giving necessary guidance to the students for setting up their ventures, the teachers/skill trainer may continue to provide technical support to them for the transition period. Efforts may be made at appropriate levels to arrange soft loans and to devise marketing strategies for these young skilled entrepreneurs.

Production-cum-training (PTCs) could be considered as a methodology of providing a learning experience for linking the teaching-learning process with the world of work so that students not only gain relevant skills and attitudes but also the necessary hands-on experience to use skills in producing goods and services.

11.23 Assessment and Certification

During the Middle stage, assessment could be done on the basis of clear and simple qualitative criteria developed by PSSCIVE. It is suggested that an exhibition of student work be organised, in case a final grading deemed necessary. A paper pencil test will be counter-productive to the objectives of the approach taken. To reiterate, it is preferable that continuous and comprehensive assessment be used for final evaluation. Guidelines for assessment at Middle stage may be developed by PSSCIVE.

At the Secondary stage, competencies acquired at a teach level would be assessed and certified by the Awarding Bodies i.e. the concerned National and State Education Boards to which the schools are affiliated, with the involvement of Sector Skill Councils/Assessment Bodies recognised by the NCVET. If the SSCs are not in place, industry associations/employers shall be associated. The results and the credits received there in would be collated by the Awarding Body with the assessment and certification of the theoretical component of the syllabi assessed in the educational institution and the skill proficiency assessed in association with the Industry Bodies/Sector Skill Councils/Assessment Bodies recognised by the NCVET. The certificate awarded should mention the competencies and marks received in both theory and skills. The skills being duly assessed by SSCs/industry should be recognized and accepted by industry and prospective employers.

Guidelines for competency-based assessment and certification of students will be provided by PSSCIVE, Bhopal. These guidelines are to be adopted/adapted by the concerned State Boards and the Industry Bodies/Sector Skill Councils/Assessment Bodies. While drawing the assessment and certification framework, PSSCIVE will consult the industry/Sector Skills Councils. The assessment and certification framework would provide for weightage of marks for skill and theory components, minimum qualifying benchmarks, duration and design of exams, modalities of internal and external assessment of theory and skills, qualification of assessors, etc. Internal assessment of the performance of students will be done by the school in a continuous comprehensive manner. The National or State Boards, as the case may be, would conduct an external competency-based assessment of skills of the students in collaboration with the concerned Sector Skill Council/industry/employer. The State/UT needs

to adhere to the Assessment and Certification timelines. Local capacity for assessment may be developed by working with State bodies (State Skill Development Mission).

At the Secondary stage, the assessment of Vocational Education could be split into two parts, Internal assessment at the end of each year by the school and External assessment at the end of Grades X and XII. In Grades IX and XI, the practical assessment may be done by the State/UT by interchanging the teachers/trainers amongst different schools for the purpose of assessment. The grades/marks obtained by the student in the vocational subject shall be necessarily factored in the final mark sheet by the Central or State Boards.

In case student is not able to clear academic subject(s) but clears the vocational subject in Grade X and/or Grade XII board exams, the student would be entitled to get a competency-based certificate of the vocational subject from the Sector Skill Council, certifying the job role/level completed. This will help the student to get the credits for the skill certification.

Student Support Systems: A student support system will be crucial for the success of the Vocational Education programme.

11.24 Vertical Mobility

Vocational Education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for Vocational Education will be chosen based on skills gap analysis and mapping of local opportunities. The National Skills Qualifications Framework and the National Higher Education Qualifications Framework (NHEQF) will facilitate the vertical progression and mobility of vocational students at school and higher education levels. This would be done through a system of credits or by providing weightage in admission to the vocational pass-outs from schools who want to move to post-Secondary institutions, for example, Polytechnics/Industrial Training Institutes /Universities. Incubation centres will be set up in higher education institutions in partnership with industries to promote entrepreneurship development. Different models of Vocational Education, and apprenticeships, will also be experimented with by higher education institutions.

The School Education Department in coordination with the Department of Higher and Technical Education of the State/UT may create more avenues for vertical mobility like introducing B.Voc. courses in universities. They may assist and facilitate the students in pursuing higher education in vocational subjects. School Vocational Education qualifications should be recognized by higher education institutions at par with academic qualifications for admission to diploma and degree courses.

11.25 Organization of job Fairs/Career melas: The placement of students passing out with vocational subjects will be an important parameter for measuring the outcome and impact of the scheme. As an important stakeholder of the Scheme, the industry/ employers in the area, in close association with schools may endeavour to conduct /organize career/job fairs, campus interviews, recruitment drives, etc. for suitable placement of students. The services of the industry co-coordinators can be utilized for this purpose. The Head of the School or the Vocational Coordinator shall be responsible for arranging the Career Melas.

11.26 Apprenticeship training

Apprenticeship refers to the acquisition of a vocational skill through work under the supervision of established practitioners. Formal apprenticeship training programmes for children who are out of the formal education system can be provided under the Apprentices Act 1961 (amended in 2014) in collaboration with public or private institutions. The Apprentice (Amendment) Act, 2014 (Act no. 29 of 2014) has amended the provisions of original Act i.e. The Apprentice Act, 1961 (Act no. 52 of 1961) to provide for age of 18 years as minimum age for apprenticeship in the designated trades related to hazardous Industries. However, the minimum age for being engaged as an apprentice is still 14 years.

The apprenticeship training scheme is being implemented through the four Regional Boards of Apprenticeship Training (BOAT) at Mumbai, Kolkata, Chennai, and Kanpur. The State Education Department, District Education Office, State Skill Development Mission (SSDM), and Vocational Training Providers (VTP) may liaise with the BOATS for apprenticeship training of the students.

One of the positive changes brought about by the Act is that it now includes the non-engineering and short duration courses apart from engineering and vocational courses. Further, the Act will not only include apprentices who have undergone training in a school or institution affiliated or recognised by a State council, but other courses approved by the Central government. Meritorious students, who have shown the ability to perform better in certain vocational skills can be selected for the apprenticeship training programme. The schools or institutions may sign agreement with the Industry or Industry Associations for providing apprenticeship training, during which stipend may be paid as per the Act.

As per law, only persons above the age of 18 can be given a full-time job and most students in schools who follow a Vocational Education course and who need a job, are not eligible. The MoU between the State/UT and the VTP should include a provision so that the VTP undertakes to provide apprenticeship/job to at least 70% of the interested students, as per their age.

Effective implementation of the provisions of the Apprenticeship Act can be ensured through (i) Coverage of additional vocational courses under the Apprentices Act, (ii) More effective arrangements for accommodating vocational pass-outs in the industry and organisations, and (iii) Effective coordination between the various stakeholders.

11.27 Girls' participation: Special guidance and counselling session may be organized for girls as per need. The Principal of the school should take necessary steps to remove gender bias, if any, in the minds of employers/financiers against giving the girls employment or loans. The implementation aspects in favour of girls mentioned in other appropriate sections of the scheme would be ensured. All the reporting, data generation shall be in a gender-segregated manner.

11.28 Coverage of Special Focus Groups

Efforts will be made by the States/UTs to mainstream children belonging to special focus groups i.e. SC, ST, OBC, minority, persons below the poverty line, and children with special needs, with special attention to the girls belonging to these groups. Special priority would be

given to the introduction of Vocational Education in schools in identified SC, ST, and minority concentrated districts/blocks. States/UTs will encourage and ensure their participation in Vocational Education, through measures like Enrolment drives, provision of special facilities, working in close collaboration with parents and community –based organization, etc.

Community partnerships constitute localised networks, which bring together some combination of local community groups, education and training providers, industry and local government to work on various local community and community-building activities. These community partnerships, which are often focused on a specific region or particular issues (for example, women's small business networks) can contribute to the effective implementation of the VET programmes. The 'success' of partnership should be measured in terms of tangible outcomes like number of trainees trained, employment outcomes of youth, and also less tangible outcomes, such as enhanced participation, learning through involvement in partnerships, effective coordination with local organization and industries, increased trust among stakeholders, etc.

Monitoring attendance, organizing remedial Grades and follow-up of special groups will be done by the concerned schools.

Arrangements will also be made in schools for removing architectural barriers for providing easy access to learners with special needs. The curriculum and teaching methodologies must recognize and address the needs of all learners with special needs. Giving due care and attention such students, necessary orientation and sensitization of teacher/skill trainer preparation will be ensured. Selection of courses vocational courses, the diverse needs of the learners with special needs will also be factored in.

11.29 Coordination and Convergence

Active coordination and convergence of all efforts of the Central and state governments towards skill-building are essential for ensuring efficiency, effectiveness, and economy in the delivery of outputs and outcomes. While implementing the scheme, the State and the UTs shall make all necessary efforts to secure convergence with ongoing Central/State government schemes. Inter-departmental Committee in close coordination with the State Skill Development Mission may be set up at the State level to guide and monitor the implementation of the Scheme.

Necessary efforts shall be made to utilize the existing infrastructure (classrooms workshops, labs, etc.), resource persons, etc. available in schools and ITIs, Polytechnics, Community Colleges, and Skill Development Centers for implementation of the scheme. Curriculum and course were already prepared under skill development Schemes being implemented by various Departments and Ministries of Government of India and state Governments may be leveraged. Convergence may also be explored with ongoing schemes, skill initiatives, financial benefits, incentives, scholarships, etc. on skill development funded by National and State Governments through various Ministries, Departments, Institutions, Agencies, etc.

11.30 Programme Monitoring and Evaluation

Quality improvements in VET cover a wide range of issues such as setting standards for skills

and qualifications, curricula development, teachers and trainers' development, better testing and outcomes measurement, monitoring and evaluation, and accreditation. Effective monitoring requires a careful identification of relevant information categories, of indicators for change, of suitable methods for efficient data collection, of formats of change, of analysis and presentation which enable results to be used by different audiences be they be planners, researchers or the wider public. Clear division of role and functions in achieving the objectives in these areas require a strong commitment and clarity in tasks to be performed by the key players in partnership.

Monitoring and evaluation will be a built-in feature of the programme. Monitoring of programme implementation will be done at various levels, viz., National, State, District, Block, and Institutional level. The feedback mechanism would ensure the identification of deficiencies in instructions, administration, financial management, etc., so that the functionaries at each level are able to take timely decisions to fill in the gaps in policy-making, direction, budgeting, etc.

The data on Vocational Education is being captured through UDISE+. It is the responsibility of State officials to ensure that the data related to Vocational Education is filled in by the concerned schools. The Online Monitoring mechanism through PRABANDH portal has been developed. The data on coverage, performance, and placement may be regularly updated by States on the PRABANDH portal. The Principal/ Head masters may be made responsible for updating the data. SMC/SMDCs, local bodies including PRIs may be closely involved in the monitoring of the Scheme. An Online app for monitoring and tracking, sharing stories, and raising issues may be developed.

PGI Indicator: 1.3.5 Percentage of schools covered by Vocational Education subject.

11.31 Key Performance Indicators

Access, Enrolment, and Retention

- Ratio of number of schools offering vocational courses in secondary/senior secondary classes to the total number of schools having secondary/senior secondary classes.
- Ratio of number of students enrolled in the vocational courses to the total number of students in secondary /senior secondary classes.
- Number of Vocational Courses offered in schools.
- Number of girls and children with special needs enrolled in vocational courses.
- Retention and Dropout rate of students from vocational courses.

Vocational Training Equipment

- Ratio of number of schools having fully equipped Vocational Lab for each course to the total number of schools offering vocational courses.

Training

- The ratio between practical training/ theory (number of hours in practical: number of hours in theory)
- The number of field visits conducted in an academic year.
- Ratio of number of Hours of Training in Industry to total hours of Training

Vocational Trainer/ Teacher

- Student to Vocational Trainer/Teacher Ratio.
- Number of Vocational Trainers provided Induction/ In service Training of vocational education in schools

Student Performance

- The ratio of number of students passing with one vocational subject to the number of students appearing in Grade 10 and 12

Teaching-learning Material

- The number of vocational courses for which student textbooks have been made available to the students.
- The number of vocational courses for which teacher handbooks made available to vocational teachers.
- The number of vocational courses for which content is available.
- Use of ICT in teaching-learning.

Vertical Mobility

- Ratio of Number of Students who opt for Higher Secondary Education in vocational field, ITIs/Polytechnic/B. Voc to number of students who have passed out class 10/12 with one vocational subject.

Placement in Industry/ Apprenticeship

- The ratio of the number of students placed in the industry to the number of students willing and eligible for placement
- The ratio of the number of students placed as apprentices in the industry to the number of students willing and eligible for apprenticeship
- The ratio of the number of students who are self-employed to the number of students who completed the vocational courses.

11.32 Monitoring Mechanism of KPIs/Intervention (Monitoring at National, State, District BRC/CRC Level Wherever Applicable) To track the learning outcomes, the States/UTs are expected to undertake the following:

11.32.1 Measure Outcomes: Identify the tools that will be used to measure the achievement of learning outcomes, such as, Rubrics, checklists, Group work, Peer assessment, Evaluation of tests/worksheets, presentation, students' portfolio, etc.

11.32.2 Analysis and Feedback: Analysing data and drawing inferences for making informed decisions about the further course of action for preparing learners to achieve learning goals.

11.32.3 National Level: Monitoring at the national level would include the following aspects:

- Availability of infrastructure facilities in schools for the implementation of Vocational Education.
- Integration of Vocational Education with general education at the foundational, preparatory, Middle, and Secondary stage.
- Preparation of school development plans by SMCs/SMDCs to ensure that schools have all facilities such as infrastructure, teachers, and child-friendly and barrier-free access with the good teaching-learning environment

- Issues of gender and social inclusion addressed by the States/UTs implementing Vocational Education.

11.32.4 The following monitoring mechanisms will be used:

- Targeted out comes and intermediate results Stated in the guidelines for implementation of the scheme of vocationalisation of school education.
- Half yearly and quarterly review meetings with State Project Directors.
- National, Regional, and State specific review meetings and capacity-building programmes.
- Independent assessment/studies to be carried out for independent feedback on the implementation of the programme.
- U-DISE giving annual school-based data with school and district/State report cards.
- SDMIS giving student-wise data on school progression and outcomes.
- Statutory audit of accounts annually by Chartered Accountant Firms (from CAG approved panel)
- Internal Audit by State/UT
- Periodical review of the physical and financial progress of the programme through PRABANDH.

11.32.5 District Level: At the district level, the following mechanisms for monitoring the programme:

- District Project Office will monitor the interventions of the scheme at the district level.
- Regular visit to the field for monitoring the flow of funds, preparation of Management Information System (MIS) report and for providing operational support through State Project Directorate (SPD).
- Visits by District Level Committee comprising local/public representatives to monitor the implementation of the programme in the districts.
- Unified District Information System for Education (U-DISE) to include data on Vocational Education at District level.
- District Institute of Education and Training (DIET) would monitor interventions for teacher education and professional development.

11.32.6 Institutional Level: The monitoring of the scheme will start from the school level. The community participation will:

- ensure the enrolment and attendance of all the children, especially children belonging to disadvantaged groups and weaker sections in the school(s);
- Ensure the regular function of academics and practical activities.

Improvement of quality of education is a prerequisite of successful implementation of the scheme. In order to achieve this, periodic inspection/supervision of schools to observe the infrastructure and facilities and the administrative and academic aspects is critical.

11.33 Expected Outcomes

- Integration of Vocational Education with general education for developing a healthy

attitude among students towards work and life.

- Acquisition of new skills and competencies by students for additional career choices and enhancing employability.
- Better opportunities for those who look for alternative career paths.
- Prepares individuals for the initial entry into employment.
- Strengthening and expansion of Vocational Education programme in schools.
- Addressing the vocational training needs of children with special needs through tailored or customized vocational courses.

11.34 Financial assistance

Common Norms notified for certain skill development schemes by Ministry of Skill Development and Entrepreneurship will not be applicable to Vocationalisation of School Education under Samagra Shiksha component which seeks to integrate vocational education with general education in schools.

Non-Recurring for Tools/ Equipment

- Up to Rs. 5.0 lakh per school per job role for Tools & Equipment including Furniture, Computers, etc with maximum 04 sections per job role [02 sections each in (Class 9/Class 10 and Class 11/Class 12)].
- Additional funds up to Rs. 2.5 lakh for additional sections per job role may be provided based on enrolment.

Recurring

- Existing Recurring norms have been provisioned for 40 students per job role (80 students per class for 2 job roles). As per the NEP, all students need to undergo vocational education. Therefore, the provisions have to be made for all students. It is proposed that recurring norms may be based on the enrolment in classes 9-12.

S.No.	Components	Schools with maximum 04 sections per job role at Secondary level (Classes 9&10)	Schools with more than 04 sections per job role at Secondary level (Classes 9&10)
1.	Financial support for Vocational Teacher/Trainer per job role (@ Rs. 20,000- 25,000/- per month)	6.00	12.00
		Schools with maximum 02 sections per job role at Secondary level (Classes 9 & 10)	Schools with more than 02 sections per job role at Secondary level (Classes 9 & 10)
2.	Provision for financial support for engaging resource persons including Skill Knowledge Providers, Guest Faculty, including skilled, semi-skilled rural artisans and crafts persons.	1.25	2.00

S.No.	Components	Schools with maximum 04 sections per job role at Secondary level (Classes 9&10)	Schools with more than 04 sections per job role at Secondary level (Classes 9&10)
3.	Raw materials, maintenance of tools and equipment purchase of books, software, e-learning material, etc.	2.25	3.00
4.	Cost of providing hands on skill training/ Field visits /On the job training to students	1.20	2.40
5.	Office Expenses/ Contingencies (including expenditure on awareness & publicity, guidance and counselling)	2.00	2.00

- **The same norms would be applicable for Senior Secondary level (Classes 11 & 12)**
 - Cost of Assessment and Certification @ Rs. 600/- per student for Class X and XII.
 - For schools serving other schools in the vicinity under the Hub and Spoke Model, an additional amount of Rs.5.00 lakh per spoke school will be provided to the Hub schools where the lab has been established, to meet the additional costs of incentive to trainers/additional trainers/raw material, on the job training etc.
 - Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs for schools serving as hub for vocational education.
 - Wherever available, ITI may be used as Hubs.
 - For transportation of students from spoke schools to Hub School, Rs. 3000 per student per annum may be provided to spoke schools.

Induction Training of 10 days and In-service training of 05 days for Teachers/Skill Trainers including retraining of existing vocational trainers in relevant job roles @ Rs.300-500 per day per trainee.

Chapter 12

ICT AND DIGITAL INITIATIVES

12.1 Major Goals

- Appropriate use of technology in all levels of education – to improve student learning outcomes, teaching learning and evaluation processes at scale;
- Enhancing educational access to disadvantaged groups
- Increasing availability of data to enhance understanding of how children learn and streamline educational planning, administration and management

12.2 Introduction

Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. The three cardinal principles of access, equity and quality could be served well by harnessing the immense potential of ICT. Anytime anywhere delivery of quality education employing ICT is one such implication of Technology in Education. For teachers, ICT can be the *raison d'être* for not only building ICT skills but more broadly to improve teaching and learning. ICT solutions have shown promise in building foundational skills, paving the way for developing important 21st century skills (Communication, Collaboration, Creativity, Critical Thinking and Problem Solving).

The Digital India Campaign (2015) strives to transform India into a digitally empowered society and knowledge economy by focusing on the three vision areas:

- Digital Infrastructure as Core Utility to Every Citizen
- e-Governance and Services on Demand
- Digital literacy and empowerment of citizens.

The Government of India seeks to strengthen the use of ICT in almost every sphere. To promote the use of ICT in school education, the Government of India had introduced ICT@ Schools scheme in the year 2004 {by merging the scheme of Educational Technology -1972 and Computer Literacy and Studies in Secondary Schools (CLASS)-1984}. The scheme was revised in the year 2010 and 2011 and a component to develop quality digital contents and incentives for teachers (National ICT Award for School Teachers) was introduced.

Education system in any country aims at preparing youth to participate creatively in the establishment, sustenance and the growth of a knowledge society leading to all round Socio-Economic Development of the nation and global competitiveness. Therefore, this integrated ICT guideline for schools and Teacher Education Institutions subsumes all previous guidelines.

12.3 Major Interventions

ICT in any system and situation includes ICT infrastructure, creation, storage and retrieval of digital resources, use of inter-operable software, technical support, and networking using

telecommunication and/or satellite-based communication to enhance learning. The schools and TEIs require a robust, reliable ICT infrastructure in order to effectively integrate ICT into all aspects of school life and TEIs including teaching, learning and evaluation. **(NEP para24.2)**

This component covers the following major interventions:

- ICT Labs/tablets/software in Upper Primary, Secondary and Hr. Secondary schools
- Smart classrooms in Upper Primary, Secondary and Hr. Secondary schools
- DIKSHA
- ICT labs/software in TEIs

These interventions promote the following six thrust areas:

12.3.1 National Digital Infrastructure for State and UTs

- **Technology as a tool:**

It is important that States/UTs view technology in education as a means to an end rather than an end itself. It is also important to tailor the ICT infrastructure at the school/class to the requirement, desired outcomes or results in different contexts. ICT infrastructure and solutions have to constantly evolve to be effective in constantly changing circumstances in order to deliver desired results. **[NEP Para 24.4.(b),]**

- **One Nation, One Digital Platform:**

DIKSHA (Digital Infrastructure for Knowledge Sharing) platform is envisaged as **One Nation, One Digital Platform** for school education. This platform offers teachers, students, parents, and community engaging learning activities/courses (with credentials) relevant to the prescribed school curriculum. DIKSHA platform infrastructure allows for a wide range of solutions that enable various applications ranging from registry to manage and govern, tools for learning and teaching and assessments.

While DIKSHA unifies the country under *one nation, one digital platform*, States/UTs and Teacher Education Institutions have the autonomy and the choice to repurpose DIKSHA platform and its solutions to suit their own curriculum needs and purposes. It avoids the cost/efforts of duplication by State and UTs and helps to collectively evolve faster.

The Department is formulating a scheme for new digital. Till the now the new scheme comes into force funding for NDEAR, DIKSHA and other digital interventions will continue under Samagra Shiksha.

12.3.2 ICT for Quality Education and Achieving Learning Outcomes

- **Anytime anywhere delivery of quality education:**

While the teaching environment offered at school and teacher teaching by far remains the most important factor determining the learning for students, ICT learning environments allow learners to carry on learning beyond the school. ICT solutions enable teacher learning and professional development to go beyond the training center.

- **Improving Learning Outcomes:**

ICT infrastructure has great potential to enhance learning outcomes. By universalizing the access to high quality teaching, learning resources, providing tools and training necessary for teachers to teach efficiently and effectively, - ICT infrastructure at school and centralized platforms hold good potential to improve learning outcomes.

- **Using ICT for assessment/measurement of Learning Outcomes:**

Using the extended schooling infrastructure, teachers can assign and keep track of learning and completion of the assigned work of their classes digitally. All technology interventions should subscribe to and tag content and assessments to learning outcomes already codified by the center and States.

- **Unique solutions for each state/UT:**

“One size fits all” will neither work in software nor in hardware. Thrust should be to unify the systems by interconnecting them as opposed to insisting on uniform solutions. States and Union Territories must focus on reuse of content (translate and contextualize) as much as possible instead of resorting to creation every time, avoiding duplication of effort. Eventually, States with higher technology capacity could even extend the central infrastructure’s capabilities by building needed solutions on central infrastructure. **(NEP para23.6)**

12.3.3 Equity through Technology

- **Bridging the divide:**

Appropriate ICT interventions will be adopted to bridge the digital divide with regard to education of girls, other disadvantaged social groups, including SCs/STs, minorities, CWSN, and other marginalized communities. It is important to develop solutions, content specifically meant for CWSN and promote it among teaching communities. Specific guidelines have been prepared and released by the Ministry on creation of e-content for CWSN on 8th June, 2021.

(https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf).

- Local, localized, vernacular and quality digital contents should be developed in regional languages to enable students, teachers and teacher educators to partner in the development and critical use of shared digital resources in DIKSHA.

12.3.4 ICT for Teacher Empowerment

- **Teacher capability for use of ICT in teaching and learning:**

Online Training using ICT has the potential to transform teacher skilling. States should utilize skilled and experienced teachers to impart knowledge to teacher communities in the state by engaging in online course development and dissemination. Online training modules when made available in byte sized modules makes it convenient for teachers to take these anytime, anywhere in their available time. **[NEP Para 24.3]**

12.3.5 ICT for Data Capture, Analysis and Management

- **Integration of data/information:**

Integration is to be done in a manner which ensures ease of access and availability of holistic information on a particular topic to all the stakeholders. ICT systems, when operated in a connected manner, have the potential to evolve optimal strategies in the

areas of learning, teaching, assessments, teacher skilling, and school leadership development as well as towards efficient school operations. Once ICT systems are interconnected with each other, force multiplier benefits can be realized.

- **Leveraging ICT for data capture and analysis:**
ICT enables analysis and representation of data/information, deeper insights for guiding decision making for academicians as well as administrators based on advanced analytics systems. ICT can be used to emit data to decision making systems for better orchestration, progress reporting, performance monitoring, faster decision making and resource allocation across the various processes and stakeholders.
- **Integrating UDISE+:**
Optimally utilizing and integrating UDISE data capabilities and central platform infrastructures, ICT at schools can be effective in bringing efficiency of operations for schools, thus freeing teachers from non-teaching related tasks to spend more time for schooling, teaching and learning. Effective monitoring ensures effective and efficient utilization of available resources. The Ministry of Education will soon come out with a Digital Education Readiness Index, the data of which shall be drawn from the UDISE+, to indicate the States/UTs readiness for use of ICT for advancement of teaching, learning and schooling.

12.3.6 ICT for Multifarious Interventions for Improving Quality of Education

- **Sharing of best practices:**
States/UTs and Autonomous bodies of the center are urged to share their best practices in implementation of ICT for education and school management, with each other at every opportunity of correspondence or interaction and on Shagun portal for continuously learning from one another. These shared learning help collective evolution at a much faster pace.
- **ICT for improving all around efficiency:**
Development of professional networks of teachers, teacher educators, resource persons in schools to catalyze and support resource sharing, up-gradation and continuing education of teachers and educators; guidance, counselling, academic support of students, resource sharing, management and networking of school managers/administrators, creation of online courses in their areas of expertise for teaching and learning, making videos that helps to demystify complex topics etc., resulting in improved efficiencies in the schooling process
- **Promote research, evaluation and experimentation:**
Using ICT tools and ICT enabled practices, research, evaluation and experimentation will be promoted, in order to inform, guide and utilize the potentials of ICT in school and teacher education. A critical understanding of ICT is core to its success, hence, its benefits, risks and limitations- safe, secure and ethical use of ICT needs to be infused in schools and teacher education curriculum.
- **Sharing of ICT Infrastructure:**
ICT infrastructure implemented in schools may be shared after the school hours for

the benefit of the community. It may be used for improving digital literacy of the community and for the learning through Adult Education Program. **[NEP Para 21.6]**

- **ICT and sustainable development:**

Sensitization of all the stakeholders on the disposal of e-waste and contribution to sustainable development is important.

12.4 Implementation of ICT Interventions

ICT implementation has essentially the following core areas:

ICT enabled education

- Partnership between Central Government, Central Institutions, State Governments and Union Territory Administrations for providing ICT enabled education to Government Schools and TEIs (SCERTs/ SIEs, DIETs and BITEs) through a national shared digital infrastructure, DIKSHA.

Developing digital content/courses

- Development of digital contents, mainly through Central Institute of Educational Technology (CIET), National Institute of Education (NIE), NCERT, State Institutes of Educational Technology (SIETs), SCERTs/State Institutes of Education (SIEs) and Regional Institutes of Education (RIEs).
- Content quality is critical to the effectiveness of ICT interventions. Continuous investments need to be made in infrastructure and human capacity for developing quality content. By analysing user feedback (data) and best practices, quality of content could be maintained at a steady high level benefiting students and teachers alike. Content has to be continuously upgraded every year with improvement in subject matter as well as quality of presentation.
- Content can preferably be prepared by utilizing the in-house talent of skilled teachers whose experience in teaching complex topics in simple manner can be the basis for making pedagogically effective videos and interactive tools in their local language. Effective content translation tools to translate highly rated content from one language to another should be used. Further, NGO/ community contributions are invited through VIDYANJALI program-
- Robust curation process is key to present the chosen content to the audience. Hence, utilizing the services of subject matter experts and tech savvy teachers, central institutions, State and UTs to set up dedicated creation/curation cells for effective creation/curation processes.
- A variety of digital learning resources including audios, videos, interactive, multi-media digital charts, maps, timelines, digital books, on-line labs activities, **virtual and augmented learning resources** need to be developed compliant to DIKSHA content specifications and uploaded to DIKSHA against state taxonomy and tagged to learning outcomes. This would be used to enhanced teaching learning processes in schools and TEIs, improving learning outcomes among students, and enhancing understanding among teachers and teacher educators. **[NEP Para 24.4(f)]**
- These resources available on DIKSHA platform would need to be disseminated through multiple modes (transmission and non-transmission) in a **coherent manner**- DIKSHA web-portal, DIKSHA mobile apps, DIKSHA Chatbots and related solutions, DTH TV channels, radio, podcasts, etc. Further DIKSHA's offline solutions need to be designed and used for

delivery of digital contents through Local Area Networking (**LAN**)/**Mobile/ Satellite** connectivity. **(NEP para 23.6)**

- Digital content should be seen to augment the physical processes like classroom instructions and assets like textbooks already being used, and not as a replacement. To augment the teaching learning process, continuous professional development of teachers, skill training and promoting lifelong learning among all stakeholders in schools and TEIs, the classroom training as well as virtual training and certification infrastructure in DIKSHA can be utilized.
- **DTH TV** channels should be used through designing **virtual learning materials** including lectures by best available teachers from the locality. **[NEP Para 24.4(e)]**

Teacher related ICT interventions

- Teacher related interventions, such as, continuous capacity enhancement of all teachers in ICT, and recognition of teachers and teacher educators for innovative use of ICT in education and learning, as a means of motivation.
- Every teacher is expected to innovatively use ICT in teaching learning process by selecting and integrating a wide variety of ICT tools and Free and open-source software (FOSS) (including subject specific tools like GeoGebra for Math; Stellarium, PhETs imulations, Kalzium etc. for Science; Open street map and Marble for Geography; concept mapping tools like Free Mind etc.). **[NEP Para 24.4(g)]**

Creating MIS at various levels

- Creation of Management Information System (MIS) of the schools and TEIs ecosystem to enable cumulative assessments, evaluation, monitoring, regular feedback and enhanced learning at various levels. **[NEP Para 24.4.(g)]**
- Integrating the centralized platform's assessment and monitoring capabilities with the UDISE+ information system is important for creating state school command centers. These will provide for advanced analytics and insights to improve teaching, learning and school management practices.
- MIS should provide 'the ability to see' for appropriate stakeholders, including those at the school level, so that the data can be used for coordinated actions across multiple projects and programs.

12.5 Deployment of ICT Enabled Education

Hardware and accessories:

A variety of hardware, devices and tools are available for school education for States/UTs to choose from based on their needs. The scheme suggests that each State/UT as per their requirement **may choose to opt for any of the following:**

- Laptops/Notebooks/PCs with Integrated Teaching Learning Devices, FOSS, Operating System (OS) and/or Servers with minimum 16 GB RAM, One TB Hard Disk, One Printer, One Scanner, One Web Camera, One Modem,
- Digital Boards/Projector/LCD/LED/Plasma Screen/Tablets with pre-loaded contents in Smart classrooms
- Virtual classrooms

Connectivity:

- It is suggested that the school/TEIs should have a broadband internet connection of at least 2 MBPS bandwidth with a plan to upgrade in future.
- The school and TEIs should also explore the Wireless links option to ensure sustainability.
- Using DIKSHA offline solution is the key to load content to parent's phones and PCs at home thus saving the cost of connectivity to parents and extending the learning from schools to homes on home devices.
- Efforts should be made to bring all the schools and TEIs under the ambit of National Knowledge Network (NKN), Bharatnet WAN or any other partners.

Power Supply:

- Wherever the uninterrupted power supply is not available during school hours, it is suggested to explore for solar power panels in convergence with Ministry of Renewable Energy and wherever they are not feasible a generator may be used on a temporary basis.

ICT Infrastructure:

- The Tablets/ Laptops/ Notebooks would be installed in a charging rack(s) (portable) which can be kept in any of the classrooms/ Principal/Head Teacher room/office room as per the availability in the school and TEIs.
- If any school has existing ICT labs, the same may be used for keeping charging racks.

12.6 Models of Implementation

- It is suggested to the States, UTs and TEIs, that in-order to implement the program they may opt for any of the following models (uni/multi model) as per their requirement which includes outright purchase through **Government e-Market (GeM)**/BOOT/BOO Model. However, it should be ensured that all purchases from central fund should be made through GEM to ensure effective prices and standardized equipment. However, the specifications should be generic and should not be specific/mention any brand names/proprietary products either at systemic or component level.
- For all the above-mentioned models, the Service Providers/Original Equipment Manufacturer (OEM) would make available the ICT infrastructure and learning services based on a signed agreement with the State/UT. The payments upfront and periodic to the service providers and OEMs will be subject to satisfactory deployment, maintenance and implementation of ICT Infrastructure & Services.
- The NCTE and NCERT shall be associated with the scheme in the context of teacher professional development through technology-enabled learning. NCERT shall also be part of the scheme for creating learner-facing resources based on Learning Outcomes.

Inclusive Education

- Assistive technologies such as JAWS and SAFTA, Audio Books etc. and other assistive technology-based solutions will be provided to students with special needs from classes VI to XII and to TEIs.
- The Rehabilitation Council of India (RCI) would play an important role in this area involving introduction and use of technology for the education of Divyang/ Children with Special Needs and addressing the concerns related to Universal Design of Learning (UDL).
- Given that students who need special attention are likely to be in resource constrained

environments, efforts should be made to provide inclusive coherent experiences on DIKSHA.

12.7 Financial Parameters

- The Government of India recognizes that significant investment is required for successful delivery of ICT for School Education. Key components of a successful roll-out include: quality hardware and software, internet connectivity, contextualised content, effective teacher training as well as government capabilities including effective governance, monitoring and evaluation systems.
- The component will cover classes VI to XII. Flexibility to procure hardware such as tablets with preloaded contents /laptops / notebooks / integrated teaching learning devices and open source operating system as well as Hardware, Software, training and resource support. This would include support for digital boards, smart classrooms, virtual classrooms and DTH channels on pro-rata basis for number of schools approved, within the overall ceiling for recurring and non-recurring costs. Priority will be given to projects which have an element of community participation.
- The scheme will have Admissibility for Government Schools only. Prioritization of schools for ICT implementation is provided in **Annexure-VII-E**.
- The non-recurring/recurring grant under 'ICT and Digital Initiatives' for schools will be available to the State and UTs for following two options:
 - (i) **Option I:** Under this option schools which have not availed the ICT facility earlier can either opt for ICT or smart classrooms as per their requirement and need. In case of more than 700 enrolment, an additional ICT lab can also be considered. Flexibility to procure hardware such as tablets/ laptops/notebooks/ integrated teaching learning devices and open source operating system as well as Hardware, Software, training and resource support. This would include support for digital boards, smart classrooms, virtual classrooms and DTH channels on pro-rata basis for number of schools approved.
 - (ii) **Option II:** Under this option schools which have already availed the ICT facility earlier can avail smart classrooms/tablets as per the norms of the scheme.
- For ensuring equity in educational technology, it will be ensured that the same e-contents are available across all digital modes (portals, Apps, TV, radio) for the same topic/s under the Coherence policy of DoSEL (**NEP Para 24.2 and 24.4 e**)
- Schools in the Special Education Zones and Aspirational districts will be integrated with digital devices on priority(**NEP Para 24.2 and 24.4 e**)
- Priority will be given to projects which have an element of community participation.
- While guidance on approximately how much States may spend on each line item is provided below, States can choose to allocate funds flexibly within each of the Capital Expenditure (Non-Recurring) and Recurring Expenditure categories, up to the overall limits indicated against each category:

i) ICT Lab

A	Capital Expenditure (Non-recurring) (These are only indicative, States/UTs may decide to spend with overall upper limit)	(Rs.in lakhs)
1	- Laptops/Notebooks/PCs with Integrated Teaching Learning Devices/Tablets with pre-loaded e-contents for digital library or a combination of these, - Digital Boards/Projector/LCD/LED/Plasma Screen. - Open Source Software and OS and/or Servers with minimum 16 GB RAM, one TB Hard Disk, one Printer, one Scanner, one Web Camera, one Modem, Broadband/DTH-TV Antenna/ ROT/ SIT, Router, Generator, UPS, Video Camera, Charging Racks, etc.	6.00
2	Operating System & Application Software, Open Source Video Conferencing Software (FOSS) complying to DIKSHA and software tools compliance requirements.	0.20
3	Furniture	0.20
	Total	6.40

B	Recurring Expenditure (These are only indicative, States/UTs may decide to spend with overall upper limit)	(Rs.in lakhs)
1	E Content and Digital Resources	0.14
2	Charges for Electricity/Diesel/Kerosene @ Rs.2000/- p.m. The state may also use Solar Power-Hybrid solar instead, to ensure Sustainability	0.24
3	Internet connectivity (Tele communications/ satellite communication/ OFC)@ 1000 PM	0.12
4	Instructional expenses	1.80
5	Training of teachers, school heads and administrators on use of ICT in subject teaching. [NEP Para 24.3]	0.05
6	Monitoring and supervision expenses for tracking usage of hardware and software/content.	0.05
	Total	2.40

Note: The non- recurring cost includes Annual Maintenance Contract for a minimum period of 5 years.

ii) Smart classroom

Smart Class rooms under ODB:

A	Capital Expenditure (Non-recurring)	(Rs.in lakhs)
1.	- Interactive Digital Board/display unit (2 units), FOSS, Operating System (OS), LCD/LED/Plasma Screen, 1 Printer, 1 Scanner, 1 Web Camera. - Digital Library (Pre-loaded Tablets)	2.4
2.	Laptops/tablets/desktops as per assessed requirement	
3.	UPS with adequate (2 hrs) backup	
4.	Modem, Broadband/DTH-TV Antenna/Router, Receive only Terminal (RoT), Satellite Interactive Terminal (SIT) as per State/UT specific	

A	Capital Expenditure (Non-recurring)	(Rs.in lakhs)
	requirement.,	

B	Recurring Expenditure	(Rs.in lakhs)
1.	Charges for Electricity. The state may also use Solar Power-Hybrid solar instead, to ensure Sustainability, E Content and Digital Resources, maintenance etc.	0.26
2.	Internet connectivity (Tele communications/ satellite communication/ OFC)	0.12
Total		0.38

Note: The non- recurring cost includes Annual Maintenance Contract for a minimum period of 5 years.

Note:

- Recurring grant may be given for the 6th year to smoothen transition, subject to state giving a plan and commitment of funds for taking over the project and continuing the facility in the school.
- If a State/UT wishes to aggregate a cluster of schools for the purpose of Virtual classrooms/digital content etc., then common activities and infrastructure for transmission, internet connectivity, networking, AMC, O&M work etc, besides the school level infrastructure can also be undertaken within the overall aggregated ceiling each under Recurring and Non-recurring components.
- In order to enhance the learning capacities of the students, the schools, TEIs in States/ UTs should optimize/maximize the numbers of Tablets/Laptops/PCs/Notebooks in the classroom situation.
- State and UTs commitment for Annual Maintenance Contract: The cost includes Annual Maintenance Contract (AMC) for a minimum period of 5 years. The State and UTs need to commit to take ownership of the project after completion of five years. States can spread the Capital Expenditure over the 5-year period (e.g., in a service model).
- State and UTs to encourage teachers to use ICT lab extensively and integrate ICT pedagogy in classroom transaction through school time-tables.
- The State and UTs may explore the possibility of setting up of Digital Library in Secondary and Hr. Secondary schools which can be used where in- person modes of education are not possible. **(NEP para24.1)**
- State and UTs are encouraged to conduct research studies to assess the impact of technology enabled learning. Financial provisions under MMER may be utilized for this purpose. **(NEP para24.4a)**
- Explore convergence of other resources: States are encouraged to explore alternative budget heads/schemes to pay for the above noted key components or additional components. These could include: CSR, MPLADS and District Development Funds. However, there should be no overlap of funds for same purpose and these should be separately accounted for.
- Access Control & Cyber Security Features: Rule based Access Control mechanism as well as Firewall/ Rule based access to e- resources may be inbuilt in the eco system to prevent

unauthorized use of system and prevent access to undesirable sites and contents. Due care should be taken specially to ensure that sites relating to pornography, radicalization, lethal/addictive games etc. are kept totally out of bounds. The State and UTs shall also refer to the online guidelines on Cyber Security on the web portal of Ministry of Home Affairs.

https://www.mha.gov.in/division_of_mha/cyber-and-information-security-cis-division/Details-about-CCPWC-CybercrimePrevention-against-Women-and-Children-Scheme

12.8 Financing Models

Improving efficiency of investment allocation: Historically, funds have been allocated on a per-school basis, agnostic of school size. While some of the costs are fixed per school (like server, internet, instructional cost), much of the Capital costs vary depending on the size of the school. Therefore, some larger schools could not get adequate funding while some smaller schools did not require the full funding. The revised scheme addresses the issue to account for this variation and improve efficiency of investment allocation.

The current Capital Expenditure funding envelope of Rs 6.4 lakh should adequately serve ~700 students in classes 6 to 12 (assuming provisions for 9 classrooms). Hence, the scheme offers step-wise funding based on school enrolment:

Enrolment sections	Capex (in lakh)
< 100	2.5
100 – 250	4.5
250 – 700	6.4

Recurring Expenditure remains at Rs 2.4 lakh per school for school sizes of 700 students and below. For schools with more than 700 students, the scheme will consider allocation of additional funds. Incremental funding can be allocated by treating 700 students as 1 unit of funding for both Capital Expenditure and Recurring Expenditure. For example, schools with enrolment of 1,400 could receive 2 units of fund allocation for both types of expenditures to account for their larger student population.

Given the rapid evolution of available ICT solutions for school education, the Government of India recommends that States undergo a discovery process to understand the available options and assess an optimal solution on dimensions such as mobile vs. fixed units. States can consider: product lifetime costs (including life-extending peripherals such as keyboards for laptops), need for consistent electricity supply, quality of school civil infrastructure, user-friendliness and teacher familiarity with technology.

12.9 Programme Management

In funding proposals to the PAB, the States/UTs must include the following:

- Sufficient rationale for their choice of solution package and implementation approach.
- The budget requirement over the 5-year period, including both the scheduled Capital Expenditure (Non-Recurring) and Recurring Expenditure.

- The details of the infrastructure put in place in the previous year as well as utilisation in imparting more effective classroom teaching.
- The States should share the POCs (Proof of Concepts) and Best practices and innovations for sharing with other States.
- The Recurring Grant will also be provided to the State/UTs for the period of 5 years only from the year of implementation. The recurring cost will be given to the State/UT only when the sanctioned schools are reported functional in PRABANDH Portal.
- However, the release of the recurring grant in the second and subsequent years would be based on receipt of utilization certificate along with the progress report in respect of grants released for the preceding year; the utilization certificate should indicate that the utilization is in line with the State's original proposal.
- The recurring grant, for the schools which have already been approved and implemented, will be provided on the basis of the old ICT scheme. The recurring grant for the schools approved but yet to be implemented by the State, will be provided on the basis of revised guidelines.
- The schools sanctioned under ICT which are not yet implemented, will be implemented as per revised guidelines.
- Details of internal mechanism for overseeing the implementation of the programme through a monitoring committee constituted for the purpose.

12.10 DEVELOPING DIGITAL CONTENT: Appropriate digital content needs to be developed/accessed and curated to account for different scenarios given below.

Methods for Enhancing Learning

For enhancing learning in classrooms:

- **One to many model:** Digital classroom is an instructional modality and can be implemented through various models such as showing videos in classrooms to complement the curriculum, including by using smart boards.
- **One to one model:** Personalized Adaptive Learning involves tailoring instruction to the learning levels of each child and leading the child to master one learning outcome at a time, and thereby climbing up on his or her unique learning trajectory. **This is more effectively possible in classrooms with highly trained and experienced teachers and fewer students per teacher.**
- **In-classroom teacher support:** This can address shortfalls in teacher preparedness by providing digital training, and support materials that are tied directly to **lesson** content.

For **enhancing learning outside the classroom** (particularly relevant in the Covid context, and to create a resilient schooling system):

- **Mobile based Apps and tools:** Using mobile phones based Apps, social media and other mobile tools for - developing literacy, promoting student motivation, enhancing access to teacher development opportunities, and improving communication between parents, teachers and principals.
- **Equitable and Open access to knowledge:** Provision of Massive Open Online Courses

(MOOCs). In fact, teachers can also access free and open resources, as well as participate in MOOCs for their own professional development and practice. They can also contribute to DIKSHA, Repository of Open Educational Resources (NROER and SROER) by creating and sharing their own material.

- **Virtual technologies:** for reaching students and teachers for two-way interactive communication in real-time wherein local facilitators in the remote classroom lead and moderate discussions.

Developing contextualized digital content

- Development of appropriate and pedagogically correct digital content and its persistent and effective use constitutes the core of this scheme. Content creation/ acquisition being the critical factor for the success of the scheme, the Central Institute of Educational Technology (CIET), NCERT shall work towards utilizing the full range of capabilities of the Indian ICT sector.
- National level and State level committees should also be set up to assess the nature of digital contents to be developed to enhance the learning capabilities of the students, teachers, pupil teachers and teacher educators of schools and TEIs.
- Digital contents developed by any of the stakeholders in the country are to be linked with the dissemination platforms. The digital content should be platform agnostic/neutral.
- Areas to focus on for developing the content include:
 - A variety of digital learning resources including audios, videos, interactive, multi-media digital charts, maps, timelines, digital books, on-line labs activities, **virtual and augmented learning resources** need to be developed and will be used to enhance teaching learning process in schools and TEIs and learning outcomes among students, teachers, pupil- teachers and teacher educators. The content should cover the hard-spots for all the grades, and should be tagged to the relevant Learning Goals and Learning Outcomes.
 - The content should be essentially mapped to NCERT, SCERTs/SIEs and other state board curriculum on DIKSHA platform.
 - Effort should be made to design these in medium of instruction/regional languages.
 - It should contain 3D/2D immersive Videos that can also be consumed in low bandwidth scenarios.
 - The modules are to be created in a way that it supports both - a Teacher-led delivery which requires continual teacher intervention to keep the focus on students learning, and a learner-led delivery that allows learners to track their own progress.
 - The modules are to be created in a way that the topics covered are creatively and pedagogically designed.
 - The content developed for various subjects by other States/UTs, if found appropriate, should be translated into other languages and adapted to a regional context so as to avoid de novo efforts for each language. Video and content translations tools available on DIKSHA could be utilized for this purpose.
 - Virtual labs for science and maths experiments **[NEP Para 24.4(d)]**

Enhancing learning through DIKSHA: One nation, one digital education platform

[NEP Para 24.4(c)]

- As per Programmatic norms under Samagra Shiksha, funds for DIKSHA platform can be sought by the State and UTs for software development/maintenance, setting up of project teams, creation, curation and translation of digital content, capacity building, awareness and communication drive etc.
- DIKSHA or Digital Infrastructure for Knowledge Sharing was launched on 5th September, 2017, initially to accelerate and amplify solutions, experiments and innovations that were underway and/or were being undertaken in the areas of teacher training and professional development. However, looking at the urgent need for providing a digital infrastructure to States for both teaching and learning for students and teachers alike, in 2018, DIKSHA was transformed as a digital platform for States and Union territories for leveraging 'multiple verticals like student learning, teacher training, assessments, best practices sharing etc. for their needs in ways that suited their state programs.
- At present, DIKSHA offers solutions for teaching, learning, and professional development for students, teachers and is adopted by States/UTs, CBSE and NCERT in 18 different languages. Aside from Energized Text Books, DIKSHA can also be accessed through mobile App and portal on PC and laptops.
- It provides open, modular and scalable platform infrastructure capable of developing different types of solutions that state governments and other organizations can seamlessly integrate with their respective teacher and learner-centric initiatives.
- DIKSHA has following nine major components amongst many:
 - **QR coded textbooks for students and teachers (Energized Textbooks or ETBs):** All States that have on boarded DIKSHA, have QR coded many of their textbooks at relevant places, and tagged e-content to the code, which is available on DIKSHA. States/UTs are encouraged to develop all their textbooks in this manner by either utilizing available content from DIKSHA or other sources or by creating relevant content abinitio.
 - **Teacher Toolkit:** This consists of Learning Outcomes, Learning Outcomes mapped to curriculum, Pedagogies suggested by NCERT/SCERT, Hard spots identification and remediation, Teacher Energized Textbooks, manuals, etc.
 - **Teacher Professional Development:** This consists of teacher training modules contributed by the Centre, States and other partners authorized by DIKSHA.
 - **Resources for Learners:** This consists of language wise, class wise, subject wise and topic wise content such as textbook chapter wise, explanation video by teacher for the given topic, videos on hard spots, slides, concept maps, additional resources for extra learning, test items, worksheets, etc.
 - **Specialized resources for teachers and learners:** This includes resources related to PISA, items related to Creativity and Critical thinking, etc.
 - **Multiple use cases of DIKSHA:** DIKSHA is also being used innovatively by different States; such as, for assessment by Andhra Pradesh, for parental engagement by Tamil Nadu, for national quiz programmes by CBSE and NCERT,

for data capture and analytics for planning by Gujarat, for training of corona warriors by iGOT and Ministry of Health and Family Welfare, teacher training with certification in States like UP and MP, learn at home in Maharashtra etc. States/UTs are encouraged to use DIKSHA platform innovatively through their PMUs.

- **Chat Bot:** The TARA (Technology Aided Responses and Answers) Chat Bot can be used by States/UTs for a smooth navigation, interesting user experience and for ease of discovery of content.
- **Vidyanjali/Vidyadaan:** Vidyanjali is conceived as the common national platform and national program for individuals & organizations to contribute e-learning resources across the education domain, to ensure that quality learning continues for learners across India.
- **Vidya Amrit:** Micro-improvements cater to the objective of making the improvement process easy, simple, and achievable for every teacher and leader in the education system. The approach uses the 'learning by doing' concept.

Micro Improvements are enabled through Digital Projects and are available to leaders at all levels through the National Infrastructure for Education - DIKSHA. This is aligned to the 'Learn - Do- Practice' of NDEAR (Building Block 9 under the Manage Learn scenario for Administrator Persona).

- To ensure effective implementation and usage of DIKSHA, the SCERTs/SIE would be the nodal agency under the overall leadership of the Secretary of School Education which will also curate the content to be uploaded on DIKSHA for its quality, relevance and proper taxonomy.
- For the purpose of creating content, the States/UTs Govt. and Autonomous bodies may partner with expert organizations/bodies or they may integrate the process of content creation with other similar schemes for implementation of the 'ICT in schools'.
- **Innovative method for developing content by engaging with community through VidyaDaan/Vidyanjali**
 - The entire world is facing a completely unprecedented crisis due to the spread of Covid-19, and school education is impacted everywhere. This is the appropriate time to integrate technology with education to ensure that both students and teachers benefit.
 - Teachers, public & social organizations, individuals and other experts across State and UTs have been developing educational content, but in silos, with minimal opportunity to share with the larger community or receive the required recognition.
 - VidyaDaan is a program to bring together these well-meaning experts and resourceful individuals and organizations in a common platform to develop and contribute content in alignment with the needs of school education and be recognized nationally VidyaDaan creates a structured digital warehouse of crowd sourced content that can be leveraged by Centre and States for school education.
 - There is a standardized template on the VidyaDaan portal on DIKSHA for contributing resources, which will facilitate different States/UTs to immediately get

on board and develop their own program on VidyaDaan. Moreover, the content so developed across States will follow a uniform structure ensuring easy accessibility by students as well as teachers.

- Resources can be prepared by the contributors and donated by dropping in the relevant part of the template.
- High quality content in the context of textbooks and courses as per the school curriculum, including presentations, explanation videos, assessments, lesson plans, concept maps, puzzles, games, items based on learning outcomes, etc.
- Contributions will also include cutting edge technology like AI, AR/VR to make the process of teaching-learning fun, engaging, to bring the content to life.
- Knowledge of how to teach difficult topics, wisdom on how children best learn – will also be part of the contributions.
- Each contribution shall be peer reviewed/expert reviewed and will be available to any school board/state/UT to pick up and use in their own vertical on DIKSHA.
- Each contribution that is curated and finally goes into the Vidyadaan will be acknowledged, and data on its use and impact can be made visible, appropriately balancing privacy with purpose.
- Contributors can include among others - Teachers, principals, academics, individuals, Corporates, CSR, Not for profits, NGOs, Institutions, Universities, central government institutions and ministries, International agencies, NRIs, PIOs and School Boards (State & Central), etc.
- States/UTs can in fact reach out to individuals and organisations, including aspiring teachers for development and contribution of digital resources in the local language.

- **Programmatic and Financial Interventions under DIKSHA**

- **National level:** Funds will be provided to NCERT (CIET, PSSCIVE, RIEs) for Development of student facing and teacher facing educational e-content and Project Management Unit, Workshops, Meetings, etc. related to the seven components as mentioned above. The norms for development of digital contents shall be developed by CIET and disseminated among all the above-mentioned institutes for its adherence.
- **State level:** Financial assistance of Rs. 5 lakh to Rs. 50 lakh per State/UT per annum to be given to SCERT based on the progress of previous year for software development/ maintenance for DIKSHA, setting-up of project team, creation, curation and translation of digital content, capacity building, awareness and communication drive etc.

12.11 ICT INTERVENTIONS FOR TEACHERS

- ICT solutions often fail when they are poorly integrated with existing in-classroom activities and existing human resources and their practices. To encourage uptake and usage of ICT, States should support schools and teachers to proactively incorporate any new solution into existing curricula, timetables, lesson plans and pedagogy. This approach is a core

tenet of quality vendors who seamlessly integrate their technology solutions into the existing school system to encourage behaviour change amongst teachers and school administrators.

- Under the scheme, all Government schools and TEIs (SCERTs, DIETs and BITEs) will have a minimum level of ICT infrastructure. It should be the endeavour to make all students, teachers and teacher educators of these schools and TEIs, ICT literate. This would involve formulation and transaction of curriculum and syllabus on ICT for each of the classes from VI to XII and for TEIs at pre-service and in-service level.
- All Examination Boards in the country would be encouraged to offer ICT related subjects in an integrated way up to class X and as electives at the higher secondary stage. This scheme would encourage individual schools to offer such electives, so that a large number of human resources with ICT skills/competencies can be built up in the country.
- Similarly, all the SCERTs/SIEs/DIETs/BITEs would design and integrate ICT in Education and Learning components in the Pre-Service and In-Service professional development courses.

Teachers' Training: Integrating ICT in pedagogy (NEP para 24.4 g)

- Teacher/administrator training is a critical part of all ICT initiatives and sufficient budget provision should be set aside accordingly. Teacher training modules should provide sufficient time on how to incorporate ICT into the existing pedagogy. Training delivery could be done by state institutions, outsourced to existing ICT suppliers, or contracted to a suitable external teacher training provider.
- The approach to teacher training could combine in-person learning, peer to peer interaction, and technology to optimize investment in terms of quality, cost and scalability. There is separate provisioning of budget for teacher training in integrating ICT in teaching and learning.

Pre-Service Training:

- It will be necessary for all the TEIs to integrate ICT in teaching-learning in the pre-service training courses meant for pupil/student teachers.
- Energized textbooks related to teacher education curriculum along with high quality content should be introduced in States/UTs.
- Topics can be developed as modular courses for student teachers to engage with curriculum anywhere and anytime.
- The ICT curriculum prescribed by the National Council for Teacher Education needs to be implemented.

In-Service Training:

ICT in Education curriculum should be linked with induction course developed by NCERT - <http://ictcurriculum.gov.in>

- **Details of Induction training:** First time induction training in ICT should be provided to all teachers in the sanctioned schools for a period of 10 days (8 hours per day). The details of training, curriculum and duration (80 hours- 40 hours face to face and 40 hours online through MOOCs platform) to be provided are as follows:

Sl. No	Topics of Induction training	Hours
1.	Introduction Session	0.30
2.	Introduction to ICT and ICT in Education Initiative taken up at National level, including Diksha	8.00
3.	Exploring Educational Resources and DIKSHA through Internet	9.00
4.	Communicating and collaborating with ICT	12.00
5.	Safe, Secure and ethical use of ICT	6.00
6.	Creating Educational Resources with ICT for DIKSHA	24.00
7.	Introduction to Assistive technology	4.00
8.	Assessment and Evaluation using ICT - including DIKSHA tools	6.00
9.	e-MIS	4.00
10.	ICT - Pedagogy - Content Integration	6.00
11.	Feedback	0.30
	Total hours	80.00

- **Details of Refresher Training:** Refresher training in use of ICT in teaching learning should be provided to all teachers of the sanctioned schools. Refresher training is proposed to be provided for 5 days (8 hours per day). The details of training and duration (40 hours- Face to Face/Online mode- through MOOCs platform) to be provided are as follows:-

S. No	Topics of Refresher Training
1.	Internet and DIKSHA as a learning resource
2.	Development of Digital Contents for online education and DIKSHA
3.	ICT and DIKSHA for Teaching, Learning and Evaluation
4.	Safe, Secure and Ethical use of ICTs
5.	Building Communities and Collectivising

- The trainings (induction and refresher) would be organized by the respective State Governments/UTs in convenient batches at the SCERTs, SIEs, DIETs, BITEs, CTEs, IASEs, etc. or such other training institutions as the State Governments/UTs find suitable.
- CIET-NCERT would create a State Resource Group (SRG) in State and UTs selecting faculty from TEIs and schools on ICT in Education and Learning comprising of at least 2 to 5 Master Resource Persons/Key Resource Persons who will be providing their support for scaling the teacher training in the respective States/UTs as Mentors.

Teacher training: Empowerment of Teachers and Teacher Educators

- DIKSHA also envisages solutions, experiments and innovations in the areas of teacher training and professional development.
- DIKSHA brings together the benefits of open-source software and provides States with the freedom to easily plug-in and create contextually relevant solutions that include the ability to create courses and credential completion and merit with digital certificates. It also provides teachers with convenient, personalized, need-based materials and tools, which enables them to take ownership of their own professional development and build networks with other educators. Therefore, States should make best use of this enormous potential resource.

- Existing course contents of various teacher training programmes and curriculum based digital contents offered across the country have little component of Educational Multimedia, virtual realities etc. It is proposed to fill this gap by developing and deploying the interactive multimedia, digital books, virtual labs etc.

National Award for the Teachers using ICT for Innovations in Education

- In order to motivate teachers and teacher educators to use ICT in school and teacher education in a big way, National Awards for the Teachers using ICT would be given to upto 90 teachers every year. An amount of Rs 1 crore would be kept aside for instituting National Award for the Teachers using ICT for innovations in education. A selection process will be followed for short-listing and recommendation of required number of awardees to MoE-Gol. **[NEP Para 24.4.(g)]**

12.12 MIS for Management, Monitoring and Evaluation

- The respective States would have an internal mechanism for overseeing the implementation of the Programme through a monitoring committee constituted for the purpose. The main parameters for monitoring would include timely installation of requisite hardware, including power supply, suitable software, engagement of teaching and administrative staff, teacher training and extent of use of e-content developed at the multi-media labs by the teachers. The State/UT Govt. shall undertake a monitoring mapping at each level i.e. school, district, and State level.
- For effective monitoring and evaluation, a module will be developed in UDISE+/PRABANDH to enable real time monitoring of the implementation of the project at various levels. The management at State/National level could view the status of implementation and also provide timely mid-course interventions. Successful innovations, experiences shall also be uploaded on the portal so that all the stake holders can make use of the best practices or innovations.
- The Project Approval Board at MoE would also function as the monitoring committee. In addition, the SIETs, CIET, RIEs and State/UT submitting the proposal would be required to submit progress report every quarter.

12.13 PRIORITIES FOR COVERAGE OF SCHOOLS

Preference for various interventions will be given to Educationally Backward Blocks, Special Focus Districts and areas with concentration of SCs, STs, minorities and weaker sections. Further fifty percent of the physical targets for strengthening ICT in schools have to be identified from North Eastern States, LWE Districts, Island territories and to schools in Special Education Zone or Aspirational Districts. **(NEP para 6.2, 6.6 & 6.9 and para 14.4.1(d))**

12.14 PGI INDICATORS(State level)

- 1.3.1 Percentage of schools having CAL in Upper Primary Level
 - Percentage of secondary schools having lab facility
 - 1.3.2 a. Integrated Science Lab
 - 1.3.3 b. Computer Lab

PGI INDICATORS(District level)

Category 5 - Digital Learning

- 5.1 % of Schools with internet facility for pedagogical purposes
- 5.2 % of schools with computer/ laptop used for pedagogical purposes
- 5.3 % of schools having computer-assisted teaching learning facility (e.g. smart classrooms)
- 5.4 Student-to-Computer Ratio (computers used for pedagogical purposes will only be considered here)
- 5.5 % of teachers trained in use of computer and teaching through computer

12.15 MONITORING MECHANISM

- The physical and financial progress of sanctioned schools will be monitored through PRABANDH
- The IT infrastructure and its usage will be monitored for all school through UDISE+ on real time basis.

12.16 EXPECTED OUTCOMES

- Closing of the digital learning gap through focus on priority areas as evidenced by usage and universal improvement in learning Outcomes.
- Increased student engagement with the learning process as evidenced by usage time.
- Improving Learning Outcomes through interesting, interactive content where learners are able to visualize the topics being taught as evidenced from formative/self/peer assessments.
- Improved capacity of teachers to focus on learning outcome approach, as demonstrated by better teacher preparation and their skillful use of e-content.
- Extended learning beyond school hours as evidenced by learner-led interventions for improvement in Learning Outcomes through real-time feedback made available through e-assessment formats.
- Improved learning of CWSN.
- Schools and teachers ready for effective blended mode of teaching

For Smart Classroom
Interactive Display Board- Minimum Specifications and Features

1. Mode of operation - Projector and whiteboard Mode both
2. Surface material of Boards - ceramic Steel Surface
3. Active area of the board in mm (Width x height) –min1641X1148
4. Aspect Ratio – 4:3 /16:9
5. Touch Technology - infrared/Capacitive/optical
6. Touch interface - Touch Sensitive and Pen Driven Both
7. Display Resolution – 32767pixels
8. Source of power Supply - Through USB Ports
9. USB Connectivity
10. Electronic pen /stylus to be supplied with the board
11. Operating system Comparability
12. Interactive Software
13. Number of touch points
14. Simultaneous Touches enabled
15. Response time – 1milliseconds
16. Teaching tools – Pen, Draw, Annotate, Erase, Create Shades, Text, Edit, Different fonts, lines, graphics and various polynomial drawings, Move, Screen Shot, Picture
17. Should have Direct Printing Facility from Board
18. Should have the facility for A/V play back and recording with speakers
19. Resistant to Scratch, Harsh Climate, Fire, Dust etc.
20. Should support the cloud based content storage facility and has to be DIKSHA compliant.

Chapter 13

COMMUNITY MOBILIZATION

13.1 Major Goals

- Close involvement of community members for effective planning and implementation of Samagra Shiksha interventions in the schools.
- Effective monitoring, evaluation and ownership of Samagra Shiksha by the community.

13.2 Community Mobilization

- Community mobilization is the process of engaging communities to identify community priorities, resources, needs and solutions in such a way as to promote representative participation, good governance, accountability and peaceful change.
- Community mobilization and close involvement of community members in implementation of Education is extremely critical as it fosters 'bottom up approach' not only in effective planning and implementation of interventions in the schools but also in effective monitoring, evaluation and ownership of the Government programmes by the community.
- Active participation of the community also ensures transparency, accountability and helps in leveraging the cumulative knowledge of the community for better functioning of schools.
- Community Mobilization is a process which begins a dialogue among members of the community to determine who, what, and how issues are decided, and also to provide an avenue for everyone to participate in decisions that affect the functioning of the school.
- It envisages community based approach to planning with habitation as a unit of planning. It provides for community ownership of school based interventions through effective decentralization.
- Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE / FLN / Elementary / Secondary level. **(NEP Para 1.5)**

13.3 NEP 2020: The NEP 2020 has emphasized the participation of community and parents in helping the child to learn appropriately and in achievement of learning outcomes. This becomes more important in developing a sound and strong foundation of literacy and numeracy as the children at the Foundational stage spend more time at home.

13.4 Following are some of the steps that can help in Mobilization and sensitization of community and parents.

- **Training and sensitization of Community:** The family of the child in particular and community in general need to be appropriately educated about the actual goals of education (for holistic development) and their roles and responsibilities in ensuring the goals. The SMC meetings are appropriate place for such education of the members. For

community in general, mass movement through media campaigns, print and non-print material will help. E.g. the community has to understand the meaning of education, curriculum and pedagogy which a school follows and also the importance of mother tongue and multilingualism etc.

- The school management committee must include community members with a sense of owning the school and taking active role in child's holistic growth. The number of members in the SMCs may be as per the State RTE rules. There may be some special invitees in each meeting as per the issues and needs.
- Utilization of volunteer services of community members who can spare time and help children as per their expertise to achieve the goals of education at each stage need to be enhanced. Educated home makers will be most suitable in this volunteer task.
- Engagement of community nowhere means shifting the responsibility of school system. The community has to build this confidence that the schools have major responsibility and they are there only to help the system. Community members may provide financial and other help to the school in appropriate teaching-learning material and ensuring physical and mental health of the children on totally volunteer basis. School Library with lots of appropriate Print and Electronic Learning Material will not only help the School Children and Teachers but also the Community Members.

13.5 Major activities of the Community Mobilization

- **Generating awareness:** Workshops/Lectures/Programmes for creating Awareness on Samagra Shiksha interventions, NIPUN Bharat Lakshyas, RTE Act and Learning Outcomes etc.
- **Parental Engagement:** States/UTs will prepare guidelines for parental engagement as mentors/resources/volunteers in school to help the FLN mission and students in Elementary and Secondary schools. **(NEP Para 2.7)** Schools will undertake sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/Elementary/Secondary Level. **(NEP Para 1.5)** **The Home learning guidelines for parents and caregivers issued by the Department of SE&L in April 2021 in this regard may be referred to make them aware of how they can support student learning at home.**
- **Portal:** State level portal to be prepared for creating a database of literate volunteers, retired scientists/government/semi government/employees, alumni and educators for this purpose. **(NEP Para 3.7).** **The Vidyanjali portal launched by the Department of SE&L can be effectively utilised for the same.**
- **Formation of Alumni Association:** Alumni Association may be formed for volunteers' efforts for enhancing learning such as, one-on-one tutoring; the teaching of literacy and hold of extra-help sessions, teaching support and guidance for educators; career guidance and mentoring to students; etc. Government schools may be organizing Alumni meets to invite former students to interact and inspire current students.
- **Online Training Module:** States/UTs will prepare online training modules for volunteers to understand how they can be involved in school education.

13.6 School Management Committee (SMC/SMDC): Every School should constitute a School Management Committee (SMC/SMDC) which will include representative of local authorities, academicians, subject experts, officials, representative of disadvantaged groups,

women and parents/guardians of students, in accordance with the RTE Act. The SMCs/SMDCs are expected to coexist with and leverage on the parents Teachers Associations. Meetings of SMC/SMDC should be planned and conducted on a regular basis.

13.7 Sub Committees of School Management Committee:

The SMC/SMDC may have two Sub Committees i.e., (i) School Building Committee and (ii) Academic Committee.

13.7.1 School Building Committee: The School Building Committee is responsible for planning, estimation, management, monitoring, supervision, reporting, and maintenance of accounts relating to construction, renovation, repairing and maintenance and other related civil works.

13.7.2 Academic Committee: The Academic Committee is responsible for all academic activities including planning, management, monitoring, supervision, reporting, and collection of data for UDISE+. It is also responsible for ensuring quality improvements, equity, reducing barriers – Socio economic, gender and disability, teachers and student's attendance, recommending teachers for training, guidance and counselling, student's achievements, co-curricular and extracurricular activities and overall academic and personality development of students and teachers.

Source: Guidelines for Community mobilization & SMDC, December 2014

13.8 Functions of SMC/SMDC:

- **School Development Plan:** Schools will develop their School Development Plans (SDPs) with the involvement of their SMC/SMDCs as specified by the RTE Act. These Plans will then become the basis for the creation of School Cluster Development Plans (SCDP). The SDPs and SCDPs of all schools/schools clusters of all States/UTs shall be in the public domain. The SMC/SMDC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these Plans.
- **Capacity Development of SMCs/SMDCs:** SMC capacity to be built to give better student support, support in enrolment, attendance and performance, and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders.
- **Annual Training:** The Headmaster and the teachers in schools have to organize training of all the SMC/SMDC members on opening of the schools in every calendar year.
- **School safety:** Community mobilization funds may be utilized for making members of the community aware of the Safeguards required at the time of opening and running of schools to prevent any spread of Covid-19/other disasters and for ensuring safety and security of children.

13.9 Key Performance Indicators:

13.9.1 Community Mobilization:

- Improvement in enrolment (GER/NER) at all levels
- Reduction in drop out at all levels

- Percentage of schools where there is involvement of volunteers / alumni / retired teachers / parents in school.
- Improvement in Foundation Literacy and Numeracy skills.

13.9.2 SMC/SMDC:

- Increased parental involvement
- School Development Plans prepared with due involvement of SMCs/SMDCs and to get funds from appropriate authority.
- Ratio of number of Schools to number of School Development Plans prepared by involvement of SMCs/SMDCs.
- Increase in learning outcomes of the students.

13.10 Monitoring mechanism of KPIs/Intervention (Monitoring at National, State, District, BRC/CRC level wherever applicable): The number of schools covered and expenditure on Community Mobilisation and SMC/SMDC is monitored through PRABANDH.

Community Mobilization: The Community Mobilization activities are to be monitored by the SMC/SMDC members and teacher/Head Master of the school.

SMC/SMDC: The SMC/SMDC formation and implementation of activities are to be monitored by the Head Master/CRC /BRC/ District officials/ District inspector of the schools/DIET etc.

13.11 Data Requirement from State/UT for monitoring:

- Number of awareness drives conducted at School/Block/District/State level for community participation during the year.
- Number of SMCs/SDMCs formed in the States/UTs
- Number of School where Development Plans is prepared by involvement of SMCs/SMDCs.
- Number of periodic meetings conducted in an academic year.
- Number of schools where volunteers/alumni/retired teachers/parents are involved in school activities.
- Number of volunteers/alumni/retired teachers/parents involved in school activities.

13.12 Expected Outcomes:

- Effective planning and management of Samagra Shiksha interventions in schools and ownership of Government programmes by the Community.
- Mobilization of Community for School Development.
- Improvement in enrolment and retention of students and reduction of dropouts.

Chapter 14

MANAGEMENT, MONITORING, MEDIA, EVALUATION & RESEARCH (MMMER)

14.1 Programme Management Approach

Every state in the country has its own administrative structure for management of school education. Although variations in the institutional arrangements, including administrative structure at various spatial levels, for management of school education exist across states, these are not organized in a fashion, which would facilitate administration of school education as a Pre School to class XII system. The institutional arrangements at state, district and sub-district levels are mostly segmented with little convergence of interventions and coordination between various administrative structures managing elementary, secondary, vocational and teacher education. These parallel management structures encounter similar management issues found in the mainstream administration system for school education. Lack of coordination, convergence of interventions, vision to consider school education as a continuum, to name a few, were the major management issues encountered by these parallel institutional arrangements.

The decision to subsume the different centrally sponsored schemes into an integrated school education scheme provides the opportunity to rationalize the institutional arrangements at all levels and adopt a holistic approach for administration of school education. As the scheme is outcome oriented, 'school effectiveness' occupies the centre stage of its management framework. Not only that the management framework of the integrated scheme envisages rationalization of its administrative structure at the national and sub-national levels, it has gone for a major shift in its approach to monitoring implementation of the scheme. While the **Project Appraisal, Budgeting Achievements and Data Handling System (PRABANDH)** would focus on monitoring the inputs and outputs (i.e. progress against physical targets) and processes of implementation of various interventions of the Integrated Scheme, specific management functions would be carried out by specific administrative structures at national and sub-national levels. Managing performance of school education rather than just monitoring the physical and financial targets is the primary focus of the management framework of the Integrated Scheme.

In order to make Scheme outcome oriented, a comprehensive **Output-Outcome Monitoring Framework (Annexure II)** has been designed. Also, perspective plans have been obtained from the states for a period of 5 years on this framework and the annual progress will be monitored against these parameters/indicators. The targets for the scheme for 5 years are enclosed at **Annexure-III(A)**. Further, the Output-outcome monitoring framework for the scheme for 2022-23 is enclosed at **Annexure-III (B)**. Similar, frameworks will be prepared for each year so as to lead towards achievement of the envisaged targets over the period of 5 years.

The launch of Samagra Shiksha has created an opportunity to reorganize the existing systems of administration of earlier programmes like the SSA, RMSA and TE to adequately respond to

the demands of the entire school education system. Strengthening of management structures at the national, state, district, block, cluster and school levels would be a prerequisite for timely and efficient implementation of the programme. The project management structure and requirements of manpower, delegation of authority and capacity building, therefore, assume considerable importance, given the expanded activities of the Scheme. The administrative structure and the monitoring framework of the Scheme aim at promoting decentralized management of school education with focus on creating school networks at block level as a move towards creating Professional Learning Communities (PLCs) and deepening school level management practices.

14.1.1 Given the shift in the approach as per the Integrated Scheme, the management structures at national, state and district levels and the related roles and responsibilities have been described in Section II. Section III discusses the monitoring framework and roles and responsibilities of administrative structures at various levels in monitoring implementation and outcomes of the Integrated Scheme.

14.2 Programme Management Structure

14.2.1 The SSA and the RMSA, had created parallel systems of programme management structures at all levels, down to the school level. With implementation of the Integrated Scheme, the existing management structures of SSA and RMSA into a single management structure. The existing personnel currently employed at different levels would be pooled together and wherever necessary, additional manpower would be deployed to facilitate effective management of the Scheme at national and sub-national levels. Currently, many States have two separate Societies for Implementation of SSA and RMSA. The Samagra Shiksha Scheme would be implemented through a single Implementation Society, which would help utilize the available manpower and resources more effectively. This would lead to better implementation of the provisions under the Scheme and achieve the targets and expected programme results within a unified framework and administrative mechanism.

14.2.2 National Level Administrative Structure:

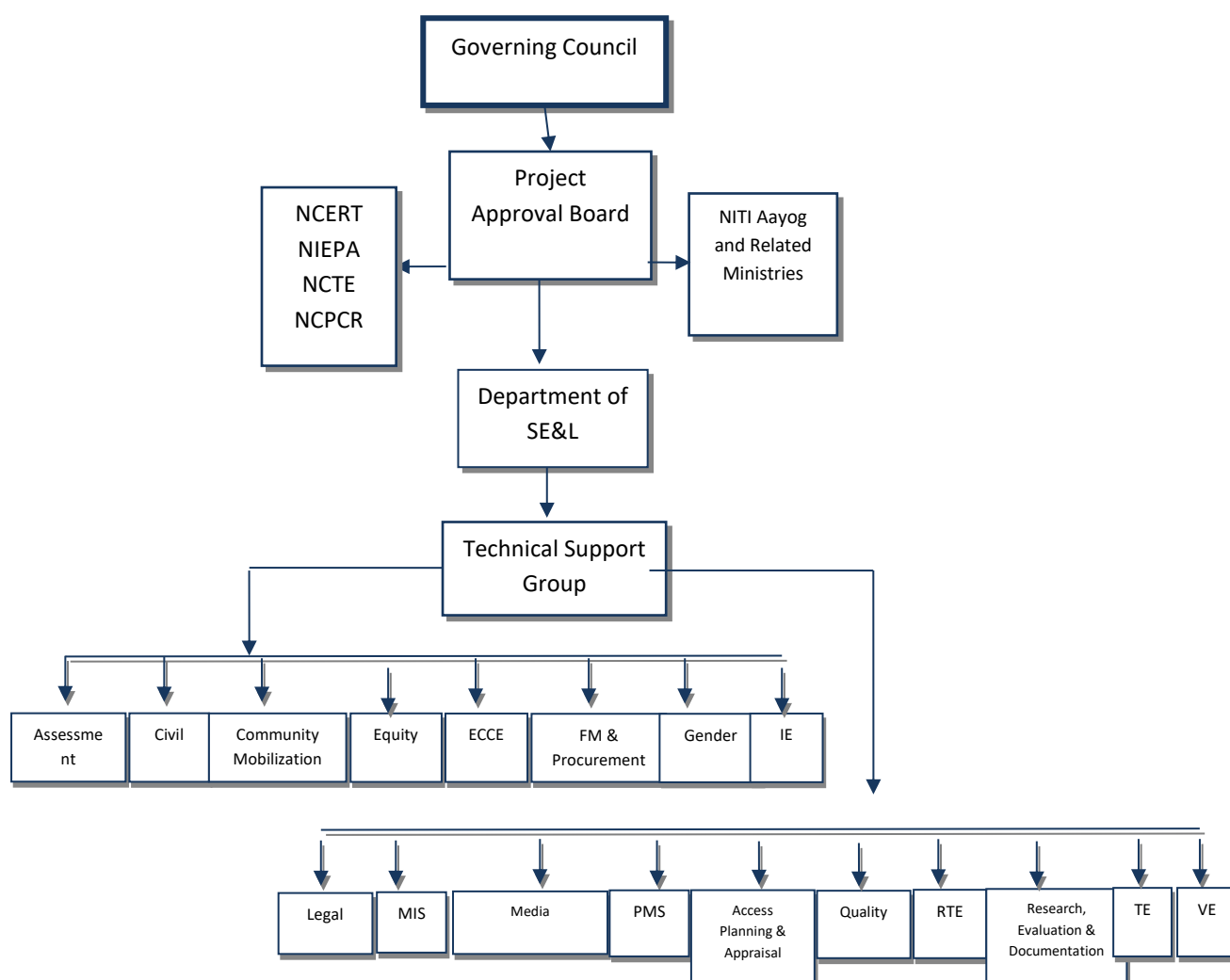
The programme will be implemented in a mission mode, using the mainstream structures. The Department of School Education and Literacy, Ministry of Education will be the implementing agency at the national level. The Management Structure at the National Level is given in Figure 1 along with the broad Roles and Responsibilities in Table 1.

Table 1: Roles and responsibilities of the national level bodies and administrative structures

Administrative Structure	Administrative Head	Role and responsibility
Governing Council	Minister for Education	To provide policy direction and facilitate centre - state coordination.
Project Approval Board	Secretary SE&L	Full financial powers to approve plans and sanction budget and implement the programme.
Bureau of School Education	Additional Secretary/Joint Secretary	Appraise, evaluate, finance, and supervise national, state and district level interventions.

Administrative Structure	Administrative Head	Role and responsibility
NCERT	Director	Provide necessary technical and academic support
NIEPA	Vice Chancellor	Provide technical and professional support for planning, leadership, and school evaluation
NCTE	Chairman	Provide technical and academic support for planning and management of teacher education component
TSG/MOE	Joint Secretary (SE&L)	To provide technical support to the Ministry for implementation of the scheme.

Figure 1: Management structure at the national level



ECCE : Early Childhood Care Education
FM : Financial Management
IE : Inclusive Education
PMS : Project Monitoring System
RTE : Right to Education
TE : Teacher Education
VE : Vocational Education
NCERT : National Council of Education Research and Training
NIEPA : National Institute of Educational Planning and Administration
NCTE : National Council for Teacher Education
NCPCR : National Commission for Protect of Children Rights
SE&L : School Education and Literacy

As far as the management structure of Samagra Shiksha is concerned, the central focus of the framework is to adopt those management practices that facilitate clear specification of development objectives and results; evidence-based decentralized planning at district level adopting a whole school approach; participation at grassroots level; strengthening both vertical and horizontal accountability; and creation of opportunity for peer learning by establishing school complexes/networks/PLCs.

14.2.3 ROLES AND RESPONSIBILITIES OF THE GOVERNING COUNCIL

- (i) Review the implementation progress of the Scheme in the State and UTs;
- (ii) Give overall policy guidance and direction for better implementation;
- (iii) Modify financial and pragmatic norms and approve the detailed guidelines for implementation within the overall Framework of the Scheme. Such modifications may include innovations and interventions to improve the quality of school education;
- (iv) Suggest measures for convergence between other programmes and schemes of other Departments/Ministries that impact children's education;
- (v) Help strengthen Centre-State partnership in implementation of the scheme;
- (vi) Help strengthen the involvement of elected political leadership, voluntary agencies and the private sector for achieving the objective of the scheme.

14.2.4 POWERS AND FUNCTIONS OF THE PROJECT APPROVAL BOARD

A Project Approval Board will be constituted at the National Level under the Chairmanship of Secretary (SE&L) with the following functions:-

- (i) Discuss and approve the Annual Work Plan and Budget of the State and UTs;
- (ii) Provide administrative clarifications and instructions regarding norms and implementation procedures;
- (iii) Discuss, formulate and recommend changes in programmatic norms and implementation to the Governing Council;
- (iv) Review the implementation of Scheme through half-yearly meetings with Education Secretaries/State Project Directors of each State/UT and through other mechanisms;

14.2.5 Role of Technical Support Group (TSG)

The TSG in EDCIL is created to provide technical support in the various functional areas under the Integrated Scheme from national level to State and district level. TSG is staffed by Technical and Professional Experts to manage various functional areas. It also supports capacity building at State/District level of various functionaries in the functional areas mentioned in Table 2:

Table 2: Role and responsibilities of the TSG

Various units such as Policy and Planning, RTE, ECCE, Foundational Literacy and Numeracy, Quality (Pedagogy), Access and Infrastructure, Teacher Education, ICT and Digital Initiatives,

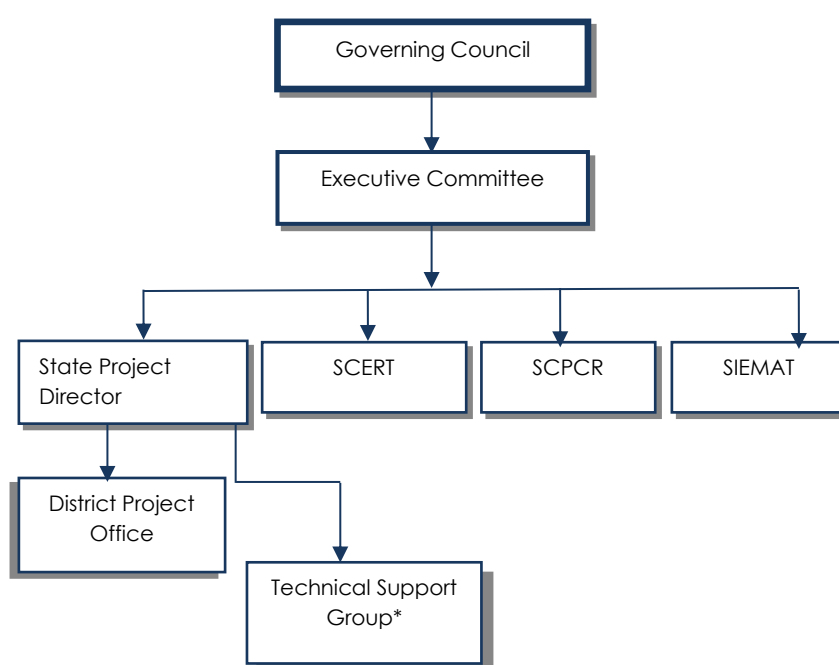
Gender and Equity, Inclusive Education, Project Monitoring System (PMS), Vocational Education etc. are functioning.

In addition to the regular assignments, the experts engaged in Technical Support Group scrutinize the various study reports, review reports, evaluation reports etc. submitted by other organizations and take further follow up action.

14.2.6 STATE LEVEL ADMINISTRATIVE STRUCTURE

14.2.6.1 There would be a single Implementation Society for the Integrated Scheme at the State Level, which is a registered society. This would facilitate better decision making at the state level by resolving issues of coordination and convergence. The management structure at the State Level is depicted in figure 2, along with the broad Roles and Responsibilities at Table 3.

Figure 2: Management structure at the state level



SCPCR : State Commission for Protect of Children Rights

SIEMAT : State Institute of Educational Management and Training

SCERT : State Council of Educational Research and Training

*An illustrative TSG structure has been provided at National level, however the States/UTs may have smaller or similar structure depending on the number of schools in the State/UTs.

14.2.6.2 The Governing Council at the State level could be headed by the Chief Minister/State Education Minister and the Executive Committee by the Chief Secretary/Commissioner/Education Secretary of the State/UT. Representation of Finance and Planning Departments on the Governing Council and the Executive Committee would facilitate decision-making. The linkage with the mainstream educational administration set up has been emphasized.

Table 3: Roles and responsibilities of the state level bodies and administrative structures

Administrative Structure	Administrative Head	Roles and responsibility
Governing Council	Chief Minister/State Education Minister	To provide policy direction and facilitate centre - state coordination.
Executive Committee	Chief Secretary/Education Secretary	Full administrative powers to implement the programme.
State Project Office	State Project Director	This is the most crucial unit for actual implementation of the programme. This is the unit, which establishes links with district and sub-district levels structures, resource structures, NGOs, state government, national bureau and all others concerned.
SCERT	Director	Provide necessary technical and academic support, with focus on teacher education and management.
SIEMAT	Director	Provide technical and professional support for strategic planning and management at state, district and sub-district levels.
TSG of the State Implementation Society	SPD	Provide technical support to the SPO in planning and managing the Integrated Scheme.

14.2.6.3 The SIS should have effective monitoring and operational support units. Creation of effective EMIS Unit, a team of experts to provide support in specific functional areas, regular monitoring, supervision and appraisal activities, etc. are to be organized by the State Implementation Society. The Scheme allows States/UTs to have their own management structures, respecting the diversity that exists in these structures across the states. This, however, does not mean that states would substantially deviate from the administrative structure envisaged. In fact, the effort is to empower schools to take their own decisions, within the overall management context of a State/UT.

14.2.6.4 While making an assessment of manpower needs, States must assign the top most priority to engaging experts for MIS, community mobilization, inclusive education, equity, quality and gender related interventions. In States where the institutional capacity for quality interventions is weak, engagement of experts on pedagogy, teacher training and ICT based learning may also be considered.

14.2.6.5 Effective management of accounts also requires effective training and capacity building of personnel through specialized training on financial management and procurement procedures, the details of which are available in the chapter on Financial Management and Procurement, at State and district level besides strengthening of the financial management machinery at the Block level. The functionaries at various levels need to be trained on the revised procedure for release of funds and expenditure through the PFMS portal as per the instructions of Ministry of Finance.

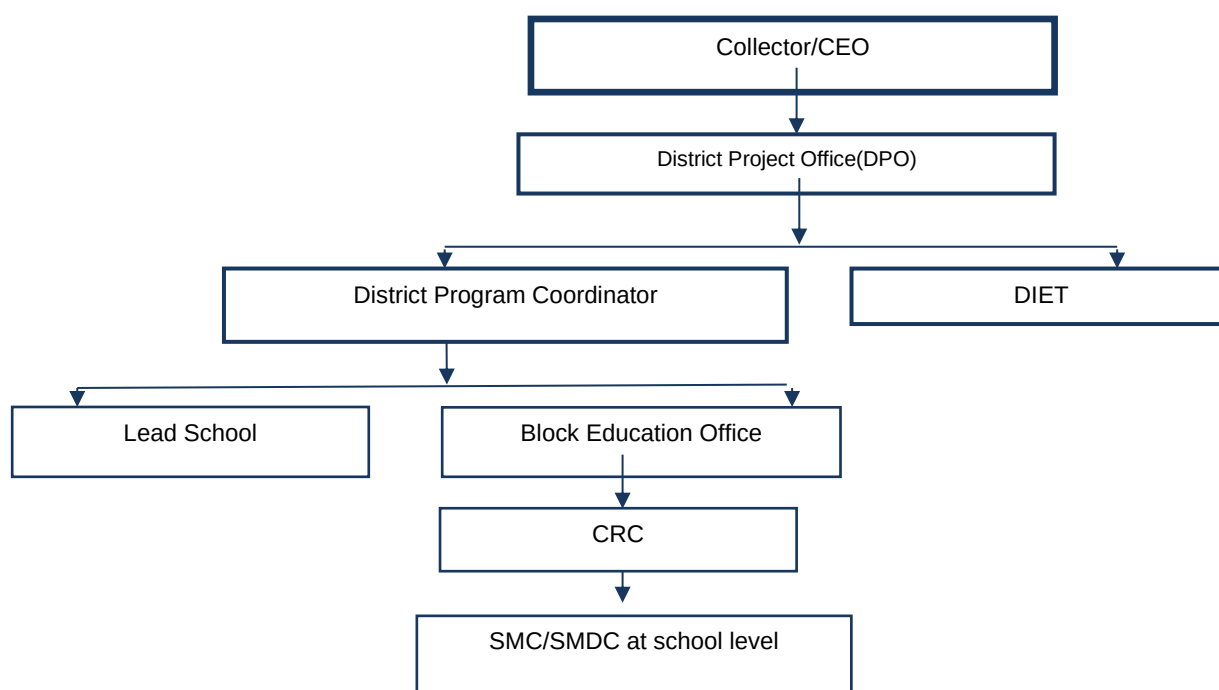
14.2.6.6 The State Level Implementation Societies should have an effective mechanism for interdepartmental coordination and convergence.

- (i) The Finance Department must provide adequate and appropriate financial allocations and timely release of funds at all levels.
- (ii) The Public Works Department need to re-conceptualise and re-design school spaces from the pedagogic and safety perspective, and address issues of inclusion for children with disabilities through barrier free access.
- (iii) The Department of Science and Technology should provide geo-spatial technologies for school mapping and location to supplement social mapping exercises at the grassroots level.
- (iv) Programmes for Water and Sanitation must ensure access to adequate and safe drinking water, and accessible and adequate sanitation facilities especially for girls in schools.
- (v) The RTE Act mandates that every child of the age 6-14 years must be in school; this pre-supposes that child labour will be eliminated. The Labour Department must align their policies with the RTE Act so that all children participate in the schooling regularly.
- (vi) The immense relevance of inclusive education, particularly of disadvantaged groups, demands vibrant partnerships with the departments and organisations concerned with children of SC, ST, and educationally backward minorities.
- (vii) Systems for equal opportunity for children with special needs will need to be addressed with the department handling children with disabilities.
- (viii) The Rural Development and Panchayat Raj Departments would need to accelerate poverty reduction programmes, so that children are freed from domestic chores and wage earning responsibilities.
- (ix) State Governments must simultaneously ensure that the Panchayat Raj Institutions get appropriately involved so that the “local authorities” can discharge their functions under the RTE Act.
- (x) There is need for close cooperation with the NCPCR/SCPCR and the Department of Women and Child Development to ensure that all children get their rights under the RTE Act.
- (xi) Programmes under the National Health Mission must take up school health programmes, including de-worming and micro-nutrient supplementation, with special attention to vulnerable groups, especially girls approaching adolescence.
- (xii) The Sports Department would need to build in physical education and yoga for the overall physical, social, emotional and mental development of the child.

14.2.7 DISTRICT LEVEL ADMINISTRATIVE STRUCTURE

14.2.7.1 The District Level Management Structure is at Figure 3. The main role of the District Project Office (DPO) would be to implement and review the progress of the programme and widen networking with the participating agencies. Depending on the State, it would be headed by District Collector/ Magistrate/ Chief Executive officer of the Zilla Parishad and comprise representatives from education department, NGOs as well as technical specialists.

Figure 3: **Management structure at the district and sub-district levels**



14.2.7.3 Roles & Responsibilities of District Education Officer/ District Project Office

- (i) Prepare Annual Work Plan & Budget based on the block plans so as to make it more focused, relevant and need based. Coordinate with State Executive Committee for approval of the District Plan and coordinate for fund allocation as per sanctions
- (ii) Work with DIET in preparation of plans and monitoring and in the conduct of teacher trainings
- (iii) Ensure regular training of the teachers/school heads, SMC/SMDC members, BRCs, CRCs and other stakeholders in the aspects specified by the scheme.
- (iv) Coordinate with District Level Committee constituted to oversee the Project Implementation
- (v) Monitor Progress and status of Project Implementation
- (vi) Management of Learning Outcomes which would mean simply measuring Key Performance Indicators (KPIs) related to learning outcomes including those used in Achievement Surveys.
- (vii) Monitor the progress of the Learning Outcomes against the planned targets in the OOMF of the Scheme; and share the same with the key stakeholders.
- (viii) Design strategic interventions at the district, sub-district and institutional levels to address gaps in Learning Outcomes.

14.2.8 BLOCK LEVEL ADMINISTRATIVE STRUCTURE

14.2.8.1 The administrative structure at the Block level would be headed by Block Education Officer. The main role of this structure would be to provide academic supervision and on-site support to the field level functionaries, capacity building, monitoring the actual implementation of various interventions at the grass root level by interacting with the field level officers and providing information to the District Project Office.

14.2.8.2 The academic support at sub-district levels is provided by BRC at block level and CRC at cluster level. In urban areas, the academic support would be provided by Urban Resource Centre (URC) and at cluster level by CRC. If the municipality or town development authority has academic staff, they may be deployed in the URCs/CRCs. The District Project Office (DPO) in association with the DIET/DRC in the district would collaborate with all these URCs/BRCs and CRCs for planning and implementation of activities. The selection of the core team has to be very careful, as that would determine the quality of programme implementation. Setting up of EMIS team at block level has to be done on priority in order to put in place an effective MIS. The infusion of additional contractual staff will only be after an assessment of the existing staff strength.

14.2.8.3 Roles & Responsibilities of Block Education Officer

- (i) Facilitate preparation of School Development Plan in coordination with Block/cluster resource persons, SMC/SMDC Head Masters, teachers etc.
- (ii) Coordinate and Conduct workshops & trainings with subject teachers
- (iii) Provide active coordination in teacher's re-deployment and infrastructure utilisation
- (iv) Monitor the work of BRPs and CRPs
- (v) Ensure regular updation of U-DISE+ and carrying out data analysis. Using technology for collection and analysis of data
- (vi) Conduct review and performance meetings with BRCs, CRCs, SMC/SMDC and teachers regarding children academic performance and monitor children growth and special training needs of the children

14.3 PLANNING AND MONITORING

Planning may be termed as a continuous process that helps us to reach a particular goal or objective in the shortest and the best possible way. Plans are not static. They look at progress of the previous years and adapt to change themselves to the current situation. Planning, therefore, helps to achieve better results within the limited resources.

14.3.1 Objectives of Planning:

- Take into account the local conditions of the area for which the plan is to be made;
- Help in expanding access to education;
- Be able to provide an effective strategy to retain enrolled students till completion of schooling;

- Help students graduate with the knowledge, skills, attitudes, and experiences needed to exercise their choices beyond secondary education, and
- Ensure equity with respect to gender, CWSN, SCs, STs, OBCs and minority communities.

14.3.2 Steps in Planning: The planning process shall be carried out through the following steps:

- Formation of core planning teams at district, sub-district and school level.
- Training and orientation of these teams.
- Assessment of need for information and preparatory exercises for micro planning and household surveys.
- Collection of various data, undertaking surveys and baseline studies.
- Visits of core teams to habitations/schools, interaction with community and consultative meeting ensuring participatory planning.
- District plan formulation by consolidating the habitation/school plans, costing as per norms and discussions in the consultative meetings.
- Appraisal of the District Plan at the state level and their consolidation to prepare the State Plans.

14.4 Perspective Plan and Annual Plan:

14.4.1 There would be a State component plan, both perspective and annual, for universalization of education within the stipulated time frame. The District Level Plans should be consolidated at State level and furnished in the State component plan along with the analysis to show inter-district variations on various items.

14.4.2 The profile of the State should be comprehensive so that it gives a clear picture of the State. It is necessary that the information contained in the State plan has adequately covered all the important aspects of the State.

14.4.3 Annual plans need to be seen as a complement to the Perspective Plans. AWP&Bs should detail out for each year, in the context of the goals of the Perspective Plans, what is the progress and what are the future strategies. Therefore, to prepare annual plan, it is necessary to know the Perspective Plans of the district well. District planning teams need to understand and discuss the Perspective Plans of their districts before planning for the AWP & B.

The perspective plan for the next 5 years will be monitored regularly on PRABANDH portal with component wise interventions for all State and UTs. Further, the progress of State specific outputs and outcome monitoring framework (OOMF) will also be monitored on a regular basis. The indicators have been uploaded on the portal and given at Annexure II.

14.4.4 A systematic and comprehensive approach is urgently needed to identify and effectively use the synergies that exist among the existing institutions in the State's/UTs. In

view of improving planning & implementation of the integrated programme, academic as well as other resource institutes like NCERT including RIEs, SCERT, SEIMAT, State Open schools, IASE's, CTEs, State Board, Universities etc. that exist particularly in the States/UTs and at national level in general will play vital role in enhancing and enlightening the States/UTs educational strategies in the following key areas:

- Plan formulation process
- Development of teachers training modules and other modules
- Development of SMC/SMDCs training modules and Training of SMC/SMDCs
- Capacity building of district and state functionaries
- Curriculum revision
- Academic Monitoring & Supervision and Research
- Assessment of students & teacher's performance
- Facilitating meetings between the State Boards, education department and other resource institutes.

The Annual Work Plan should be realistic and correlate in financial and physical terms.

14.5. Methodology of Planning

14.5.1 Identification of Planning Teams: The selection of suitable persons for inclusion in the planning teams is perhaps the most crucial element in the plan formulation. Core planning teams need to be constituted at village, block and district levels. The grassroots level team in each village/habitation has to provide wider representation to the PRIs and VEC, community leaders, teachers and parents, so as to involve all the stakeholders in the education of the children. Similarly, there should be a core planning team at the block level. There should be a core team of dedicated persons at the district level to formulate the plans to be supported, if possible, by a larger team at the district level. This advisory body at the district level should have representatives of various Departments like - Education, Health, Public Works, Social Welfare, Women and Child Development, Tribal Welfare, PHED, NGOs, etc. This will ensure "convergence" and help remove bottlenecks, if any, not only in collection of information but also at the time of implementation. It will be the responsibility of the core district team to develop the plans as per the procedure laid down in the Scheme framework by prioritising the proposals emanating from various levels, as per evidence based mapping. At least one person in the Core Team should be well acquainted with each finance and procurement procedures, and in Government functioning especially in the field of education. Other members of the team should have an adequate knowledge of socio-educational scenario prevailing in the districts.

14.5.2 Participatory Planning Process: Scheme envisages a bottom-up approach of planning as opposed to the top-down approach, as it reflects the reality at the grassroots level. The planning process has to be participatory in nature, as planning not only creates a sense of ownership among the stakeholders but also creates awareness and helps in the capacity building of personnel at various levels. The plans so developed should reflect local specificity and educational needs and aspirations of the people based on consultative meetings and interaction with the community and target groups. It is necessary that there should be documentation of the process of the preparation of habitation level plan as evidence of the fact that they have been prepared at the habitation level through participatory planning.

14.5.3 Interaction with community and target groups: The process of bottom-up planning will not only help the planning team to acquaint themselves with various problems, but will also provide various solutions. The commonality of problems across such meetings will help the planning teams to propose interventions accordingly. Such interactions with community and target groups also mould the opinions of communities with the help of the community leaders.

14.5.4 Consultative meetings: The consultative meetings with the officials at block and district levels would facilitate the core teams in formulating strategies to address the problems. These meetings would also help in bringing about “convergence” and establish linkages with various interventions proposed by different departments. As the responsibility of implementing the programme rests with the educational administration of the district, it is essential to involve them from the planning stage itself. Documentation of consultative meetings and community interaction would enable the persons at the district and State levels as well as the appraisal teams to know about planning processes.

14.6 Plan Formulation Process: Need-based planning has to be ensured to develop realistic and contextual plans from the grass root levels to the District and then to the State level; facilitating smoother implementation of the project by effective and optimal utilization of available resources. The Key steps that may be followed for preparation of district plan are as follows:

Step-I:

- The State will have to first set target in terms of basic educational Indicators like GER, Transition rate, dropout rate etc, based on the national goals and the present status. These goals have to be further broken down into year-wise targets and objectives.

Step-II:

- Next step in setting the target is setting targets for lower units like districts and sub- district level (block, school). First assess the present status of all its lower units on different indicators, past growth rate, special issues of the area and then taking into accounts all these aspects, challenging but realistic targets should be set for each of these units. In the process, all the districts and sub district units may set different targets which aggregated together will lead to the target set for the State.

Step-III:

- Analysis of different educational indicators to assess the gap is an integral part of planning. The indicators need to be analysed- social category-wise, district-wise, block-wise, etc. The indicators that can be studied are: **GER, NER**, at different levels, Transition rate from primary to upper primary to secondary to senior secondary levels, Dropout rate, Repetition rate, habitations having access to secondary school, **PTR, SCR, Ratio** of UPS to Secondary schools, GPI, representation of students of different social category group, presence of CWSN in schools etc.

Step-IV:

- Focus is to provide equitable access to quality education at all levels. The planning units will have to accordingly set targets and devise strategies to address each of the issues and gap areas.

14.6.1 Educational profile

The objective of presenting the State education scenario is to undertake a diagnosis of the educational situation in the State, so the data presented in this section should aim at understanding the educational scenario and present the strengths and weaknesses as well as problems and constraints of the State with regard to all stages of education.

The State educational profile should contain write-ups on (i) educational administration in the state; (ii) educational facilities at various levels; (iii) State and centrally sponsored schemes implemented in the state; (iv) details of externally funded schemes; (v) District Institute of Education and Training; (vi) problems and issues of school education in the state.

The presentation of education scenario in the state should contain information on the following items for proper diagnosis of the educational situation:

- (i) District-wise number of schools/sections for education.
- (ii) District-wise access position on education in the state.
- (iii) District-wise number of teachers in the schools with the following categorization:
 - (a) Trained/untrained teachers
 - (b) Male/female teachers
 - (c) SC/ST teachers
 - (d) Teacher-pupil ratio
 - (e) Number of sanctioned posts and vacant posts (for rationalization and requirement of additional teachers)
- (iv) District-wise Enrolment at schools in the state
 - (a) Grade-wise enrolment
 - (b) Enrolment by gender and social categories i.e. boys, girls, S.C., S.T. etc.
 - (c) Gross and Net Enrolment Ratio: boys, girls, S.C., S.T. etc.
- (v) District-wise dropout, repetition and transition rates disaggregated as per levels of education and for boys, girls, SC, ST. etc.

14.7 Mode of Submission of Plans: AWP&B will be submitted online through PRABANDH by respective States/UTs. Each State/UT will enter the proposed Budget of each activity under various components online. States/UTs to ensure that uploaded AWP&B along with the other supporting documents are duly signed.

14.8 Budgeting: Preparation of proper budget plays an important role in timely implementation of any project. Budgeting involves identifying specific tasks and objectives of the project to be achieved in a time frame and express these activities in financial terms. Budgeting without planning or planning without budget estimation has no meaning. So, planning and budgeting are interrelated with each other.

Each district shall prepare an Annual Work Plan of action indicating, inter-alia, the physical targets and budgetary estimates in accordance with the approved pattern of assistance under the scheme covering all aspects of the project activities for the period from April to March each year.

The budget proposals under Scheme has to be prepared in the form of AWP&B, covering all the interventions specified in the Scheme norms. The AWP&B proposals have to be in two parts, the plan for the current financial year (fresh Proposal) and the balance of the approved activities proposed to be carried over to the current year from the previous year.

The Costing sheet / Budget for AWP&B are to be prepared online through PRABANDH for all activities under various components of Scheme.

14.9 Progress Overview: Since AWP&B proposals are part of a continuing programme, they have to be based on progress made as well as the goals that remain to be achieved. Therefore, a progress over view of each intervention under all components of Scheme is extremely important. The activity wise progress overview includes the progress made during the previous year, which is a tool for the district to understand its strategies, the positive and negative aspects that will enable the district to plan better for the forthcoming year. The progress may be submitted online through PRABANDH on monthly basis under various components of Scheme.

14.10 Outlay Saved/Spill Over: In a particular year, if an allocation approved is not spent fully, the same becomes outlay saved. Normally, outlay saved under non-recurring heads for preceding year is taken as spill over activities in the subsequent year. Outlay Saved allows a State to continue activities of non-recurring nature such as construction of new schools, strengthening of existing schools (civil works), construction of Girls Hostel, construction of Workshops/Laboratory under Vocational Education, etc., which could not be completed during the year. Every year, each State needs to prepare an outlay saved/spill over plan along with the AWP&B and accordingly grant of fresh civil works would be considered taking into account progress of works in the previous years.

14.11 Fresh Proposal: To achieve the targets set by each district, a certain set of strategies / interventions are planned. These are reflected in the budget sheet with details like unit cost, physical targets and the budget estimate under the head of fresh proposal.

14.12 Total Proposal / Allocation: In a particular year, the total allocation for the State is sum of fresh proposal/allocation and Spill Over budget.

Total Proposal/Allocation of AWP&B= Fresh Proposal+ Spill Over

14.13 Convergence with other Agencies/Institutions/Organisations:

Implementation of the scheme envisages convergence & strengthening of resource institutions at various levels, DIETs, SCERTs, State Open Schools, SIEMATs, CIET etc., at the State level; and University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs).

Mapping of Convergence: Need based convergence has been an important part of planning & implementation for ensuring equitable education. Subsequently, convergence with different agencies/institutions in and outside the government podium has been carried out time to time. Moreover, Bridge course facility, educational events, providing educational kits, medical check-ups etc. (NGOs). In continuation to the objective of achieving 100% enrolment and retention, mapping of institutions/agencies/organisations as per requirement needs to be expedited. In fact, a calendar in this regard may be developed by the state and accordingly state/district authority may tie up with the concerned department/institution for a widespread execution within the timeframe.

14.13.1 Convergence: In addition, focus is also on convergence and coordination with various other Departments. ***In this respect, States/UTs may put in place an institutional mechanism for ensuring convergence & coordination with the different Ministries.***

- PM POSHAN scheme for providing one hot cooked meal to children upto elementary stage.
- Integrated Child Development Scheme (ICDS) of the Ministry of Women & Child Development for ECCE.
- National Rural Drinking Water Programme under the Ministry of Jal Shakti for providing drinking water facilities in schools.
- National Child Labour Project (NCLP) of the Ministry of Labour for main streaming into regular schools of all children withdrawn from child labour.
- Convergence with the Ministry of Skill Development and Entrepreneurship and other Ministries providing funding for skills.
- Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs for providing residential facilities for SC and ST children.
- 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) of Ministry of Social Justice and Empowerment.
- School Health Programme (SHP) under Ayushman Bharat, a joint initiative of the Ministry of Health & Family Welfare and the Ministry of Education.
- Convergence with Department of Rural Development for provision of playgrounds, boundary walls in schools, and provision of school uniforms through Self Help Groups.
- Convergence with Department of Panchayati Raj for use of 15th Finance Commission funds for maintenance of school premises as required locally.

This Scheme would dovetail and attempt convergence with the schemes of other Ministries and State Governments. Such convergence would be ensured at the time of preparation and approval of the proposals for Annual Work Plan and Budgets (AWP&B) to avoid overlapping in coverage, for which a specific provision has been made in the revised Programmatic norms. The Project Approval Board for approval of AWP&B would have representatives of the relevant Ministries and States to strengthen convergent action.

14.13.2 Role of Educational Institutions: A systematic and comprehensive approach is urgently needed to identify and effectively use the synergies that exist among the existing institutions in the States/UTs. In view of improving planning & implementation of the integrated programme, academic as well as other resource institutes like NCERT including RIEs, SCERT, SEIMAT, State Open schools, IASEs, CTEs, State Board, QCI, Universities, NIN, CTC etc. that exist in the State/UT and at national level in general will play vital role in enhancing and enlightening the State/UT educational strategies in the following key areas:

- Plan formulation process
- Development of teachers training modules and other modules
- Development of SMCs training modules and Training of SMCs
- Capacity building of district and state functionaries
- Curriculum revision
- Academic Monitoring & Supervision and Research
- Assessment of students & teacher's performance
- Facilitating meetings between the State Boards, and regular education department and other resource institute
- Planning for innovative interventions etc.

14.14 Need based Planning: Based on the experience of the earlier programme implementation (DPEP, SSA, RMSA etc.), it is felt that approach and strategy towards planning and implementation needs to be more holistic and result oriented. Hence, any strategy to address a gap under the integrated scheme has to be in the form of a complete school level package paying special focus to the marginalized sections of the society. The set of activities which may help addressing these identified gap will definitely lead to a desired outcome within the set time period and therefore, this is referred to as '**Outcome Oriented Intervention**'.

14.15 Evidence Based Planning: The objective of planning exercise is to ensure rational allocation and the optimum utilization of resources. Hence, focus of planning will be less on issues pertaining to the allocation of resources rather it is more on making the best use of the available resources. Planning is not to be initiated as a onetime exercise; it is a continuous process and unfolds itself in the process of implementation. Further, it also focuses on operational details to ensure achievement of the targets. Now, strengthening educational process at the local level is the major focus of the micro-planning exercise so as to ensure an integrated approach. Henceforth, it should be seen as a regular feature and should be with the active participation of stakeholders at every stage and level.

14.16 Unit of Planning: One of the first steps in initiating holistic planning is to select a suitable unit for planning. The major consideration for the selection of the unit is the feasibility of initiating and preparing a local plan with the active participation and support of the community. It needs to be noted that realistic planning exercise envisages close interaction between community and school. The basic plan framework is to be generated at the school level through micro planning process where SMCs/SMDCs, PRI members and other

stakeholders are involved. *Thus, the plan is to be developed at the school and habitation level.*

14.16.1 Need identification process: It is to be started right from the community level in respect of equitable Access, Infrastructure gaps, Equity, Quality in terms of teachers, teachers training, Curriculum etc., Civil Works and other components including coverage of Special focus group should be identified by the community itself after intensive interaction with the headmasters/principals and teachers. The Proposals and issues related to the above components need to be streamlined and verified at the district level before these are finally consolidated at the state level. Analysis of the data and a write-up on the result outcomes of the plan is also an important planning strategy.

14.16.2 UDISE+ based planning: School Education database is of paramount importance for universalization of access to and improvement of quality right from the foundational stage to senior secondary level. Some of the urgent activities include identifying deficiencies in existing schools, identifying schools for up-gradation based on underserved areas identified through GIS and physical mapping, developing state specific norms for physical facilities etc.

14.16.3 Plan Preparation: The '**Integrated School Education Plan**' should be prepared in the form of AWP&B for the State that should be certainly aimed at addressing the following key components of holistic education:

- Physical access to school, preferably composite ones and ensuring equitable access including for special category of students/ location as identified by the State as disadvantaged category in the State/ district.
- Improving equitable quality of school education - teachers in place, learning / achievement of students, overall outcomes, and empirical regular assessments.
- Bridging Gender & Equity gaps in terms of enrolment, retention and quality
- Improving governance- institutional strengthening.
- Improving convergence & linkages with existing institutions/departments/ organizations etc.

Preparation of AWP&B



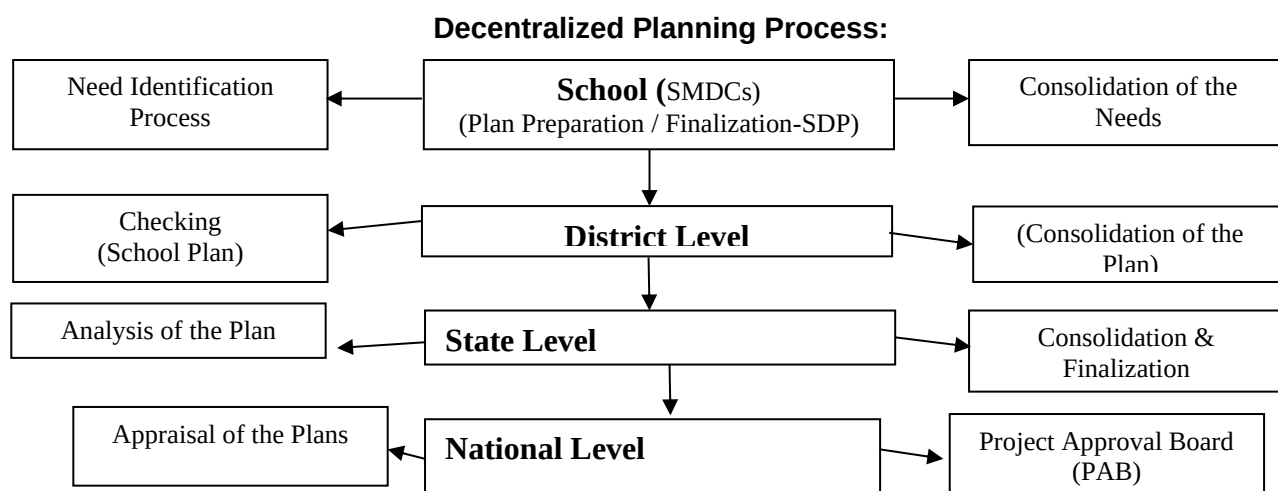
A single state consolidated plan is to be developed at the state level therefore state should prepare an AWP&B after appraising and consolidating the District level plans.



The district and block planning team, in turn, will appraise all the SDPs, prioritize them and consolidate them so as to finalize the 'District School Education Annual Work Plan & Budget'.

14.17 School Improvement/Development Plan (As per Section-22 of RTE Act): Each School Management Committee (SMC) will initiate the school level planning in collaboration

with the active community members, NGOs, Civil Society, individuals etc. for preparation of a school level plan including pre-school level which is termed as “**School Development Plan (SDP)**” or “**School Improvement Plan**”. Initially the preparatory phase starts with the SMC meeting which ensures community participation (as per section-21 & part-V of RTE Act). The SDP primarily includes identification of gaps in development of *infrastructure, achievement of students, needs of existing teachers, parent’s expectation, classroom transaction process etc.* Hence, the SDP provides requirements of each school which is finally compiled at the district level and in turn the district plans will be accumulated at the State level for formulation of one ‘**Integrated State Consolidated Plan**’.



14.18 Consolidation of AWP&B at district & state level: A single state consolidated plan is to be developed at the state level therefore, state should prepare an AWP&B after appraising and consolidating the District level plans. The district planning team, in turn, will appraise all the SDPs, prioritize them and consolidate all so as to finalize the ‘*District School Education Annual Work Plan & Budget*’.

14.19 Monitoring Programme Implementation and Outcomes

The monitoring framework envisaged is result oriented and focuses on strengthening management of the programme at district, block and school levels. Promoting school based management of the relevant interventions is one of the major focus areas of the monitoring framework. While the emphasis on monitoring programme inputs would continue, renewed emphasis has been on monitoring outcomes and results in the Scheme. Accordingly, the Results Framework and OOMF would be used for planning and monitoring outcomes in school education at national, state and district levels.

Monitoring growth of schools in terms of their effectiveness in reducing wastage and enhancing learning outcomes would be another focus area in the framework. A bottom up approach of monitoring and feedback system has been envisaged to promote vertical accountability. At the same time, necessary institutional arrangements and interventions have been envisaged to enhance horizontal accountability.

Creating and strengthening necessary databases for planning and monitoring of results has been emphasized in the management framework. Accordingly, investments on MIS at national, state and district levels would be enhanced. The use of school report cards for raising accountability and transparency of the system would be facilitated in the management framework. Deepening research and innovation in school education is considered important for monitoring programme implementation and the expected results.

14.20 Monitoring at the Institutional Level: Role and responsibilities of the SMC/SMDC:

The monitoring of the scheme will start from the school level. Social audit would facilitate the checking, monitoring and verification of the implementation of the interventions of the Scheme at the school level, leading to greater transparency, participation and accountability. To conduct social audit, an enormous amount of community mobilisation is necessary. Social audit is carried out by the community and the entire Gram Sabha with the help of stakeholders like local authority, members of SMC/VEC, PTA, Self Help Groups (SHGs), youth clubs, *Mahila Samooch* and representatives of disadvantaged groups, etc. Social audit guidelines have been separately issued by the Ministry of Education.

Social Audit is done not only for verification of fund utilization but also to create awareness and a sense of ownership among the stake holders about the facilities provided, through their active involvement and participation in the schools in their neighbourhood. It should be noted that community members can never conduct an efficient Social Audit without the help of Local Authority Members, SMC/SMDC, Officials from CRC/BRC/BEO/DEO office and active civil society group. The support of the village based organizations would be invaluable in communicating in simple and creative ways, the rights of the child as enunciated in the RTE Act as also the duties of the appropriate Government, local authority, school, parents and guardians. A community based monitoring system involving SMC/SMDC may be created to monitor the implementation.

The active participation of local Authority, SMCs/SMDCs and PRIs and the community can facilitate the process of identifying gaps, highlighting violations and create space for initiating education dialogue and sharing of learning outcomes in order to improve quality of education.

The community participation will:

- (i) ensure the enrolment and regular attendance of all the children and especially children belonging to disadvantaged groups and weaker sections in the school(s);
- (ii) ensure that children belonging to disadvantaged groups and weaker sections are not discriminated against, and prevented from pursuing and completing school education.
- (iii) monitor that all not-enrolled and drop out children are facilitated to join the mainstream (Section 4 of the RTE Act also mandates the provision).
- (iv) monitor the identification, enrolment and participation of children with disability in school education, and ensure that facilities for their education are provided.
- (v) ensure that child rights under the RTE Act, especially rights with respect to prohibition of physical and mental harassment, expulsion and detention, the

provision of any-time admission are observed in letter and spirit, and that child entitlements, including uniforms, textbooks, scholarships as per norms, noon meal, safety and security, etc. are provided in a timely manner. Deviations would be taken up with the Head Teacher/ Principal. The SMC/SMDC would bring instances of persistent disregard of child rights to the notice of the local authority.

- (vi) Monitor the maintenance of the norms and standards specified in the Schedule to the RTE Act and other concerned policies.
- (vii) Maintenance of hygiene and Toilets in keeping with Swachh Vidyalaya initiative.
- (viii) Monitor that teachers are not burdened with non-academic duties other than those specified in Section 27 of the RTE Act. viz., *decennial population census*, and elections to Parliament, Legislature and Local Bodies;
- (ix) ensure that teachers maintain regularity and punctuality in attendance, hold regular meetings with parents to apprise them about their child's progress, and do not engage in private tuition
- (x) ensure that the learning outcomes, child entitlements and swachhta rating of the school are prominently displayed in the school.

14.21 School Supervision by Block and Cluster/Lead School Functionaries

Improvement of quality of education is a pre-requisite of successful implementation of the Integrated Scheme. In order to achieve this, periodic inspection/supervision of schools to observe the infrastructure and facilities and the administrative and academic aspects is critical. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuing professional upgradation of teachers and to see that school syllabi and learner evaluation system are operationalised as expected.

Each BEO should be supported by Assistant Education Officers (with whatever designation) who should be expected to undertake at least two visits to every school each year. Among other things, they should look at the record required to be maintained by teachers/headmasters/principals, condition of school building and infrastructure and seating arrangement for students. They should be asked to pay particular attention to availability of potable drinking water, hygiene and maintenance of toilets, kitchen where meal is cooked and availability of well-maintained boundary wall and ramps.

Each BRC has specialist staff of 5-7 subject experts. Besides, there are a number of CRCs, approximately one for every 15 schools. Between the staff of these two resource centres, it should be possible for someone to visit each school once every two months, and every month if possible. The purpose of these visits would be to provide curricular support to teachers – particularly progress with syllabus, the manner in which use is made of textbooks and other materials, assess and support teachers develop TLM and the manner in which *continuous and comprehensive evaluation* is being implemented. In addition, lead Schools/BRCs should conduct workshops with subject teachers of Secondary and Senior Secondary classes and they as well as CRCs should organise trainings expected of them.

The staff from the BEO office as well as from BRCs and CRCs should record their main observations in a register to be maintained in each school or on an online platform accessible to the school. Principals/HMs/teachers should take action on the visit note and apprise the visiting officials/resource persons. In addition, computer with internet connectivity should be available in the office of BEO, and in BRCs and CRCs so that important observations (particularly points on which administrative action is to be taken) are quickly shared.

14.22 Monitoring at the District Level

DPO will monitor the progress of the scheme at the district level. The following mechanisms will be used:

- (i) Independent and regular field visits by Monitoring Institutes.
- (ii) Regular visit to field by Resource Persons
- (iii) Visits by District Level Committee comprising local/public representatives
- (iv) Unified District Information System for Education (UDISE+)
- (v) DIET would monitor interventions for teacher education and professional development
- (vi) Targeted outcomes and intermediate results stated in the District Level output outcome Framework, which would form a part of the District Education Plan

14.23 Monitoring at the State Level

The following monitoring mechanism is provided at the state level:

- (i) SCPCR or Right to Education Protection Authority
- (ii) Periodic meetings of the State Executive Committee
- (iii) State level quarterly review meetings with State Coordinators of important functional areas including financial management.
- (iv) Internal audit of the state implementing societies by the States.
- (v) State specific responsibilities to Research and Resource Institutions for supervision, monitoring, evaluation and research activities.
- (vi) Unified District Information System for Education (UDISE+)
- (vii) Online Monitoring System
- (viii) Monitoring through State Project Office

Representatives of National level institutions like NCTE, NIEPA, NCERT and TSG will also undertake periodic monitoring and provide resource support to the SIS to strengthen planning, management and monitoring systems. Independent institutions would also be associated in developing effective tools for conducting achievement tests, monitoring quality aspects of programme implementation, undertaking evaluations and research studies.

Monitoring at the state Level would include the following aspects:

- (i) Availability of schooling facility at Elementary, Secondary and Senior Secondary levels to ensure physical and social access in the neighbourhood, as defined.
- (ii) Addressing needs of children living in very small hamlets (in remote, desert/tribal areas) where opening of schools is not viable by providing free transportation to and from school and/or through residential facility to ensure access for such children.
- (iii) The school development plans which have to be prepared by SMCs/SMDCs to ensure that schools have all facilities such as infrastructure, teachers, TLE and child friendly and barrier free access with good learning environment.
- (iv) Issues of gender and social inclusion.
- (v) Ensuring age-appropriate admission and completion of education for children especially those belonging to the disadvantaged groups such as children of SC/ST communities, Minority children, BPL, girls, urban deprived children, street children/child labour and children without adult protection etc.
- (vi) Providing special training/remedial teaching to the children who are admitted in schools to bring them at par with other children.
- (vii) Formulation of child rights based policies and enabling provisions
- (viii) Targeted outcomes and intermediate results stated in the State Level output-outcome Framework

14.24 Monitoring at the National Level

Monitoring at the national level would include the following aspects:

- (i) Availability of schooling facility at Elementary, Secondary and Senior Secondary levels to ensure physical and social access in the neighbourhood, as defined.
- (ii) 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.
- (iii) The school development plans which have to be prepared by SMCs/SMDCs to ensure that schools have all facilities such as infrastructure, teachers, TLE and child friendly and barrier free access with good learning environment
- (iv) Issues of gender and social inclusion
- (v) Ensuring age-appropriate admission in neighbourhood schools for children especially those belonging to the disadvantaged groups such as children of SC/ST communities, Minorities, girls, urban deprived children, street children/child labour and children without adult protection etc.
- (vi) The process of providing special training to the children who are admitted in schools to bring them at par with other children.

- (vii) Formulation of child rights based policies and enabling provisions for implementing the RTE Act, 2009.

The following monitoring mechanisms will be used:

- **Performance Grading Index**

The Performance Grading Index (PGI) has been designed to cater to the transformational change in the field of school education, where the focus has now shifted to the quality of education. The index comprising of 70 indicators is propelling State and UTs towards undertaking multipronged interventions that will bring about the much desired educational outcomes.

- **UDISE +**

This is an improved and updated version of Unified District Information System for Education (UDISE). The entire system is online. Some of the expected outcomes of UDISE+ are:
Evidence based planning and decision making: data analytics to identify factors affecting school performance: time series data to study the trend over years and monitor improvement and growth: track key performance indicators and rationalization of schools and teachers based on evidence.

The online module for capture of data under UDISE+ has been developed by NIC and can be accessed at udiseplus.gov.in

- **Shagun Online Junction (seshagun.gov.in)**

School Education Shagun involves creating a common junction for all portals and websites of the Department of School Education in the Government of India and all States and Union Territories (UTs). Through this platform, one can learn about the schemes and their comprehensive monitoring, go through how the outcomes are measured with the help of an objective evaluation process and appreciate the best practices in the schools all over the country.

- **Strengthening of BRCs/CRCs**

The Block Resource Centres and Cluster Resource Centres are the most critical units for training and on-site support to schools and teachers. 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 for continuous professional up gradation of teachers.

- **School GIS**

Detailed geographical, topographical and other vital information relating to the schools are provided to the general public through the School GIS system. The system also provides for a feedback mechanism by which the user can report any inconsistency in the data.

- **National Achievement Surveys (NAS)** are conducted to check the health of the educational system and to provide information about the learning achievement of students.
- **Audit Mechanism-** Annual audit by an independent Chartered Accountant empanelled with the Comptroller and Auditor General (CAG) of India, a regular CAG audit, internal audit and a system of concurrent financial reviews. A Manual on Financial Management and Procurement also assists States in streamlining implementation and financial management.
- **Comprehensive Review Mission (CRM)** - A monitoring mechanism by way of a Comprehensive Review Mission (CRM) to be conducted every six months preferably in the months of January and July each year will be set up.
- **Social Audit-** Checking, monitoring and verification of the scheme implementation at different levels through Social Audit.
- **Third Party Monitoring through Monitoring Institutes-** Independent and regular field visits to monitor performance on various parameters by Monitoring Institutes.
- **Key Performance Indicators (KPIs)** - For every component of Samagra Shiksha measurable Key Performance Indicators have been developed for effective monitoring of scheme implementation. **The Detailed component-wise KPIs are at Annexure X.**
- **Community Level Monitoring-** Monitoring under the programme is a three tiered one: monitoring at the local community level, at the State level and the National level. Community based monitoring is one of the strengths of the programme. The community, through its representative institutions like School Management Committees (SMCs), has been entrusted with the primary level of ensuring that the schools are functioning effectively.
- **Periodic meetings with Stakeholders:** The Ministry of Education convenes periodic meetings with State Education Ministers and Secretaries to review the programme implementation.
- **Project Appraisal, Budgeting Achievements and Data Handling System (PRABANDH)**

A comprehensive online monitoring system, PRABANDH, has been enabled on the website, <https://seshagun.gov.in> and State and UTs can view the status of releases, Approved Outlays, Coverage as per UDISE, School wise list of approvals, School wise gaps, Cancellation in approvals, etc. This System has been developed under Samagra Shiksha as a significant step towards leveraging technology to enhance efficiency and manage the implementation of the scheme.

PRABANDH

Major Objectives:

- (i) To obviate the need for submitting hard copies, except where it is mandated otherwise.
- (ii) To have transparency and accuracy in the System w.r.t Approvals, Releases, Financial Status.
- (iii) To streamline the Financial Management System, to enable more accurate assessment of actual requirement of funds for implementation.
- (iv) For efficient decision- making.

The main functions are:

- a) Online submission of Annual Work Plan & Budget from District/State Level
- b) Tracking of GOI Funds, release to State/UTs
- c) Generation of different types of reports like Physical & Financial Progress, Spill-over, Committed Liabilities, Un-spent balances etc., on real time basis.

A Data Visualization Dashboard has been created in the PRABANDH System for display of monthly status of physical and financial progress under the major interventions like:

- Free Textbooks
- Uniform
- Reimbursement of Fees against 25% admission under Section 12 (1) (C)
- Annual Grants
- Sports & Physical Education
- Library grants
- Transport & Escort Facilities
- Special Training for OoSCs
- Support at Pre-Primary
- Stipend to CWSN Girls
- Kasturba Gandhi Balika Vidyalaya
- Self-defence training for Girls
- Vocational Education
- ICT in School Education
- Smart Classroom / Digital Boards
- Youth & Eco Clubs
- Release and Expenditure
- Funds Pending for Transfer to State Implementing Society by State Government

Other important highlights of the PRABANDH System are:

- Activation of Physical and Financial expenditure module for District Users for capturing the progress on Samagra Shiksha activities.
- The Physical and Financial achieved by the Districts under the DBT Components (i.e. Free Textbook / Uniform / Activities under Inclusive Education / Stippend for Girls) is entered on the PRABANDH System every month. The Web-services are executed on 20th of every month on the PRABANDH System by the DBT Mission Server and the Physical and Financial progress is auto updated on DBT Bharat Portal <http://dbtbharat.gov.in>
- The Local Government Directory (LGD) codes up to the District level are mapped with the PRABANDH System, which would help in sharing the physical and financial achievements of the different components approved under Samagra Shiksha to various web portals of the different ministries with the help of web services.

- **Vidya Samiksha Kendra (VSK)**

Vidya Samiksha Kendra (VSK) is aimed at leveraging data and technology to bring a big leap in learning outcomes. This will cover data of more than 15 Lakh schools, 96 Lakh teachers and 26 Crore students and analyse them meaningfully using big data analysis, artificial intelligence and machine learning in order to enhance the overall monitoring of the education system and thereby improving learning outcomes. Support has been provided under Samagra Shiksha to set up VSK in all State and UTs.

Objective of VSK:

- To Monitor the real-time status of various projects/ activities under the ambit of Samagra Shiksha.
- To keep track of enrolled students including learning outcomes, Dropouts, support required by teachers and schools, etc.
- To monitor and track field level academic and non-academic activities at state level and also empower administrators and teachers in the field to take data driven decisions.
- To identify and analyse improvement areas for decision making and implementation that needs urgent attention.
- To improve the academic performance of students and to enhance the accountability of teachers in schools and effective utilisation of the available resources.
- To setup centralized helpdesk for grievance redressal mechanism for stakeholders of School ecosystem.
- To develop Centralized dashboard providing the real-time performance indicators of Schools.
- Increase accountability among all the field level staffs / administrators & monitor the real-time status towards various projects components / activities under the ambit of School Education.

Outcomes

- Monitoring of Access, Enrolment, Dropout, Retention, Completion and Achievement
- Child wise tracking of achievements and assessments
- Real time Attendance monitoring of students and teachers
- Tracking of distribution of Incentives like scholarships, uniform, free textbooks etc.
- State level Centralized Monitoring Mechanism in the form of CCC for monitoring, tracking, taking feedback and providing support to all the major field level staff / activities of the school education system

- Real-time Data Integration & analysis of various existing Samagra Shiksha applications for Centralized Monitoring Dashboard along with integration of Data-analysis based Call Management Utility & Reporting.
- Real time data which improves School Management and Governance by timely interventions, streamlining processes, creating transparency and driving accountability through channelized escalations to field level academic & Non-academic staff and timely actions.
- Quick delivery of alerts, notification, and news with minimal failure rate among the field level staff/Head Masters/Teachers/Parents
- Motivate, encourage and facilitate teachers by sending actionable and continuous tips on best practices in pedagogy and teaching in classes

14.25 Surveys and Research studies

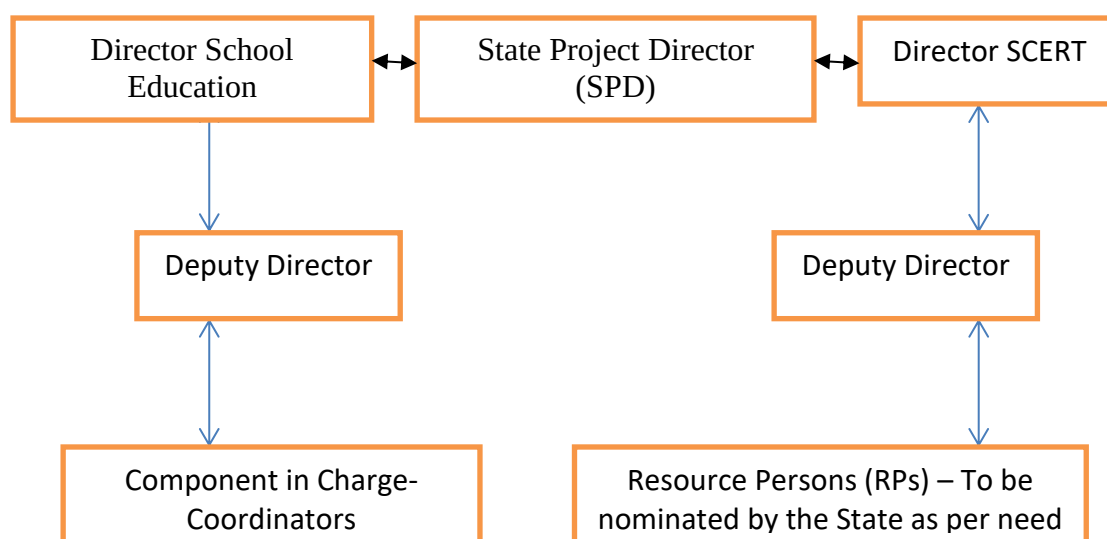
In order to assess the Scheme's impact across the states on education indicators like enrolment, student/ teacher attendance and retention etc, Surveys and Research Studies will be conducted at the National/State levels. The findings of these surveys and studies help in ascertaining the degree of success on key indicators and assessment of needs and gaps for course correction and follow-up.

The Scheme would encourage independent research and supervision by autonomous research institutions of proven excellence through appropriate MoUs/contracts. The focus in partnership with institutions will also be on developing capacities of SCERTs/SIEMATs/DIETs to carry out research and evaluation tasks. Faculty/Department of Education in Universities would also be requested to participate in such activities. The RIE of NCERT will also be associated in these tasks.

Each State/UT Mission will set up a Research Approval Committee for processing and approving all research and evaluation studies to be undertaken at the State level. Appropriate mechanisms should also be set up for district level by the State. States need to upload the findings of research and surveys conducted on a digital repository/web portal.

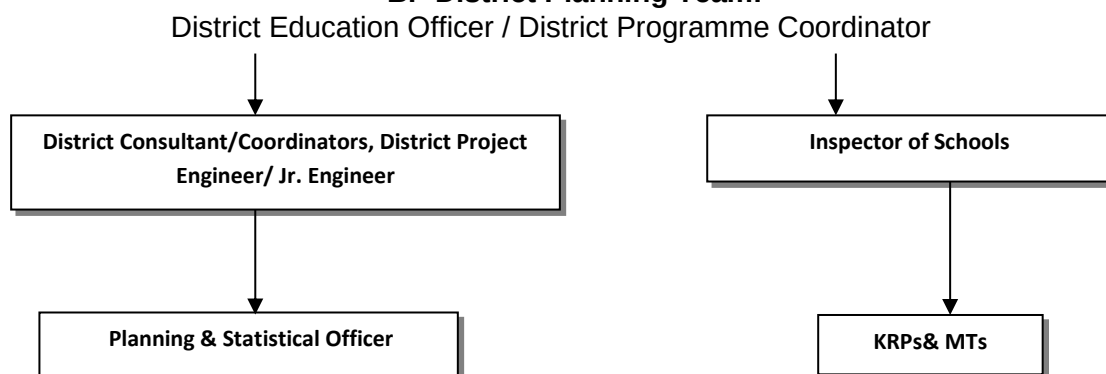
14.26 Staff Set-up at State, District and Block level: Since the states/UTs have been advised to implement the programme through the existing manpower at the state, district and block level, therefore states/UTs should re-arrange staffing structures and accordingly rationalize the staff to meet requirement at all the levels. Although with the expansion of programme planning & implementation followed by subsequent monitoring, a technical support group at the state level may be formulated, the same can also be expedited at the district level. The planning team at the district and block level may have the following representatives which are suggestive in nature:

A. State Planning Team:

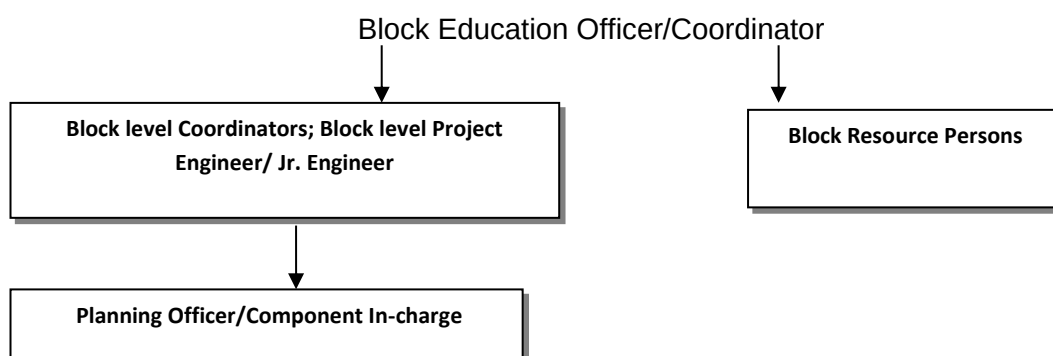


State Consultants & Component i/cs,

B. District Planning Team:



C. Block level Planning Team:



Distribution of Staff at State and District level: Looking into the programme management/staffing system that exist at the state/district level for the erstwhile programmes of SSA and RMSA, it has been found/observed that multiple staffs of the same components were in place at the state as well as at the district level office. Therefore, taking into account this aspect, multiple staffing structures at both the level-state & district should be avoided and prioritized on need based. States/UTs may utilize staff either on deputation from the existing education departments/SCERT/SIEMAT/DIET/CTE/other academic institutions etc or staff may be hired on contract basis as per requirement. However, all staff hired under the scheme shall be the responsibility of the concerned State/UT and will be governed by the terms and conditions of service specified by them.

The above planning support group is mainly to look after:

- The plan formulation,
- Project planning & implementation,
- Project monitoring at district/block/cluster and school level under the direct administrative control of State Project Director/Director School Education.

Following is the suggestive staff distribution as per scheme scope & programme objectives:

Staffing at State, District & BRCs level:

A. Distribution of Staff in the States-SPO & DPO level other than the NER & UTs:			
S. No.	Name of Component:	No. of Staff:	
		SPO	DPO
1	Access & Retention including RTE	2	1
2	Quality	2	1
3	Equity with Gender	1	0
4	Inclusive Education	1	1
5	ICT & Media	1	1
6	Vocational Education (VE)	1	1
7	MIS	2	1
8	RAA & Innovation	1	1
9	Planning & Monitoring	1	0
10	Community Mobilization & Research	1	1
11	Finance	1	1
12	Infrastructure/Civil Works	2	1
13	Procurement	1	0
Total:		17	10
B. Distribution of Staff in the North-Eastern States/UTs-SPO & DPO level in the NER& UTs:			
	Name of Component:	No. of Staff:	
1	Access & Retention including RTE	1	1
2	Quality	1	1
3	Equity with Gender	1	0
4	Inclusive Education	1	1
5	ICT & Media	1	0
6	Vocational Education (VE)	1	1
7	MIS	1	1
8	RAA & Innovation	1	1

9	Planning & Monitoring	1	0
10	Community Mobilization & Research	1	1
11	Finance	1	1
12	Procurement	1	0
13	Infrastructure/Civil Works	1	1
	Total:	13	09

Note: Above indicated staff/component-in-charge are tentative in nature subject to requirements for the programme. This may be revised with the approval of the state EC. A copy of such notification may be submitted to MoE time to time.

14.27 Management Monitoring Media Evaluation & Research (MMMER): MMMER funds may be utilized to support States in Management, Monitoring, Media, Evaluation & Research activities. The research activities should also include impact analysis of interventions related to Gender, equity and inclusive education.

Salary, Meetings & Consultancy fees:

- Salary of SPO and DPO level, Honorarium and Consultancy charges
- Remuneration & Consultancy fees for the resource persons (RPs), hiring of experts and consultants.
- Expenditure incurred on meetings

Monitoring, Research & Administrative Expenses:

- Audit expenses and monitoring and supervision related activities
- Rent/rate and taxes, Telephone/Fax expenses/Water/Electricity Charges and hiring of vehicles/POL
- Printing and stationary, Publication and repair and maintenance and other office contingencies

Media, Advertising & Publicity:

- Utilise social media platforms as an important tool to create awareness among all stakeholders.
- Imparting awareness about various schemes through media
- Preparation of IEC material for generating greater awareness and to garner support of the community.
- A Media Plan/activity calendar can be prepared and implemented for publicity of the objectives of the Samagra Shiksha and the NIPUN Bharat Mission on Foundational Literacy and Numeracy

Procurement of fixed Assets & Capacity Building:

- Procurement of fixed assets such as computers, laptops, printers, furniture & furnishing, machinery and equipment, books and other office equipment.
- E-Governance support. Capacity building and strengthening of Government in service training centres.

Social Audit:

- Support for Social Audit covering 20% of schools per year so that all schools are covered in a period of Five years as per the detailed guidelines shared by MoE in this regard.

14.27.1 Proposal of MMMER: The MMMER proposals should be as per the following details:

- Details of activity proposed under MMMER, including purposes and outcomes.
- Budget implication against each activity
- Inclusive Education specific media, awareness drive and research activities.
- Outcomes against monitoring activities at all level (School, District and State level)
- Outcome analysis report on monitoring should be submitted as a sample of one or two district.
- Any research activity proposal may include details – whether field research or micro/macro level.
- Priority under MMMER.
- Any other state provision

Annexure I

Details of 86 Paras of NEP 2020 integrated with Samagra Shiksha

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
EARLY CHILDHOOD CARE AND EDUCATION			
1.	1.1	Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.	ECCE
2.	1.2	The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.	ECCE
3.	1.3	A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds....	MME
4.	1.4	The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged.	ECCE
5.	1.5	For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers.	ECCE/ Teaching Learning Material (TLM)
6.	1.6	It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy.	ECCE/ FLN
7.	1.7	To prepare an initial cadre of high-quality ECCE teachers, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT	TE/NISHTHA
FOUNDATIONAL LITERACY AND NUMERACY			
8.	2.1	The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.	FLN
9.	2.2	Attaining foundational literacy and numeracy for all children will thus become an urgent national mission,	FLN

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
		with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).	
10.	2.3	First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy....	FLN/Teacher Recruitment
11.	2.4	On the curricular side, there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning.	FLN
12.	2.5	To ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents, will be developed by NCERT and SCERTs.	FLN/Vidya Pravesh
13.	2.6	A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA).	FLN/TLM/ DIKSHA
14.	2.7	Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy. States may consider establishing innovative models to foster such peer-tutoring and volunteer activities, as well as launch other programmes to support learners, in this nationwide mission to promote foundational literacy and numeracy.	FLN/TE/NISHTHA/Vidyanjali
15.	2.8	Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries.	FLN/ Library grant
UNIVERSAL ACCESS TO EDUCATION AT ALL LEVELS			
16.	3.2	Provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12.	Access & Retention/Infrastructure

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
17.	3.3	Achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.	Access & Retention/Child tracking infrastructure/Enrolment
18.	3.5	To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes.	Access & Retention /OoSC training through NIOS
19.	3.6	To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the requirements for schools will be made less restrictive.	Access & Retention
20.	3.7	Efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. I	Community Mobilisation, Vidyanjali, support to SMC
QUALITY AND INNOVATION			
21.	4.4	The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today	Quality/NCF/SCF
22.	4.5	Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.	Innovative Pedagogy, Quality & Innovation, NCF/SCF
23.	4.6	In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects.	Experimental hearing, quality & Innovation
24.	4.7	As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.	Art Education under Quality & Innovation
25.	4.8	Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities	Special recruitment, integration (Sports grant)

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
		including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc.	
26.	4.9	Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans.	Guidance and Counselling under innovation/quality
27.	4.10	Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility.	Assessment Cell in SCERT, Assessment at National & state level
28.	4.11	All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.	Under Quality/Innovation
29.	4.12	Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.	ICT and Digital initiatives. Technology support to DIET & SCERT.
30.	4.13	The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity.	Appointment of Language teachers
31.	4.14	All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.	Revision of Text books (Quality & Innovation)
32.	4.15	For purposes of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and the treasures that they and their literatures contain.	Quality & Innovation
33.	4.16	Every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative.	Quality & Innovation
34.	4.17	Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation....	Curriculum Reforms (Quality & Innovation)

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
35.	4.23	While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world.	Curricular Reforms (Quality & Innovation)
36.	4.24	Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels.	Curricular Reforms under Quality. NCF/SCF
37.	4.25	It is recognized that mathematics and mathematical thinking will be very important for India 's future and India's leadership role in the numerous upcoming fields and professions that will involve artificial intelligence, machine learning, and data science, etc.	Skills to be taught under Quality
38.	4.26	Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs.	Exposure to vocational skills under Innovation
39.	4.27	"Knowledge of India" will include knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India's future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant....	Curricular reforms under Quality and Innovation
40.	4.28	Students will be taught at a young age the importance of "doing what's right", and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.	Life Skills under Quality & Innovation
41.	4.29	All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc.....	Curricular reforms under Quality & Innovation

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
42.	4.31	The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. A	Revision of text books (Quality & Innovation)
43.	4.32	The aim will be to provide such quality textbooks at the lowest possible cost -namely, at the cost of production/printing - in order to mitigate the burden of textbook prices on the students and on the educational system. This may be accomplished by using high-quality textbook materials developed by NCERT in conjunction with the SCERTs; additional textbook materials could be funded by public-philanthropic partnerships and crowd sourcing that incentivize experts to write such high-quality textbooks at cost price. S	Revision of text books under Quality/Innovation
44.	4.44	Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond.	Support for gifted students/under Innovation
45.	4.45	Olympiads and competitions in various subjects will be conducted across the country, with clear coordination and progression from school to local to state to national levels, to ensure that all students may participate at all levels for which they qualify	State specific Projects/RAA
TEACHERS AND TEACHER TRAINING			
46.	5.4	Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. F	Support for salaries of Teachers/Financial
47.	5.5	To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.	-do-
48.	5.6	Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.	-do-

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
49.	5.7	A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades.	State Specific
50.	5.15	Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests.	In-service Teacher Training/ Training for In-service Teachers and Teacher Educators
51.	5.16	School Principals and school complex leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.	In-service Head Teachers and Principals' Training/ Training for In-service Teachers and Teacher Educators
52.	5.18	It will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move).	Financial assistance for teacher salary and funding under innovations to undertake specific project
53.	5.19	Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.	Teacher Recruitment /DIET/BITE/BRC/CRC
54.	5.21	There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities.	Support for salaries of Teachers/Financial
GENDER, EQUITY AND INCLUSION			
55.	6.2	Separate strategies will be formulated for focused attention on reducing the social category gaps in school education as outlined.....	Special projects for equity
56.	6.4	Successful policies and schemes such as targeted scholarships, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas.....must be significantly strengthened across the country.	Provision for transportation
57.	6.5	One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be	Equity projects, Special Educators

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
		particularly effective for certain children with disabilities.	
58.	6.6	There are geographical locations that have been identified as Aspirational Districts which require special interventions for promoting their educational development.	-do-
59.	6.7	The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.	KGBVs, financing self-defence training, etc.
60.	6.9	Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all children, especially girls...	Equitable & Inclusive Education, KGBV, Subhash Chandra Bose Avasiya Vidyalay
61.	6.10	Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education	-do-
62.	6.11	To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act.	-do-
63.	6.12	As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools.	Home based education (Inclusive Education)
64.	6.15	Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles. At the same time, they will be supported to integrate the subject and learning areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education.	Equitable and Inclusive Education

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
65.	6.16	Special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered to talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education.	Equitable and Inclusive Education, National Means cum merit Scholarship Scheme
66.	6.17	Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defence forces.	-do-
67.	6.19	Inclusion and equity will become a key aspect of teacher education	In-service Teacher Training/ Training for In-service Teachers and Teacher Educators
68.	6.20	The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity.	Included in NCF/SCF process; funded under MMER head
EFFICIENT RESOURCING AND EFFECTIVE GOVERNANCE THROUGH SCHOOL COMPLEXES/CLUSTERS			
69.	7.5	Overall challenges presented by the large number of small schools will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools.	State Specific
70.	7.5 (b)	Adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.;	Access and infrastructure
71.	7.6	One possible mechanism for accomplishing the above would be the establishment of a grouping structure called the school complex, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten kilometers.	-do-
72.	7.7	The establishment of school complexes/clusters and the sharing of resources across complexes will have a number of other benefits as a consequence, such as improved support for children with disabilities, more topic-centred clubs and academic/sports/arts/crafts events across school complexes, better incorporation of art, music, language, vocational subjects, physical education, and other subjects....	-do-

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
73.	7.9	The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Complex/Cluster Development Plans (SCDPs).	-do-
STANDARD SETTING AND ACCREDITATION			
74.	8.5 (c)	An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.	SSSA (State Specific)
STRENGTHENING OF TEACHER EDUCATION			
75.	15.10	The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.	ICT/Digital Initiative + DIKSHA
76.	15.11	A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.	State Specific
VOCATIONAL EDUCATION			
77.	16.4	Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and	Vocational Education

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
		importance of various vocations involving /Indian arts and artisanship.	
78.	16.5	By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed.	VE/Innovation
79.	16.6	Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities....	Vocational Education
80.	16.8	The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession..... This Framework will provide the basis for Recognition of Prior Learning.	Vocational Education
PROMOTION OF INDIAN LANGUAGES, ARTS AND CULTURE			
81.	22.7	Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning.	NCF/SCF, Language teachers, State Specific
82.	22.8	A number of initiatives to foster languages, arts, and culture in school children have been discussed, which include: • a greater emphasis on music, arts, and crafts throughout all levels of school; • early implementation of the three-language formula to promote multilingualism; • teaching in the home/local language wherever possible; • conducting more experiential language learning; • the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise; • accurate inclusion of traditional Indian knowledge;	Quality and innovation, state specific

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of Samagra Shiksha 2.0 in which provision is made
		and a much greater flexibility in the curriculum, especially in secondary schools so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.	
ICT AND DIGITAL EDUCATION			
83.	23.5	The thrust of technological interventions will be for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.	ICT/Digital Initiative
84.		A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and <i>Divyang</i> students. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher's Professional Development through e-content.	ICT/Digital Initiative/DIKSHA/NISHTHA
85.	24.2	However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity	ICT/Digital Initiative
86.	24.4	Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives: a) Pilot studies for online education; b) Digital infrastructure; c) Online teaching platform and tools; d) Content creation, digital repository, and dissemination; e) Addressing the digital divide; f) Virtual Labs; g) Training and incentives for teachers; h) Online assessment and examinations; i) Blended models of learning; j) Laying down standards:	-do-

Annexure II

Programmatic and Financial Norms: SAMAGRA SHIKSHA

The major components of the scheme would be based on the following pattern. The norms for the financial assistance available under the Scheme have been indicated and the States can supplement/augment the provisions for various interventions from their own resources. States/UTs may also note the following important points:

1	In case of non-recurring expenditure, central financial assistance for spill over will be provided for three Years and maximum up to 5 years after the approval, in case, the approved works are not completed in the above-mentioned time frame, it will be become the sole responsibility of the respective State/UT to complete the pending works. For civil works approved prior to 2021, the time limit of three years will be calculated from 2021.
2.	Fund flow to SCERTs, DIETs etc. will be as decided by the concerned State/UT. However, there will be a single UC for the component and states will be responsible to ensure proper management of accounts and auditing of the same.
3.	In order to promote good performance based on the PGI grading, the best performing State and UTs will be given additional grants as decided by the Project Approval Board.
4.	Procurement of goods should preferably be done from the Government e-marketplace (GeM) portal.
5.	In order to ensure effective implementation, State and UTs will prepare yearly reports on the progress of following themes/subjects: ○ Progress on Foundational Literacy and Numeracy ○ Progress on Early Childhood Care and Education (ECCE) ○ Report on E-Governance and Digital education ○ Convergence initiatives with various line ministries ○ Progress on Inclusive Education ○ Progress on Vocational Education. ○ Progress on Teacher Education. ○ State Innovations and Quality initiatives These reports will be submitted in the month of June every year.
6.	● Execution of Media Plans for publicity of the objectives of the Scheme ● Preparation of related audio-visual, print material etc.
7.	Best practices relating to various components/interventions need to be uploaded regularly on SE Shagun Repository .
8.	Physical and Financial monitoring will be conducted through PRABANDH .

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
1. EARLY CHILDHOOD CARE AND EDUCATION (ECCE)				
	Goals: 1. Every child of appropriate age has access to Pre-School, is enrolled and attending 2. Every child achieves optimum health and fitness parameters 3. All teachers are qualified to deliver quality ECCE as per National Curriculum Framework (NCF)/State Curriculum Framework (SCF) 4. Every child acquires all cognitive/transversal/affective/psychomotor skills required for being school/grade-1 ready 5. Every pre-school has an inclusive teaching and learning environment.			
1.	Support at Pre-school Education	- Renamed as 'Early Childhood Care and Education' with the following interventions: - Co-location of Anganwadis in Primary Schools - Curriculum development in convergence with Ministry/Department of Women and Child Development aligned to the National Curricular and Pedagogical Framework for Early Childhood Care and Education (SCPFECE) for children up to the age of 8 which will be developed by NCERT (NEP Para 1.3) - Numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, to be incorporated. (NEP Para 1.3) - Requirement of additional Classrooms (ACR), Toilets, Drinking water facility etc. will be provided under the strengthening component for starting pre-primary classes. - Training of Master Trainers for training of Anganwadi workers for pre-school education in	- Recurring Grant, including manpower deployment and other teaching learning aids/ materials of up to ₹ 2 lakh per school per annum for pre-primary sections in Govt. primary Schools. - Provision of up to 500/ per child for Teaching Learning Materials, indigenous toys and games, play based activities per annum for pre-primary sections in Govt. Schools. - Non-recurring grant of up to ₹ 1 lakh per school for Bala Features, Child friendly furniture, outdoor play materials etc. for pre-primary sections in Govt. Schools and co-located Anganwadis (once in 5 years)	Enrolment and access - GER/NER for children in 3-6 age cohort - Ratio of number of days that pre-school functioned to total number of working days in the year Attendance and Health - Average Attendance vs. enrolment ratio - Number of children whose annual health check-up is done and records are maintained vs. total enrolled Pupil Teacher Ratio (PTR) and teacher qualification - Children to Teacher ratio Teaching Material - localized teaching learning materials available with pre-school for ECCE (including art, stories, poetry, games, songs etc.) in local language Student Performance - Number of pre-schools where HPC is implemented

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		line with the NCERT Framework. In-service teacher training would also include training for ECCE teachers as per existing norms on art-integrated, sport integrated, story-telling, experiential and toy based pedagogies (Admissibility for Govt. Schools)		
2. FOUNDATIONAL LITERACY AND NUMERACY (FL&N)				
	Goals: - All children in the age group of 6-9 have access to foundational schooling and achieve foundational skills by grade 3. - High quality and diversified Student and Teacher Resources/Learning Materials are made available for a joyful learning environment - School Readiness module is implemented in local language in class 1 in all schools - Teachers of Grades I to V (New) are trained in order to ensure the requisite capacity to deliver high quality instruction for foundational years. - Development of a robust technology enabled Monitoring Mechanism (New) to track the progress of each child in achieving learning outcomes.			
2.	Teaching Learning Materials for implementation of Innovative pedagogies (New) (including worksheets/workbooks, reading cards, Supplementary graded materials, activity materials etc.)	Core TLM: in all languages, including mother tongue/home languages/local languages for language and mathematics. Supplementary graded material: will be provided to children to enhance the learning levels in reading, comprehension and numeracy, such as, Worksheets, workbooks, quizzes, etc.	Provision of up to ₹ 500 per child per annum up to primary level as per state specific action plan as approved by the national mission on FLN	- Percentage of foundational years (Class 1 to 3) students that have access to and use Core TLM - Percentage of foundational years (Class 1 to 3) students that have access to and use Supplementary graded material - Ratio of Child vs Number of books in school library pertaining to FLN years (at least 1 or more than 1 book per child) - Ratio of Number of books borrowed/read vs number of students of grade 1-3 - Percentage of schools where parental communication has been undertaken once every year/twice/thrice/four times/five times/six times or more - PTR in grade 1-3 in Aspirational Districts

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		• Supplementary TLM: for acquiring various skills and competencies in cognitive as well as other domains: Toys, Puzzles, puppets, games, board games, Story books, anecdotes, jokes, local rhymes, local folk songs/lore, art and craft, online access, etc. • E-content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy for FLN in local languages and context by SCERTs. • Development of IEC material such as info graphics, school to parent communication material, State/UT to teachers/school communication material, etc. regarding the benefits of Foundational skills and learning outcomes to be achieved by the child, in simple and regional languages by states/UTs to ensure that students are given support in learning at home as well as at school. • In disadvantaged or SEDG areas, SEZ and Aspirational districts, State and UTs will assess teachers' vacancy specifically and take up PTR rationalization on priority for these areas.		•

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		States/UTs shall prepare their own guidelines for innovatively engaging peer groups and other local volunteers in contributing towards the goal of achieving FL&N for all grade 3 students. States/UTs will particularly prepare guidelines for parent's engagement as mentors/resources/volunteers in school to help the FLN mission. (Admissibility for Govt. Schools)		
3.	School Readiness module in all class 1 schools (New)	An interim 3-month play-based-school readiness/ preparation module - for all students who enter Grade 1 which should include monthly assessment framework, three in number (NEP Para 2.5)		Percentage of children: - enrolled in grade 1 who underwent School preparation module - who attained below proficiency level in the said module - Transition Rate to be measured from Balvatika to Class I.
4.	Teacher Resource Material/Activity Handbook (New)	- Provision of Teacher Manuals, Activity Handbooks, resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies - States/UTs will identify a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the FLN mission objectives.	Provision of up to ₹ 150 per teacher teaching at Primary level.	- Clearly defined learning outcomes and their explanation videos are available for grades 1-3 in local language on DIKSHA - Teacher Manuals, Activity Handbooks, resource materials for teachers are prepared specifically on FLN in the local languages by SCERT - Teachers manuals, Activity Handbooks, resource materials for teachers on FLN are QR coded or Energized with e-content tagging through DIKSHA - Special resource material for children with disabilities in FLN years is developed by SCERTs

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
				- Number of items in the online item bank developed by SCERTs, including criterion-referenced items for classes 1 to 5 related to the measurement or achievement of each learning outcomes (at least 500 items per grade). Percentage of teachers - Teaching grades 1-3 who have access to these resources - Percentage of grade 1-3 teachers trained to use these resources
5.	Capacity building of Teachers of Grades I to V (New)	- Specific Teacher Training Modules focusing on FL&N will be designed through NISHTHA by NCERT. - FLN-NISHTHA modules will specifically contain a module on bridging the language barrier and teaching in mother tongue/regional language/home language. - FLN-NISHTHA will also contain a specific module on peer learning and how parents can be utilized as volunteers in the schools. - Adoption of NISHTHA-FLN by the state will be done through SCERT translating it into local language - SCERTs will be the nodal agency in the State to conduct NISHTHA as well as all other supplementary in-service teachers' training.	As per the in-Service teacher training norms of the scheme.	- Completion of the FLN-NISHTHA module by all teachers teaching grades 1 to 3 - Number of Teachers who have undergone additional in-service training in specialized themes of FLN (Assessment, ICT, HPC, Child Tracking etc.) - Number of times the CRC/BRC visits the school to assess performance – once a month/once in two months/three months/four months/six months or more - Percentage of Teachers using innovative pedagogies in the classrooms, such as, toy/game-based pedagogy art-integrated learning, sport-integrated learning, experiential learning, story-telling pedagogy as reported through CRC/BRC visit - Percentage of teachers in grades 1-3 using the mother tongue as the link language for instructional delivery

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		- Teachers will be trained specifically on self-developing requisite TLMs in language spoken by child - Teachers from SEDG areas, and Aspirational districts will be trained on priority (NEP Para 2.3 & 2.4) - All Teachers teaching grades 1-3 will be trained on the variety of pedagogies that are important for joyful education at FLN level – art-integrated/sport-integrated/toy-based/story-telling/experiential/ICT-integrated/activity-based pedagogies		
6.	Independent, periodic and holistic assessment of Students (New)	- Formative and periodic assessment of the learning outcomes of Class I & II and desired competencies grade and subject-wise. - Assessment of progress and achievements by students, schools and states/UTs in FL&N will be at four levels (school-based assessment, SAS, third party assessment and NAS). - For the first level, that is, school-based assessments, a Holistic Progress Card will be designed by NCERT (for KVS/JNV/CBSE schools) for the foundational years. - SCERT to develop an App based Rubrics for Holistic Progress Card to focus on Knowledge, Competencies/Skills, Attitudes, Values, etc.	Up to @ ₹ 10 to 20 lakhs per district depending upon the size of the districts and states.	- Percentage of students acquired grade level competencies in language and Literacy in grade 1 as evidenced from HPC - Percentage of students acquired grade level competencies in Numeracy in grade 1 as evidenced from HPC - Percentage of students acquired grade level competencies in language and Literacy in grade 2 as evidenced from HPC - Percentage of students acquired grade level competencies in Numeracy in grade 2 as evidenced from HPC - Percentage of students acquired grade level competencies in language and Literacy in grade 3 as evidenced from HPC - Percentage of students acquired grade level competencies in Numeracy in grade 3 as evidenced from HPC

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		and AI based analysis. This will utilize the national level HPC prepared by CBSE and NCERT as the basis of developing the state/UT level HPC in the local language. • HPC should be such that the teacher has to fill it up at least twice/thrice in a year • SCERT to also delineate the speed of reading with comprehension in the local language, or Oral Reading Fluency (ORF) for grades 2 to 8 • Holding Periodic independent State level, third-party assessments and national surveys. • Additional strategies deployed for enhancing learning and acquiring of relevant competencies – peer learning, parents as volunteer teachers, ICT integration, CRC/school complex level joint activities, etc.		• Percentage of students acquired grade level competencies in language and Literacy in grade 1 as evidenced from NAS • Percentage of students acquired grade level competencies in Numeracy in grade 1 as evidenced from NAS • Percentage of students acquired grade level competencies in language and Literacy in grade 2 as evidenced from NAS • Percentage of students acquired grade level competencies in Numeracy in grade 2 as evidenced from NAS • Percentage of students acquired grade level competencies in language and Literacy in grade 3 as evidenced from NAS • Percentage of students acquired grade level competencies in Numeracy in grade 3 as evidenced from NAS • Percentage of children in grade 3 who have acquired grade level ORF.
7.	Development of a robust technology enabled Monitoring Mechanism (New)	• To track children's learning progress and prepare a baseline data base for assessment of class/children at the beginning. • Development of dashboard by states/UTs to have school/CRC/BRC/District/State level information. • Reporting of progress to the national level Mission for FLN (NEP para 2.2. and 3.2)	• Provision under National Component at national level • For States/UTs, the provision of child tracking has been provided under MIS component.	• Systematic reporting of school-wise/student-wise progress data, at least twice/three times a year at national, state, district. • Systematic reporting of student-wise progress data, at least twice/three times a year at BRC, CRC and school level •

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
8.	Formation of PMU at National, State and District level (New)	• Setting-up of State/District PMU including subject experts/IT personnel/Data analysts etc. • Provision for PMU at States/UTs/Districts will be made as per the size, school going population/enrolment etc. • An Implementation Framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FL&N Mission will be prepared by each State/UT. • Year wise targets to be achieved would also be indicated in the plan. • CRC/BRC guidelines for periodic assessment of schools/teachers progress/performance.	• Provision under National Component for PMU at national level • For setting up and functional cost of PMU at State/UT level, financial support will be provided from ₹ 25 lakh to ₹ 1 crore per State/UT. • For setting up and functional cost of PMU at District level, financial support will be provided from ₹ 6 to ₹ 24 lakh per district.	• Quarterly analysis of data related to improvement of leaning level of students. • Remediation/course correction interventions every quarter/every six months/every year. • Percentage of schools given academic support as a part of course correction. • Percentage of teachers given additional training as a part of course correction.
3. ACCESS AND RETENTION				
	Goals: 1. Ensure universal access and afford opportunity to all children of the country to obtain quality holistic education - from pre-school to Grade 12. 2. Provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary to Grade 12 by: a. Upgrading/Opening New Schools b. Strengthening of Existing Schools 3. Ensure that children have the opportunity to attend a quality school and learn at the appropriate level by: a. Providing Residential Schools/Hostels b. Providing safe and practical Transport/Escort Facility			
9	Opening of New/ Upgraded Schools	• In order to curtail dropout rates and ensuring universal access to education at all levels, support for infrastructure from Pre-Primary to grade 12 will be provided (NEP Para 1.4, 1.6, 3.2 & 8.8) • States/UTs to prepare comprehensive ten-years projection	• As per specified standards and State Schedule of Rates (SSOR) or CPWD Rates, whichever is lower • No expenditure under the Programme shall be incurred on construction of office buildings.	• Improvement of enrolment (GER & Adjusted NER) at all levels • Improvement in Gross Access Ratio (GAR) at all levels. • Percentage of children in multi-class/grade units (where more than one grade students are taught

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
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		report on the need for adequate resources in all schools. Provision for: • New/Upgraded schools from classes Pre-primary (not stand alone pre-primary) to Class 12th (NEP Para 1.6) • Addition of new subjects in existing senior secondary schools • Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and the 115 aspirational districts identified by Niti Aayog etc. • To ensure that all students, particularly students from underprivileged and disadvantaged sections, have universal, free and compulsory access to high-quality and equitable schooling all new schools/hostels, to have following (NEP Para 8.8): ○ provision of rain water harvesting system ○ solar panel and ○ Barrier free access ○ Separate toilets for boys and girls ○ Hand wash facilities for MDM • All proposals for upgrading/opening new schools must contain a non-negotiable component of convergence with	• Assistance for Recurring Expenditure including manpower deployment in new Primary/Upper Primary Schools of up to ₹ 10 lakh per school and new Secondary Schools of up to ₹ 25 lakh per school. • Assistance for Recurring Expenditure including manpower deployment in new Senior Secondary Schools of up to ₹ 40 lakh for one combination of subjects approved by State Board. • For each additional combination of subjects in an existing senior secondary school, a recurring financial grant of ₹ 15 lakh per annum will be provided under the scheme based on the enrolment of students. • For a Senior Secondary section/school to be viable in terms of teachers and other facilities, it is desirable to have two sections for each subject. A school that offers a single subject of study, the total number of students in Grade XI would be 60 (30 students per section) and a maximum of 60 students in Grade XII. Thus, the maximum number of students in a school offering a single subject of study would be 120. In a school that offers two subject combination of study, the total number of students in Grade XI	together in one classroom) • Transition rate from: ○ class 1-2 ○ class 2-3 ○ class 3-4 ○ class 4-5 ○ class 5-6 ○ class 6-7 ○ class 7-8 ○ class 8-9 ○ class 9-10 ○ class 10-11 ○ class 11-12 • Retention rate at all levels, from pre-primary to grade 12 • Average attendance rate of teachers in Elementary schools • Average attendance rate of teachers in secondary/senior secondary schools • Percentage of students missing attendance for more than 60 days in a year in elementary schools. • Percentage of students missing attendance for more than 60 days in a year in Secondary/senior secondary schools. • Percentage of students with disabilities missing attendance for more than 60 days in a year in elementary schools. • Percentage of students with disabilities missing attendance for more than 60 days in a year in Secondary/senior secondary schools. • Percentage of students missing attendance for more than 60 days in a year in residential schools.

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
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		provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.	would be 120 (four sections) and a maximum of 120 students in Grade XII. In a school that offers three additional subjects, the total number of students in Grade XI would be 180 (six sections) and a maximum of 180 students in Grade XII. ● In case of vacant posts in the new/upgraded schools, recurring cost will be reduced accordingly.	● Percentage of students with disabilities missing attendance for more than 60 days in a year in residential schools. ● Student Classroom Ratio (SCR) Total SCR ratio at: i. Foundational stage – grades 1 and 2 ii. Preparatory stage – grades 3-5 iii. Middle stage – grades 6-8 iv. Secondary stage – grades 9-12
10	Residential Schools/ Hostels	● Renamed as Netaji Subhash Chandra Bose Awasiya Vidyalaya. ● Support for reaching out to children in sparsely populated, or hilly and densely forested areas with difficult geographical terrain and border areas where opening a new primary or upper primary school and Secondary/Senior Secondary schools may not be viable. (NEP para3.2). ● Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs) and the 115 aspirational districts identified by Niti Aayog etc. ● Incinerator and Sanitary pad vending machines in all girls hostels from funds provided. ● All proposals for upgrading/opening new schools must contain a non-negotiable component of convergence with	● As per SSOR/CPWD Rates, whichever is lower ● As per norms for KGBVs/Girls Hostel	● Percentage of overcrowded classrooms (more than 40 students) ● Percentage of underutilized classrooms (less than 30 students) ● Percentage of unutilized classrooms ● Percentage of Elementary schools with separate Library room ● Percentage of Elementary schools with own potable Drinking Water facility ● Percentage of Elementary schools with Ramps and handrails ● Percentage of Elementary schools with Functional and separate boys and girls Toilet ● Ratio of total girls' enrolment to total number of girls' toilet in Elementary schools ● Ratio of total boys' enrolment to total number of boys' toilets in Elementary schools ● Percentage of Elementary schools with boundary walls ● Percentage of Elementary schools with hand wash facilities

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
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		provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.		- Percentage of Elementary Schools with Computer Room - Percentage of Secondary/Senior Secondary Schools with Science and Maths Lab - Percentage of Secondary/Senior Secondary Schools with Computer Room - Percentage of Secondary/Senior Secondary Schools with Art Cultural Room - Percentage of Secondary/Senior Secondary Schools with Library room - Percentage of Secondary/Senior Secondary Schools with Drinking Water facility - Percentage of Secondary/Senior Secondary Schools with Ramps and handrails - Percentage of Secondary/Senior Secondary Schools with functional boys and girls Toilet - Percentage of Secondary/Senior Secondary Schools with boundary wall - Ratio of total girls' enrolment to total number of girls' toilet in Secondary/Senior Secondary schools - Ratio of total boys' enrolment to total number of boys' toilets in Secondary/Senior Secondary schools
11	Strengthening of Existing Schools	Provision for: - Strengthening activities/infrastructure support to be provided for pre-primary sections in Primary School - Science and Maths Lab, Computer Room, Art Cultural Room, Library, ACR, Water & Toilet, essential classroom furniture, School infrastructure as per the provisions in the Schedule of the RTE Act, 2009 - Major Repair, Minor Repair - Electrification - Rain water harvesting system - Solar panel - Barrier free access - Residential Quarters for teachers in remote and difficult areas - Classroom cum workshop for Vocational Education in schools Hub for other schools in the neighborhood. - Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs) and the 115 aspirational districts identified by Niti Aayog etc. - All proposals for strengthening of existing schools must contain a non-	- As per SSOR/CPWD Rates, whichever is lower - The building plan to mandatorily include rain water harvesting and barrier free access. - Electrification will also include Energy saving fittings; it may also include Renewable Energy (like Wind Energy, Hydro Electric energy, Solar Energy etc.) based on the proposal received from the state after seeing the viability.	

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		negotiable component of convergence with provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc. (Admissibility for Govt. Schools)		
12	Transport/ Escort Facility	- Provision for transport /escort facility up to secondary level for Children in remote habitations with sparse population where opening of schools is unviable or where Gross Access Ratio is low. - State would need to notify such habitations and identify the number of children in that habitation who would be provided this facility. This would be appraised based on the data provided by the State for such children under UDISE+. (Admissibility for Govt. Schools)	- To increase access at the secondary level transport facility will be extended for areas where schools are not available within prescribed area or setting up of a new school is not feasible and there is no State scheme for supporting transport facility. (NEP Para 6.4) - Transport facility may be provided up to an average cost @ ₹ 6000/ per child per annum up to Class X. - This would be appraised based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided. - The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts linked to the actual attendance.	
4. RTE ENTITLEMENTS				
	Goals: - To support states in implementation of various provisions of RTE Act Provision of free uniforms and free textbooks to eligible students at elementary level for reducing sense of economic disparities among students and focusing on improving their learning outcomes - For providing equitable access: Reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act			

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
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	3. Community Mobilization for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of learning enhancement sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. 4. Build capacity of SMC/SMDC to give better student, teacher and school support.			
13	Free Uniforms	●To access Gol funds, the State RTE Rules must declare uniform as a child entitlement up to class VIII ●These will be appraised based on the data provided by the State for such children under UDISE+. ●Procurement of uniform or stitching may be done through local self-help groups/SMCs	●Two sets of uniforms for all girls, and children belonging to SC/ST/BPL families' in Government schools up to class VIII at an average cost of ₹ 600/- per child per annum. ●The option of Cash transfer will be allowed in the form of DBT to Aadhaar linked bank accounts.	●Improvement in retention rate at elementary level ●Increase in GER and NER ●Improvement in transition rate from Primary to upper Primary ●Percentage of eligible students provided uniforms in the given year ●Percentage of students provided DBT in lieu of uniform ●Percentage of students provided new textbooks in the given year ●Percentage of students provided new textbooks before start of academic session ●Percentage of CWSN provided books in Braille or large print
14	Free Textbooks	●Textbooks in appropriate languages and at appropriate levels of difficulty are relatively low-cost inputs with high returns in terms of student achievement ●State should ensure timely supply of books before the start of the academic session ●For the purpose, a real time monitoring tool should be instituted so that there is no delay in supply of textbooks ●The availability of such textbooks in all regional languages will be a top priority so that all students have access to high-quality learning. ●Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help conserve the environment and reduce the logistical burden. ●All efforts will be made in preparing high-quality	●Provision for textbooks to all children in Government/Local Body and Government aided schools, including Madaras desirous of introducing the State curriculum, at an average cost of ₹ 250/- per child at primary level and ₹ 400/- per child at upper primary level. ●Primers/textbooks developed for tribal languages with bridging materials to facilitate a transition to the State language of instruction and English, would be eligible for textbooks for classes I and II within the ceiling of ₹ 200/- per child. ●The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts. ●Provision may be made for energized textbooks.	

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		bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English. These will be appraised based on the data provided by the State for such children under UDISE+. (Admissibility for Govt. and Govt. Aided Schools)		
15	Reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act.	- As per Section 12(1)(c), reimbursement needs to be provided for admission of EWS students in neighbourhood private unaided schools. - This reimbursement would be done based on proof of actual payment to schools by the States. - There should be a transparent system of admissions and monitoring system for such admissions. - These will be appraised based on the school wise data provided by the State for such children on PRABANDH during AWP&B.	The reimbursement would be based on per child norms notified by the State/UTs for classes I to VIII subject to a maximum ceiling of 20% of the total AWP&B approved by the GOI for State/UTs under the Programme.	- Online and transparent system for admitting children under section 12 (1) (c) – Yes/No - Percentage of such students (girls/boys/total) who transitioned to class 9 - Percentage of boys, girls, transgender and CWSN children admitted under this provision.
16	Special Training for age appropriate admission of out-of-school children (OoSC) at Elementary Level	- Special Training facility for out-of-school children to enable a child, admitted to an age appropriate class, to integrate academically and emotionally with the rest of the class. - This assistance will be appraised based on an assessment of the	- Up to ₹ 6,000/- per child per annum for non-residential courses. - Up to ₹ 20,000/- per child per annum for residential courses. - For out of school children at 16 to 19 years of age through the Open school system (NIOS/SIOS) at	- Reduction in drop out of children - Reduction in number of OoSC - Conduct of regular household survey by States/UTs for identification of OOSC in May/June every year - Percentage of identified children mainstreamed in the formal education

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		success of the State/UT in mainstreaming children who have been provided special training facility. This will be an outcome based component to incentivize better performing States. Support through NIOS for out of school children for age group of 16-19. Number of children to be supported will be based on an increase in the number of students enrolled in NIOS/SIOS in over the year 2020-21. (Aligned with NEP Para 3.1)	secondary/senior secondary stage, the support will be provided up to ₹ 2000 /- per child per grade. The support will be to SEDG children for, accessing course materials and certification. 30% of the grants will be released based on the number of children mainstreamed. - Item-wise costs to be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State Executive Committee of project within the overall ceiling.	system (non-residential schools) - Percentage of identified children mainstreamed in the formal education system (residential schools) - Percentage of identified children mainstreamed in the open school education system.
17	Community Mobilization	- Activities to enhance Community participation and monitoring for universal access, equity and quality - State level portal to be prepared for creating a database of literate volunteers, retired scientists/government/semi government employees, alumni, and educators for this purpose. (NEP Para 3.7) - States/UTs will particularly prepare guidelines for parental engagement as mentors/resources/volunteers in school to help the FLN mission and students in elementary and secondary schools. (NEP Para 2.7) - Guidelines will specifically cover involvement of community and alumni	Up to @ ₹ 1500 per school for Government Schools subject to specific plan	- Improvement in enrollment (GER/NER) at all levels - Reduction in drop out at all levels - Ratio of number of schools to number of School Development Plans prepared by involvement of SMCs/SMDCs - Ratio of number of schools to number of volunteers/alumni/retired teachers/parents engaged in educational activities in the schools (to be taken from Vidyanjali)

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		in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. - Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary/secondary level. (NEP Para 1.5) Workshops/Lectures/ Programmes for creating Awareness on RTE Act, Learning Outcomes etc. - States/UTs will prepare online training modules for volunteers to understand how they can be involved in school education.		
18	Training of SMC/SMDC	- Capacity building and Support to SMCs/SMDCs - Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP). - The SDPs and SCDPs of all schools/school clusters of all states/UTs shall be in the public domain. - The SMC will use the SDP and SCDP for oversight of the functioning and direction of the school	Up to @ ₹ 3000 per school for Government Schools subject to a specific plan	

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		and will assist in the execution of these plans. • SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders • SCERT will prepare online training module for SMC members to be able to undertake all this. Schools will also interact with the SMC members to update them on latest developments.		
19	Support to the SCPCR (NEW)	Providing support to the SCPCR for grievance redressal and protecting the rights of the child under the RTE Act.	Provision of ₹ 50 per elementary school will be available for the SCPCR	• Frequency of safety and security audit of schools for ensuring child safety (once/twice/three times/four times/more than four times a year) • Percentage of schools where SMC is involved in safety and security audit of schools • Percentage of schools where parents are involved in safety and security audit of schools • Percentage of schools where senior students are involved in safety and security audit of schools
5. QUALITY AND INNOVATION INTERVENTIONS				
	Goals: 1. Improving learning levels of students at all levels 2. Providing Learning Enhancement/Enrichment Programme (LEP) to close the gap in achievement of learning outcomes 3. Assessing learning levels at National & State level to assess the gap in achievement of learning outcomes 4. Creating Holistic Report card (HPC) to reflect the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains 5. Ensure a conducive learning environment replete with basic minimum equipment required for the holistic development of all learners through the provision of			

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	Composite school Grant, so that students and teachers are comfortable and inspired to teach and learn in their schools			
20	Learning Enhancement Programme (LEP)/Remedial teaching	- To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. (Para 4.6) Learning Enhancement/Enrichment Programme envisages that each student is given the opportunities necessary for her to make meaningful progress in acquiring skills/competencies, through a process of continuous improvement in teaching and learning. This programme will include following four areas: a) Classroom based interventions focusing on enhancing the students' learning capacities – that is, activity-based and hands-on experiential/art-integrated/sport-integrated learning to acquire listed learning outcomes. Here, teachers are expected to record individual Student Academic Progress to be able to identify areas of improvement from time to time. Every teacher shall be expected to: - Set acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.	- Financial Support will be provided under State Specific project as per the allocation of flexi fund under quality subject to viable proposal received from the State/UTs. - LEP may be provided for weaker students including CWSN at a unit cost of up to ₹ 500 per student after proper identification based on an assessment done at the beginning of the academic year/end of last academic year. - The funding would be considered for individualized learning interventions for a maximum of 25% students, including CWSN, of the total strength of the class at each level subject to submission of assessment results. - This intervention would be available for students from Class VI to XII.	- Percentage of students repeating a grade (in grades 3/5/8/10/12) - Percentage of male/female/CWSN repetition rate (3/5/8/10/12) - Improvement in proficiency level of district in achieving learning outcomes (3/5/8/10) as evidenced by NAS/SAS/third-party assessment - Percentage of Learning Outcomes found to be underachieved (as compared to national average) in district in NAS/SAS/third-party assessment (based upon analyzing anonymised samples by SCERTs) - Percentage of schools participating in various Topic-centered/Project -based Clubs or Circles in both offline/online mode - Percentage of students of above schools participating in various Topic-centered/Project -based Clubs or Circles in both offline/online mode

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		• Document the progress of each student throughout the year. • Provide evidence that achievement goals have been met, including the state specific indicators for student growth. • Use available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. b) Academic enrichment in classrooms aimed at engaging students beyond classrooms through various interventions, such as, group research, group work, portfolios, presentations by students, debates, quizzes, library books, extra reading, project-work, etc. c) Academic enrichment beyond classrooms - Topic-centered and Project-based Clubs and Circles d) Individualized learning interventions for children with special needs, and identified slow learners, especially with the help of peer learning, parental/volunteer involvement, etc.		

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		- Classroom-based interventions (within school hours) for enhancement of Learning Outcomes especially for classes in schools located in areas/districts where students have lower performance under the National Achievement Survey/SLAS from Class V, VII, X etc. - This intervention would be available for students from Class VI to XII. - Children will be empowered to become self-learners. This intervention is proposed to be child centric in order to ensure visible improvement in learning outcomes of the students. This will include: - Development of specific teaching aids/tools by school teachers to enhance classroom learning in the school. - Continuous and comprehensive school-based Assessment will be encouraged for this. States will develop criterion-referenced item banks for the measuring the achievement against the defined learning outcomes, for grades 6 to 12 (grades 1-5 are covered under FLN Mission) with at least 500 items per subject/per grade.		

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		○ Development of a technology-based individual student tracker of progress at state/UT level ○ SCERTs will also develop teacher resources for classroom transaction in the form of bite-sized explanation videos for each Learning Outcome for grades 4-12, for each subject. ● For the intervention on academic enrichment and recording of student progress by teachers, state/UT will develop training modules and exemplar material for teaching-learning through - activity-based and hands-on experiential/art-integrated/sport-integrated learning, portfolios, project work, etc. this would be very helpful in particular for Gifted children. State/UT will also develop a technology-based portal and App for aiding teachers to record progress.		

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
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		• Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond, both in online as well as offline mode. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on. • Individualized learning interventions will be undertaken for CWSN and slow learners after identification based on medical assessment. There will be pre-assessment and post assessment conducted to measure the achieving of outcomes. The results of the pre training assessment and post training assessment to be shared with Ministry of Education (MoE). • Dipstick exercises will be undertaken at periodic intervals in small samples by states/UTs to know the hard spots among LOs, so that teacher capacity building can be focused on these areas. (Admissibility for Govt. Schools)		

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*				
		Programmatic Norms	Financial Norms					
21	Assessment at National & State level	- For assessment of learning levels of children along with school evaluation, the mode of assessment would be through NCERT/other external agency for classes 3 to 12th periodically. - Analysis of assessment results and linkage with the design of Learning Enhancement/Enrichment Programmes teaching and training of teachers	Up to @ ₹ 10 to 20 lakhs per district depending upon the size of the districts and states.	- Percentage of students in the district of grade 3/5/8/10 who have acquired grade level competencies (NAS) - Percentage of Learning Outcomes found to be underachieved (as compared to national average) in district in NAS/SAS/third-party assessment for grades 3/5/8/10/12 (based upon analyzing anonymized samples by SCERTs)				
22	Holistic Report card for Students(New)	- The progress card of all students will be completely redesigned by States/UTs under guidance from the PARAKH National Assessment Centre, NCERT, and SCERTs. - Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains. - AI-based software would be developed and used by students to help track their growth through their school years. (NEP Para 4.35)	Provision of ₹ 5 per student (Admissibility for Govt. and Govt. Aided Schools)	- Percentage of teachers trained post-NAS - Percentage of students receiving HPC once a year/twice a year/never.				
23	Composite school Grant	School grant to all Government schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, laboratories, electricity charges, internet, water, development of specific teaching aids/tools by school teachers to enhance classroom learning	Composite Grant (for Government schools) - There must be transparency in utilization and provision for social Audit. - To be spent only by VEC/SMC/SMDC <table><tr><th>Number of students in School</th><th>School Grant *</th></tr><tr><td>100</td><td>₹ 25000/- (including at-least ₹ 2500 for swachhta)</td></tr></table>	Number of students in School	School Grant *	100	₹ 25000/- (including at-least ₹ 2500 for swachhta)	- Percentage of schools that undertook school maintenance (repair of existing school building, toilets and other facilities etc.) in the last financial year - Percentage of annual expenditure of schools under Swachchhta Action Plan - Percentage of schools developed teaching aids. - Percentage of schools participated in SwachhaVidyalaya
Number of students in School	School Grant *							
100	₹ 25000/- (including at-least ₹ 2500 for swachhta)							

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*								
		Programmatic Norms	Financial Norms									
		in the school under LEP etc. - To provide annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. - Promote Swachh Bharat campaign - Must involve elements of community contribution. - Objective is to ensure decent and pleasant conditions at schools as per NEP 5.9. - States/UTs to issue joint circulars with concerned departments for ensuring convergence of resources. All schools to make efforts for convergence with the provisions of various other departments, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.	<table><tr><td></td><td>action plan).</td></tr><tr><td>>100 to ≤ 250</td><td>₹ 50,000/- (including at-least ₹ 5000 for swachhta action plan).</td></tr><tr><td>> 250 to ≤ 1000</td><td>₹ 75,000/- (including at-least ₹ 7500 for swachhta action plan).</td></tr><tr><td>> 1000</td><td>₹ 100,000/- (including at-least ₹ 10000 for swachhta action plan).</td></tr></table> Less than 30 enrolment-₹ 10000/-		action plan).	>100 to ≤ 250	₹ 50,000/- (including at-least ₹ 5000 for swachhta action plan).	> 250 to ≤ 1000	₹ 75,000/- (including at-least ₹ 7500 for swachhta action plan).	> 1000	₹ 100,000/- (including at-least ₹ 10000 for swachhta action plan).	Rankings and attained 4/5 star ratings and above.
	action plan).											
>100 to ≤ 250	₹ 50,000/- (including at-least ₹ 5000 for swachhta action plan).											
> 250 to ≤ 1000	₹ 75,000/- (including at-least ₹ 7500 for swachhta action plan).											
> 1000	₹ 100,000/- (including at-least ₹ 10000 for swachhta action plan).											
24	LIBRARIES	- In order to complement the activities under Foundational Literacy and Numeracy and inculcate reading habits among students of all ages, strengthening of school libraries including purchase of books - Must involve elements of community contribution	In view of the existence of multiple categories, and in view of the need to encourage and expand digital libraries, it is proposed to rationalize the library grant as per the following: a) Up to ₹ 5,000 for schools up to Primary level b) Up to ₹ 13,000 for schools up to upper primary c) Up to @ ₹ 15,000/- for Secondary schools	- Ratio of total enrolled students in school to total number of library books in school - Percentage of students who borrowed at least two books in the academic year in the school. - Percentage of students who have achieved Age appropriate Oral Reading Fluency amongst students of Foundational stage • •								

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		• Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages. • School libraries will be used to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. • States/UTs may take extensive initiatives to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres. Digital libraries will also be established. (NEP para 2.8) (Admissibility for Govt. Schools)	d) Up to ₹ 20,000 for Senior Secondary schools • These grants will be provided on the basis of progress/utilization of previous years. • These grants will be available on an annual basis. • States/UTs are encouraged to recommend and facilitate digital libraries for schools.	
25	SPORTS AND PHYSICAL EDUCATION	The sports equipment will be provided under this component. Expenditure for meeting expenses on procuring sports equipment for indoor & outdoor games in convergence with Department of Sports. In order to develop fitness as a lifelong skill and attitude, specific dedicated time to be allotted in the school time table on for sports and physical education in accordance with para 4.6 of NEP. (Admissibility for Govt. Schools)	• Up to ₹ 5,000 for Primary school • Up to ₹ 10,000 for upper primary • Up to ₹ 25, 000 for Secondary and Senior Secondary • These grants will be provided on the basis of progress/utilization of previous years. • These grants will be available on an annual basis. • Additional grant of up to ₹ 25000/ will be provided to schools in case at least 2 students of that school win the medal in Khelo India National school games competition.	• Percentage of schools participated in School Fitness ratings. • Number of students who have participated at District/State/National level sports events. • Number of students who have received certificate/medals at District/State/National level. • Number of days in a week when sports/physical education period is mandated in schools.

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
26	Rashtriya Avishkar Abhiyan (RAA)	To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA in order to inculcate the following: • Mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. • Activities involving coding will be introduced in Middle Stage in all schools in a phased manner by building capacity of existing Maths/Science teachers. State/UT will develop online teacher training modules for teaching-learning Coding at Middle stage (grades 6-8) in every school. • To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA in order to inculcate the following: Scientific temper and evidence-based thinking; creativity and innovativeness (NEP para 4.23) • Capacity building of maths teachers for promoting the study of joyful mathematics related to real-life	Depends upon the State specific proposal which would include Science and Maths kits, Science and Maths fair/exhibitions, capacity building of Science and Maths Teachers, exposure visits, mentoring by higher educational institutions etc.	• Number of Maths/Science Fairs/exhibitions arranged at state level/district level/block level/school level in last academic year • Percentage of schools participating in Maths Circle/Science Circle in both offline/online mode • Percentage of Middle school maths/science teachers trained to teach Coding at middle level • Percentage of Middle school where Coding is taught at middle level

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		experiences and mathematical thinking involving artificial intelligence, machine learning, and data science, etc. (NEP Para 4.25) Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles including Science Circles and Math Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. (Para 4.44)		
27	Innovation	Flexible funds for innovation State Specific Projects for improvement of Quality and access of Education. Some indicative areas are: - Enrolment drives, ensuring physical safety & zero tolerance to breach of child rights, tracking out of school children, monitoring health of children, zero drop out Panchayats, Blocks, Districts, etc., advocacy and awareness campaigns. (NEP Para 3.1) - Curriculum reforms, revision of textbooks to be undertaken by the SCERTs, TLM for experiential learning including innovative pedagogy (including hands-on learning, arts-integrated and	a) Financial Support will be provided under State Specific project as per the allocation of flexi fund under quality to the state subject to: b) Proposals received should be sustainable with long-term planning, vision and interventions and with clearly defined measurable outcomes. c) Proposal should not be procurement centric. d) The total estimate under innovation component will be provided of up to 5% of the total AWP&B approved by the GOI for States/UTs under the Programme.	- Increase in enrolment, transition and retention rate at all levels - Improvement in student attendance - Improvement in teacher attendance - Improvement in learning outcomes of students at all levels (NAS/SLAS) - Ratio of enrolled students to students who are taking at least one vocational course at secondary level - Percentage of schools in Twinning arrangement - Percentage of schools that are part of a school cluster/complex for efficient sharing of resources - Number of children identified as talented/gifted

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		sports-integrated education, story-telling-based pedagogy, among others etc.), materials relating to multilingualism including teaching in mother tongue, Aptitude Tests etc. will be part of innovation. (NEP Chapter 4) • Bagless days with internship with local craftsman for exposure to vocational. (NEP para 4.26) • Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. as mapped by local skilling needs. (NEP Para 4.26) • Integration of vocational education programmes into mainstream education in a phased manner including beginning with vocational exposure at early ages in middle and secondary school. (NEP Para 16.4) • Effective Resourcing and effective governance through School Complex/Clusters/any other innovative mechanism to group and rationalize schools to facilitate the sharing of resources and render school governance more local, effective, and efficient. (NEP Para 7.5 and 7.7)		• Percentage of schools conducting at least three EBSB activities a year • Percentage of schools that have participated in in various national programmes such as Olympiad, Kala Utsav, Khelo India, Hackathons etc. • Percentage of Gram panchayats that have declared themselves as zero drop out GPs

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		● For identifying and nurturing gifted children States/SCERTs will be responsible for and can undertake the following: ○ Create awareness regarding Olympiads/competitions and the path where they lead ○ The identification of giftedness may be taken up at four levels: School, district, State, and National. ○ Hold various training and development programmes for teachers to enable them to identify talented/gifted children for nurturance ○ States/UTs to initiate this based on (a) identifying based on classroom experience (b) utilizing available testing tools for those whose talent is spotted in the classroom by the teacher (c) relying on data of sub-set of students from the school who succeed in Olympiad/competition at national level. ○ Designing programmes of nurturance at state level ○ Identifying local institutions and organizations that can help in nurturance of talent at school level. The coaches and trainers of national and international repute		

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		may also be identified and engaged for training such children in online mode. ○ Establishing linkages with Institutes of Higher learning, Non-governmental organizations and others for nurturing talent at state level. ○ Supporting development policies for nurturing talent at the State levels and feeding into the central level. ○ Training programme of 2-4 weeks duration (preferably online), in areas such as sciences, mathematics, arts, classical music and dance and sports can be organized during school holidays for talented/gifted students. ○ Additional courses/ material may be made available online (like Edx, Coursera and Swayam) or through correspondence following the initial training of one to two months. ○ Mentoring of the exceptionally talented can be continued thereafter with the help of specific mentors assigned for each child. (NEP Para 4.44) ● Hackathons will be organized ● Participation in and holding of Olympiads and competitions in various subjects will be		

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		encouraged. (NEP Para 4.45) - To expose children to the diversity, natural resources, and rich culture of India, specific activities will be undertaken under Ek Bharat Shreshtha Bharat (EBSB) (NEP Para 22.1 to 22.8) - Facilitating Twinning between public and private schools in the State/UT. (NEP Para 7.10 to 7.12) - Activities like Kala Utsav, Yoga Olympiad, Band competitions etc.		
6. FINANCIAL SUPPORT FOR SALARY OF TEACHERS				
	Goal: To provide financial assistance to the state/UT towards the Salary of Teachers (HMs/Teachers), who are at the heart of the learning process and ensure maintenance of PTR norms at the school level.			
28	Financial Support for Teacher Salary (HMs/Teachers)	Teachers will be recruited as per the terms and conditions of the respective States/UTs Salary Structure will be determined by the State norms for salaries. The entitlement would be determined after an assessment of the requirement of the posts and adequate deployment of teachers as per the PTR norms. This will be based on the data provided by the State for teachers under UDISE+. There will be no separate cadre of teachers sanctioned by the Centre. All teachers are ultimately the	Salary Structure will be determined by the State norms for salaries. The Central share under the Scheme for teachers' salaries for posts sanctioned by the Centre under erstwhile Schemes of SSA and RMSA will be restricted as per the prevalent fund sharing pattern based on the financial norms given below: Support for salary of teachers will be provided to the states as a lump sum grant and not on the basis of number of teachers as per following formulation; 2021-22: 100 % of central share of expenditure in 2019-20/2020-21. 2022-23: 95% of central share of	- Percentage of lower primary schools with PTR=30 - Percentage of schools below PTR 30 - Percentage of schools PTR> 30 - Percentage of teachers undergone at least 50 hours of TPD per year - Percentage of teachers with 90-100% attendance; with 80-90% attendance; %age of teachers<80% attendance - Percentage of TET qualified teachers - Number of Headmasters/Principals to number of schools ratio - Percentage of Headmasters/principal directly recruited. - Number of subject teachers in grade 9-12 to

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		responsibility of the State Government. Teachers will be adequately deployed to ensure that all schools follow the PTR norms. The vacancies in the State cadre of teachers should not be more than 10% of the total sanctioned posts. Qualified counsellor may be provided at the secondary and Sr. Secondary level in a phased manner, however, the services of counselor may be extended to all schools at cluster level. The counselor would visit all schools in a cluster, at least once in every 15 days.	expenditure incurred in 2019-20/2020-21. • 2023-24: 90% of central share of expenditure in 2019-20/2020-21. • 2024-25: 85% of central share of expenditure in 2019-20/2020-21. • 2025-26: 75% of central share of expenditure in 2019-20/2020-21. This grant will be further subject to the state/UT maintaining the same percentage of vacancies as in 2021-22 and will be reduced in case the percentage of vacancies increases. For UTs without Legislature (5), as Central share is 100%, the support for Teachers' salaries will be as per the UT norms.	enrolled students in the given subject ratio • Operational transparent online teacher recruitment and transfer system (Yes/NO)
7. APPOINTMENT OF LANGUAGE TEACHERS				
29	Appointment and training of language (Hindi) teachers in North Eastern and Non Hindi Speaking States	• Financial assistance as Honorarium, shall be admissible to the North Eastern States and Non-Hindi speaking states for covering students of Classes I to XII. • Financial assistance as Honorarium would be admissible based on the prevailing salary structure of Hindi Teachers employed in the Schools of the State Govt. • State Governments shall ensure that Minimum qualifications for appointment of a language teacher shall be as per norms of Right of Children to Free and Compulsory Education Act, 2009	• Assistance would be given up to ₹ 30, 000 per month not exceeding the amount of salary paid to regular language teachers in the respective States ₹ 150 per student for schools having provision of Hindi teacher, for provision of bilingual teaching learning material and books. • Continuous professional development of teachers will be provided as per the norms of in-service-teacher training norms.	• Percentage of schools having Hindi teachers • Number of Hindi teachers available • Percentage of Hindi teachers per school undergone at least 50 hours of TPD per year • Percentage of TET qualified Hindi teachers

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		and qualifications as prescribed by NCTE. • Provision for in-service training will be made as per norms of in-service training. • Provision of study material in Hindi		
30	Appointment of language (Urdu) Teachers for teaching Urdu in States/UTs	• Financial assistance as Honorarium, shall be admissible to the State and UTs for Urdu teachers appointed by the State Governments/UT Administrations. • Appointment of an Urdu teacher may be considered in a school where 15 or more students per class opt for it. • State Governments shall ensure that Minimum qualifications for appointment of a language teacher shall be as per norms of Right of Children to Free and Compulsory Education Act, 2009 and qualifications as prescribed by NCTE. • Provision for in-service training will be made as per norms of in-service training. • Provision of study material in Urdu.	• Assistance would be given up to ₹ 30, 000 per month not exceeding the amount of salary paid to regular language teachers in the respective States • ₹ 150 per student for schools having provision of Urdu teacher for bilingual teaching learning material and books. • Continuous professional development of teachers will be provided as per the norms of in-service-teacher training norms.	• Number of Urdu teachers available • Number of Urdu teachers received in-service training • Percentage of teachers per school undergone at least 50 hours of TPD per year • Percentage of TET qualified Urdu teachers
8. GENDER AND EQUITY				
	Goals: 1. Ensure equitable access to quality education for all. 2. Strengthen and expand (up to Grade 12) Kasturba Gandhi Balika Vidyalayas (KGBV) to increase the participation in quality schools of girls from socio-economically disadvantaged backgrounds 3. Provide self-defense training to the girls in the schools to ensure their safety and security.			
31	Kasturba Gandhi Balika Vidyalaya (KGBV)	• KGBVs to be extended up to Class 12 th for smooth transition of girls from Elementary to	For building as per SSOR/CPWD rates, whichever is lower. A recurring grant would be provided as below to	• Occupancy rate of KGBVs or enrolment rate vs. number of seats in KGBV

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		Senior Secondary.(NEP Para 6.9) • Priority will be given for up-gradation of KGBV where the Girls' Hostel has been established in the same campus and there is no secondary/Senior Secondary school in the vicinity. • Strict safety and security guidelines to be prepared and implemented for girls in KGBVs. Safety and security audit to be done as a part of these guidelines. (NEP Para 6.7 to 6.9) • Incinerator and Sanitary pad vending machines in all KGBVs from funds provided • Preference will be given to SEDGs (NEP Para 6.6)	account for all expenses including manpower cost: (i) for KGBVs for classes VI to VIII of up to ₹ 60 lakh per annum (ii) for KGBVs for classes VI to X of up to ₹ 80 lakh per annum (iii) for KGBVs for classes VI to XII of up to ₹ 1 crore per annum (iv) for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of up to ₹ 40 lakh per annum. (v) In case of vacant posts, the Recurring Grant will be reduced accordingly.	• Transition and retention rate in KGBVs • Improvement in learning outcomes of girls (NAS/SLAS) • Number of KGBVs having incinerator facility • Number of KGBVs with sanitary pad vending machines • Frequency of safety and security audit of KGBV for ensuring child safety (once/twice/three times/four times/more than four times a year) • Number of KGBV where senior girl students are involved in safety and security audit of KGBV • Percentage of Girls participating in at least one sport. • Availability of well-stocked library. • Number of Girls opting for STEM subjects at secondary level in secondary schools. • % of KGBVs having smart classrooms, ICT labs • Number of girl/transgender students who have participated at District/State/National level sports events • Pupil / textbook ratio. KPIs for specific skill training in KGBVs* • Access, Enrolment and Retention • Ratio of number of girls enrolled in the vocational courses in KGBVs to the total number of students enrolled • Student to Vocational Trainer/Teacher Ratio in KGBVs
32	Self Defense training for Girls	Training for 3 months for inculcating self-defense skills including life skill for self-protection and self-development to be renamed as 'Rani Laxmibai Atma Raksha Prashikshan'. (Admissibility for Govt. Schools)	• Provision for up to ₹ 5000 per month for 3 months per school for schools having girls enrolment in classes VI to XII.	
33	Special Equity projects	• Special state specific projects for enhancing access, retention and quality such as enrolment drives, retention and motivation camps, gender sensitization modules, etc. • Focus on Socio-Economically Disadvantaged Groups (SEDGs) (NEP Para 6.2) • Separate strategies will be formulated for focused attention for	• Financial Support will be provided under State Specific project subject to the viable proposal received from the State/UTs.	

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		reducing each of the category-wise gaps in school education. (NEP Para 6.2) • Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. (NEP Para 6.16) • Interventions such as installation of sanitary pad vending machine and incinerators, etc. will continue to be provided. (NEP Para 6.7 to 6.9) • Webinars and online workshops for teachers, principals, administrators, counsellors, and students will be undertaken to sensitize them on social issues and stigmas such as discrimination, segregation of disadvantaged and vulnerable groups, etc. (NEP Para 6.15 to 6.20)		•
9. INCLUSIVE EDUCATION				
	Goal: • Provision for Children With Special Needs (CWSN) to ensure full equity and inclusion such that all students are able to thrive in the education system			
34	Provision for children with special needs (CWSN)	a) The key thrust of Programme will be on providing inclusive education to all children with special needs in general schools. Funding will be based on data of CWSN provided under UDISE+.	• Provision of up to ₹ 3500 per child, per year for children with special needs, studying in government, government aided and local body schools as per specific proposal. This will include aids and appliances, teaching material, etc.	• Improvement in Enrolment, Transition and Retention of CWSN • Ratio of enrolled CWSN to special educators • Percentage of children given aids and appliances • Percentage of children received TLMs

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		b) Programme will also support special training, education through open learning system, home schooling, wherever necessary, itinerant teaching, remedial teaching, community based rehabilitation (CBR) and vocational education. c) States/UTs to also undertake 10 years projection on the need of providing adequate resources in all schools, including infrastructure and other resources for children with disabilities, through efficient sharing of available school resources. (Para 3.2) d) For providing support to the learning of children with disabilities, focus will be on early identification and support. States/UTs will build specific capacities of teachers at Foundational and Preparatory levels. (Chapter 6) e) States/UTs will undertake mapping of requirements of students with disabilities for participating fully in school education. f) States/UTs will strengthen BRCs with online/offline facilities of special educators, so that BRCs can also act as Resource centers for learners with severe or multiple disabilities. g) To assist teachers in catering to the needs	• Provision of special educators at cluster/school level as per requirement and financial norms as per para 30 above. • The special educators should be qualified and registered with the RCI. • Provision of stipend for CWSN girls @ ₹ 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level. • Identification camps at block level @ ₹ 10000 per camp. These camps will be held for early identification of disabilities and the data of identified children shall be maintained by the States/UTs for all categories of disabilities defined under the PwD Act. • Equipping Resource centers at Block level @ ₹ 2 lakh per Block resource centre (Once in 5 years) with equipment for rehabilitation and special training of CWSN. • Training for special educators and Block resource persons will be provided as per in-service teacher training norms	• Percentage CWSN girls received stipend • Percentage of schools having barrier-free access (Ramps with railings, CWSN friendly toilets) • Number of qualified special educators and Block Resource Persons appointed • Number of children provided home based schooling • Percentage of teachers trained in early identification support and classroom support of CWSN. • Percentage of principals and headmasters trained in identification support and classroom support of CwD.

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		of all learners more fully, States/UTs will provide services of special educator/s with cross-disability training to special educators and block resource persons at groups/clusters of schools or school complex. (Para 6.10 and 6.11) h) Support for CWSN children as defined in RPWD Act 2016 will be available from ECCE classes in Govt. primary schools to Sr. Secondary level. (NEP para 6.10) i) Resource centers (provision of TLMs) in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. (NEP Para 6.12) j) Provision for Home-based education (linked to NIOS/SIOS, where possible) will be available for children with severe and profound disabilities who are unable to go to schools. (NEP Para 6.12)		
10. STRENGTHENING OF TEACHER EDUCATION				
	Goals: Strengthening of physical infrastructure in TEIs & Establishment of New DIETs for providing high quality teacher education that enables all teachers to achieve National Professional Standards for Teachers (NPST) To strengthen and expand DIKSHA, a technology-based educational platform, to serve as national repository of high-quality resources/e-content for teaching and learning			

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
	3. In-service Training of Teachers, Head Teachers and Teacher Educators for their professional and self-development 4. Supporting program and activities of SCERT, such that SCERTs lead a “change management process” for the reinvigoration, capacity building and changing the work culture of DIETs/BRCs/CRCs within 3 years, developing them into vibrant institutions of excellence. 5. Technology Support to TEIs to empower them to effectively and efficiently carry forward the mandate of quality teachers’ education, research, and development of curriculum/textbooks/various TLM/other online and offline resources for school education 6. Continuous and relevant Academic support to Head teachers/teachers/schools through BRC/URC/ CRC.			
35	Strengthening of physical infrastructure in TEIs & Establishment of New DIETs	- Major Repair and Minor Repair (SCERTs/SIEs, DIETs and BITEs) - For New Construction and Expansion of existing TEIs (SCERTs/SIEs, DIETs and BITEs) as per norms. - Establishment of New DIETs: The existing norm of establishing DIETs in all districts created up to March, 2017, will be modified to include new districts created up to 31st March, 2020. - Establishment of New SCERT. - For setting up of assessment cell preferably at SCERT. The main objective of the assessment cell would be to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc.	- As per specified standards and State Schedule of Rates (SSOR) or CPWD Rates, whichever is lower. - Up to ₹ 50 lakh recurring cost per annum for setting up of an assessment cell at the state level preferably at SCERT. Establishment of Special Cells for SCERT (One-time Grant): Upto ₹ 50.00 lakh per SCERT/SIE (10 lakhs per Special Cell) (Non-recurring)	- New DIET/ SCERT made functional - within 3 years of sanction 3 to 5 years of sanction 5 to 10 years of sanction - more than 10 years of sanction - Improvement in vacancy of teacher educators in DIET/SCERT - Organizational restructuring of SCERT/DIET - Establishment of assessment cell - Rest as per PGI ranking indicators for DIETs
36	Salaries of Teacher Educators* (TEIs)	Support for Salaries will be provided to SCERTs, DIETs, BITEs. This support would be provided to Academic and Para-	As per actual (Recurring /year). Central support for salary of Teacher Educators for 60% of the filled up posts	Number of teacher educators having Professional qualification in SCERT, DIETs and BITEs

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		academic posts filled up as per Samagra Shiksha guidelines. In case of Para academic post, salary will be provided only for the following posts: a. SCERT: 1) Semi Professional; 2) Junior Project Fellow; 3) Accountant; 4) Laboratory Assistant. b. DIET: 1) Work Education Teacher; 2) Librarian; 3) Laboratory Assistant and 4) Statistician/Accountant. c. BITE: Librarian and Laboratory Assistant (Salary support will not be provided for posts filled through deputation of official/faculty from other Departments). - Continuing existing support for Salaries of Govt. CTEs & IASEs (Academic posts only) - Programmatic support for CTEs and IASEs will continue for working towards preparation and development of secondary and Higher Secondary School Teachers.	created and filled after 2012, respectively.	- Percentage of teacher educators undergone at least 50 hours of CPD per year - Availability of separate cadre for teacher educators (State-wise)
37	DIKSHA (National Teacher Platform)	Support will be provided for: Software development/ maintenance for DIKSHA, setting-up of project team, creation, curation and translation of digital content, capacity building, awareness	Provision of ₹ 5 lakh to ₹ 50 lakh per State per annum to be given to SCERT based on the progress of previous year	- Percentage of textbooks digitized by SCERT for classes 1-12 on DIKSHA - Percentage textbooks in audio format for visually impaired amongst those prescribed by SCERT for classes 1-12 on DIKSHA - Percentage of textbooks Energized with QR code tagged e-content from

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		and communication drive etc. - Content should be uploaded after proper curation and as per prescribed taxonomy. - A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). (NEP Para 2.6) Online teaching platform and tools: Appropriate existing e-learning platforms such as DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learner (NEP para 24.4 (c))		among the total number of textbooks prescribed by SCERT for classes 1-12 - Total number of pieces of e-content by state/UT on DIKSHA - Number of languages in which e-content is uploaded by state/UT on DIKSHA - Number of teacher training modules uploaded by state/UT on DIKSHA - Percentage of teachers completed the state/UT training modules on DIKSHA - Percentage of teachers trained by state/UT to enable use of digital content and resources on DIKSHA in classroom transactions by the teachers - Number of pieces of e-content received by state/UT on Vidyadaan.
38	Training for In-service Teacher, Head Teachers and Teacher Educators	- To emphasize the integration of training structures in States, the funds for teachers' training would be implemented through SCERTs who will be the nodal agency in the State to conduct in-service teachers' training. This may be done in close coordination with CTES and IASEs. - SCERTs/DIETs/BRCs/CRCs will be strengthened to enable them to take up the initial professional preparation of ECCE educators in primary schools and their Continuous Professional Development (CPD) for	Training for In-service Teacher Project will provide training support as per the following norms: Upto 10 days of Blended Refresher In-service blended training for teachers (Pre- Primary to Class 12, and including Head masters/Principals), at least 5 days of which will be in online mode, @ up to 500/- per teacher per day (amount will depend upon the amount of online and offline components);. Upto 10 days of Blended Induction training for Newly Recruited Teachers.	- Teacher-TEI ratio: Ratio of teachers to number of in-service teacher training institutions identified at district/state/national level - Percentage of teachers completed minimum 50 hours CPD in the year - Percentage of Head Teachers/Principals completed minimum 50 hours CPD in the year - Use of technology platforms such as SWAYAM/DIKSHA for online training of teachers – number of programmes uploaded/number of teachers completed course - Percentage of new teachers undergone induction training - Percentage of Head Teachers/Principals

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		the implementation of ECCE. (NEP Para 1.7) - Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy. (NEP Para 2.3) - In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements. (NEP para 5.9) - Continuous opportunities for self-improvement will be offered in multiple modes, such as, workshops, online teacher development modules, etc. (NEP Para 5.15) - Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year driven by their own interests. (NEP Para 5.16) - School Principals will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, with a focus on preparing and implementing pedagogical plans based on competency-based education. (NEP Para 5.16) - Teacher training may be done in close coordination with CTEs and IASEs, as these institutions are mandated to prepare secondary and higher secondary teachers	(Pre-Primary to Class 12) @ up to 500/- per teacher per day (amount will depend upon the amount of online and offline components). Upto 10 days Blended Refresher training for all Resource Persons, Master Trainers, BRC and CRC faculty, DIET faculties and coordinators designated as RPs, at least 5 days of which will be in online mode, @ up to 1000/- per person per day. Blended Leadership Training through NIEPA/State Leadership Academy for Head Master/Principals up to ₹ 8000/- (for 16 days, at least 8 days of which will be in online mode, @ ₹ 500 per person per day) per Head Master/Principal per year. Upto 5 days Blended Training of Educational Administrators: Residential State Level Training for Educational administrators, at least 3 days of which will be through online mode, @ up to ₹ 1000 per person per day Training for Teacher Educators Upto 10 days Blended Training program Teacher Educators (SCERT, DIETs, CTEs, IASEs) as	trained on School Leadership Programme Percentage of educational administrators trained

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		through in-service programs. - CTEs and IASEs to also leverage support from Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT), specifically for faculty development. - The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time (NEP Para 15.10) - While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects. (Para 24.4(i))	Resource Persons, at least 5 days of which will be in online mode, @ up to 1000/- per person per day Upto 10 days of Blended Induction Training of Teacher Educators, @ up to 500/- per person per day In Blended mode of training, it is desirable that the online to offline ratio be at least 50:50. Efforts should be made to make all trainings 100% online.	
39	Program & Activities and Capacity Building (SCERTs and DIETs)	- Funds for programme and activities and specific project for research - SCERT will develop an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs. (NEP Para 8.5) - Areas specific to the capacities required by teachers to implement the NEP 2020 will be identified by SCERT in a comprehensive in-service annual teacher training plan prepared	- Upto ₹ 40.00 lakh per SCERT & DIET for Program & Activities such as capacity building, professional development programmes, exchange programmes, material development, framework/guidelines development, etc. (Recurring/year) - Upto ₹ 10.00 lakh per SCERT & DIET for Specific projects for Research activities (Recurring /year)	- Percentage of teacher educators undergone capacity building & professional development - Development of Digital learning materials by SCERTs/DIETs/BITEs/teachers - Number of collaboration with professional institutions by SCERTs/DIETs/BITEs - Number of Research and development activities conducted - Number of impact assessment studies conducted by SCERTs to

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		by SCERTs (NEP Para 15.10 & 15.11) • SCERTs to undertake development of State Curriculum Framework by adoption/adaptation of the National Curriculum Framework. SCERT will also undertake development of Teacher Support Material across classes and subject areas along with Syllabi, Textbooks both, in print as well as e-content form (NEP Para 4.30 to 4.33) • SCERT to undertake orientation of SMCs to prepare them for an enhanced role. (NEP Para 3.3 & 3.4) • School Quality Assurance and Accreditation Framework (SQAAF) will be developed by SCERT as per guidelines circulated by DoSEL. (NEP Para 8.5) • SCERT will undertake research and development in innovative teaching learning methodologies for teaching children in SEDGs. (NEP Para 6.7 to 6.9) • Based on this framework prepared by NCERT for using schools as Samajik Chetna Kendra, SCERTs will develop their own innovative models for effective utilisation of unused capacity of schools. (NEP Para 7.10 to 7.12) • Online repositories of the rich language, arts, music, indigenous textiles/food/sports, culture and traditions, flora and fauna,		assess the classroom transaction, etc. • School Quality Assurance Framework – percentage of schools that have done online self-disclosure

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		biodiversity, mines and minerals, great achievers from the state in various fields, literature, etc. shall be created by SCERTs, so that EBSB paired states are able to easily access this material. (NEP Para 22.1 to 22.8) Funds for programme and activities such as capacity building, professional development programmes, exchange programmes, material development, etc. and Specific project for research to SCERT & DIETs.		
40	Technology Support to TEIs	The component will cover all SCERT, DIET & BITE. Flexibility to procure hardware such as tablets / laptops / notebooks / integrated teaching learning devices and open source operating system as well as Hardware, Software, training and resource support. This would include support for smart classrooms, virtual classrooms, digital boards and DTH channels	- Non-recurring cost of ₹ 6.40 lakh (For Hardware Support) per SCERT, DIET and BITE - Recurring cost of upto ₹ 2.40 lakh per annum for a period of 5 years per SCERT, DIET and BITE	%age of in-service programmes where ICT is used for training %age of schools where ICT is used by the teachers in classroom transactions
41	Annual Grant for TEIs	Annual grant of SCERT, DIET and BITE per year to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, development and maintenance of website, small office/library equipment, stationary, office expenses, etc.	- SCERT: Upto ₹ 35.00 lakh per SCERT/SIE (Recurring /year) - DIET: Upto ₹ 20.00 lakh per DIET (Recurring /year) - BITE: Upto ₹ 5.00 lakh BITE (Recurring /year)	Development & maintenance of website

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
42	Academic support through BRC/URC/ CRC	• BRC/CRC have a significant role in ensuring the implementation of the National Education Policy, 2020 • BRCs/URCs and CRCs are the most critical units for ensuring and evaluating the quality of education at school level on a constant basis and provide timely remedial interventions. • SCERT will develop an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs within three years (NEP Para 8.5) • BRCs/URCs and CRCs are the main units providing training and on-site support to schools and teachers. • Given the significance of these structures, the programme will strengthen the faculty and infrastructure support to BRC/URC and CRCs. • States/UTs will prepare detailed Guidelines for the roles, responsibilities, selection criteria, functioning and reporting by CRC/BRC based on the requirements of the National Education Policy, 2020. These Guidelines will also lay down a rubrics of Key performance Indicators for assessing the performance of BRC/URC/CRC, which will include the following among others:	Project will provide support for BRC/URC and CRC as per the following norms: For BRC/URC: • There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district educational administrative structure like educational blocks or circles have jurisdictions which are not co-terminus with the CD Blocks, the State may opt for a BRC in each such sub-district educational administrative units. However, in such a case the overall recurring and non-recurring expenditure on BRCs in a CD Block, should not exceed the overall expenditure that would have been incurred had only one BRC per CD Block been opened. • The BRC will function under the overall supervision of Block education officer. • The following resource support may be provided for BRC/URC: i. Six Resource persons for subject specific teaching, out of which the senior most will be designated as Incharge of BRC. ii. Two Resource Persons for Inclusive Education for children with	• Development of Guidelines for CRC/BRC functioning by state/UT • Development of App-based reporting format/rubrics for reporting by CRC/BRC • Percentage of BRCs and CRCs who have undergone capacity building programme for providing academic resource support • Percentage of Schools visited 5 to 6 times in a year by CRC/BRC for monitoring and onsite support to schools • Percentage of Schools never visited during the academic year by CRC/BRC for monitoring and onsite support to schools • Percentage of CRC/BRC submitting online (App-based) reports after the school visit by the BRC and CRC • Number of training programmes jointly organized between DIETs and BRCs/CRCs

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		i. regular academic inspection visits to school, ii. providing training and on-site support to schools and teachers, iii. monitoring the number of hours of teaching by teachers in a week iv. ensuring introduction and sustenance of innovative pedagogies in schools (art-integrated/sport-integrated/activity-based/experiential/story-telling-based/ICT-integrated learning, etc.), v. ensuring effective use of all TLM provided to schools vi. facilitating and guiding preparation of no cost or low cost teaching aids/tools by school teachers vii. ensuring continuous and effective integration of ICT through efficient use of ICT equipment and ICT based educational resources viii. monitoring the progress of Foundational Literacy and Numeracy ix. ensuring learning enhancement activities/learning enrichment activities in school, x. ensuring individualized support for CWSN and slow learners, xi. ensuring 50 hours of CPD for all teachers and head teachers,	special needs. iii. One MIS Coordinator and one Data Entry Operator iv. One Accountant-cum-support staff per 50 schools. These accountants will be mobile and provide support to schools and block to help them maintain their record properly. v. Additional grant of up to ₹ 5 lakh per annum for expanding the support to secondary level. This may include deployment of additional Resource Persons, and recurring expenditure for strengthening the BRC/URC • BRC/URC may be located in school campuses as far as possible. Construction will be as per the State Schedule of Rates (SSoR)/CPWD rates, whichever is lower. • Provision for BRCs/URCs up to ₹ 3 lakh for furniture, computer once in 5 years • Provision for BRCs/URCs up to ₹ 2 lakh for TLE/TLM, recurring expenditure, meetings, contingencies etc. per annum. • CRC construction cost will be as per schedule of Rates notified by the State for additional classroom. The CRC	

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		xii. ensuring all directions, circulars, information, etc. percolates down to the last teacher in the last school, xiii. ensuring constructive parental/volunteer engagement by schools, xiv. ensuring schools are undertaking safety audit xv. ensuring timely and correct reporting on KPIs by schools, xvi. ensuring timely and correct reporting by BRC/CRC to district/state level, • The reporting by CRC/BRC must be App based, hence states/UTs may prepare Apps based on CRC.BRC guidelines in the local language. • States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration their experience, qualifications and aptitude for training and research, and should follow an objective assessment of the same. BRC/URC Coordinator and faculty should be professionally qualified, and have at least five years teaching experience • States must provide for constant skill enhancement of BRC/URC and CRC coordinators and faculty • Functional linkage between BRC/URCs	may be used as an additional classroom in schools on days when CRC meetings are not held. • One CRC Coordinator may be placed in charge of up to 18 schools in a block. • Provisions for CRCs up to ₹ 1 lakh for furniture, computer once in 5 years. • Provisions for CRCs up to ₹ 1 lakh for TLE/TLM, recurring expenditure, meetings, contingencies etc. per annum. • The central financial assistance for salary purpose of the BRC and CRC will be given on the basis of salary support given by the PAB in 2020-21.	

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		and CRCs with DIETs and district level resource groups should be strengthened. • BRCs and CRCs will support the schooling system i.e., classes preprimary -10 • In urban areas, academic resource centres would be set up on the lines of BRC to cover 10-15 CRCs. If the municipality or town development authority has academic staff, they may be deployed in the URCs. • On an average, one CRC Coordinator may be placed in charge of up to 18 schools in a block, which must include the KGBVs and residential schools also.		
11. VOCATIONAL EDUCATION				
	Goals: 1. Integration of Vocational education with general academic education in all secondary /senior secondary schools. 2. Enhancing the employability and entrepreneurial abilities of the students and Providing exposure to work environment 3. Generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence and aspirations.			
43	Introduction of Vocational Education at Secondary and Senior Secondary	• Vocational Education to be introduced as an integral part of general education at Secondary and Senior Secondary level. The vocational subjects are to be introduced as an additional/mandatory subject at the secondary level and as compulsory (elective) at the Senior Secondary level. • Under the program, there is a provision for arranging hands on	Non-Recurring for Tools/ Equipment • Up to ₹ 5.0 lakh per school per job role for Tools & Equipment including Furniture, Computers, etc with maximum 04 sections per job role [02 sections each in (Class9/Class 10 and Class 11/Class 12)]. • Additional funds up to ₹ 2.5 lakh for additional sections per job role may be provided based on enrolment.	Access, Enrolment and Retention • Ratio of number of schools offering vocational courses in secondary and senior secondary classes to the total number of schools having secondary/senior secondary classes. • Ratio of number of students enrolled in the vocational courses to the total number of students in secondary /senior secondary classes • Number of Vocational Courses offered in schools.

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		training for students in industrial set up and guest lectures from industry/ITIs/local artisans. On-job training may be provided during vacations for at least 80 hours in a job role. - One/Two job roles may be covered in the span of 4 years based on content and notional hours. First job role may be completed in classes 9-10 and the other in classes 11-12. Further, some job roles which require longer duration of training will be completed in 4 years. - One-time non-recurring grant for purchase of tools and equipment may be approved at the time of introduction of new job roles. - External assessment with the involvement of SSC may be taken up only at the end of classes 10 and 12. The States/UTs need to follow the assessment timeline. In classes 9 and 11, the practical assessment may be done at the State/UT by interchanging the teachers/trainers amongst different schools for the purpose of assessment. The assessment and certification cost of ₹ 600 per student may be approved for students per class per job role in classes 10 and 12.	Recurring - Existing Recurring norms have been provisioned for 40 students per job role (80 students per class for 2 job roles). As per the NEP, all students need to undergo vocational education. Therefore, the provisions have to be made for all students. It is proposed that recurring norms may be based on the enrolment in classes 9-12. The recurring head of Vocational Education is as per existing norms. - Cost of Assessment and Certification @ ₹ 600/- per student for Class X and XII. - For schools serving other schools in the vicinity under the Hub and Spoke Model, an additional amount of ₹ 5.00 lakh per spoke school will be provided to the Hub schools where the lab has been established, to meet the additional costs of incentive to trainers/additional trainers/raw material, on the job training etc. - Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs for schools serving as hub for vocational education.	- Number of girls and children with special needs enrolled in vocational courses. Vocational Training Equipment - Ratio of number of schools having fully equipped Vocational Lab for each course to the total number of schools offering vocational courses. - Ratio of number of Hours of Training in Industry to total hours of Training Vocational Trainer/Teacher - Student to Vocational Trainer/Teacher Ratio Student Performance - Ratio of number of students passing with one vocational subject to number of students appearing in Class 10 and 12 Teaching Learning Material - Number of vocational courses for which student text books have been made available to the students. - Number of vocational courses for which teacher Handbooks have been made available to vocational teachers. - Number of vocational courses for which e content is available.

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		• In case of additional enrollment in vocational, 2 job rolls or more than one section of the job roll can be provided. • The scheme will cover Government and Government aided schools. • Ministry of Skill Development has notified certain common norms for all skill development schemes. However, these norms will not be applicable to vocationalisation component which seeks to integrate vocational education with general curriculum in schools, funding and placement related norms are not applicable to school education, as objective is to enhance employability and reduce drop-outs and not only employment. • Provision of Training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills, etc. as a part of vocational education. States/UTs will also set up Skill labs in a hub and spoke model in school clusters/complexes. (NEP Para 16.1 to 16.8) • Vocational education will be integrated in	• Wherever available, ITI may be used as Hubs. • For transportation of students from spoke schools to Hub School, ₹ 3000 per student per annum may be provided to spoke schools. • Induction Training of 10 days and In-service training of 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in relevant job roles @ ₹ 300-500 per day per trainee.	

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		the educational offerings of all secondary schools in a phased manner over the next decade. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility.(NEP Para 16.5)		
12. ICT and Digital Initiatives				
	Goals: 1. Appropriate use of technology in all levels of education – to improve student learning outcomes, teaching learning and evaluation processes at scale; 2. Enhancing educational access to disadvantaged groups 3. Increasing availability of data to enhance understanding of how children learn and streamline educational planning, administration and management			
44	ICT and Digital Initiatives	The component will cover classes VI to XII. - The non-recurring/recurring grant under 'ICT and Digital Initiatives' for schools will be available to the State and UTs for following two options: (i) Option I: Under this option schools which have not availed the ICT facility earlier can either opt for ICT or smart classrooms as per their requirement and need. In case of more than 700 enrollments, an additional ICT lab can also be considered. Flexibility to procure hardware such as tablets/ laptops/notebooks/ integrated teaching learning devices and open source operating system as well as Hardware, Software, training and resource	- Recurring grant may be given for the 6th year to smoothen transition, subject to state giving a plan and commitment of funds for taking over the project and continuing the facility in the school. Option I (Existing Provision): for schools having classes 6 to 12, a non-recurring grant of up to ₹ 6.40 lakh per school and recurring grant of up to ₹ 2.40 lakh per school per annum for a period of 5 years. Option II, the non-recurring grant for Smart Class rooms (Maximum 2 smart classrooms per school) is of ₹ 2.40 lakh and the recurring grant is ₹ 0.38 lakh (including E Content and Digital Resources, Charges for Electricity. The state may also use Solar Power-Hybrid solar instead, to	- Percentage of schools having access to ICT lab facilities in schools - Percentage of schools with Digital Boards/smart classrooms/virtual classrooms - Percentage of schools with DTH TV channels - Ratio of total enrolled students to number of desktops in ICT labs - Ratio of total enrolled students to number of tablets in school

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		support. This would include support for digital boards, smart classrooms, virtual classrooms and DTH channels on pro-rata basis for number of schools approved. (ii) Option II: Under this option schools which have already availed the ICT facility earlier can avail smart classrooms/tablets as per the norms of the scheme. - For ensuring equity in educational technology, it will be ensured that the same e-content are available across all digital modes (portals, Apps, TV, radio) for the same topic/s under the Coherence policy of DoSEL(NEP Para 24.2 and 24.4 e) - Schools in the Special Education Zones and Aspirational districts will be integrated with digital devices on priority(NEP Para 24.2 and 24.4 e) - Priority will be given to projects which have an element of community participation. (Admissibility for Govt. and Govt. Aided Schools)	ensure Sustainability and Internet connectivity (Tele communications/satellite communication/ OFC)	
13. MONITORING OF THE SCHEME				
45	Monitoring Information Systems (MIS)	- Support to States for various MIS of the Department like UDISE+, Shagun and child tracking etc. - In order to achieve universal participation in school by carefully tracking students, as well as	- Assistance up to ₹ 2 per student as per the total enrolment reflected in UDISE+ - For child tracking of students' up to ₹ 3 per student may be provided, once the State/Centre has developed and implemented a	- Upload of Videos, Case Studies, Testimonials & Images on SHAGUN Repository - Percentage of children tracked with learning levels identified by the State/UT through student registry

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
		their learning levels. (NEP para 3.2)	comprehensive and robust system for the same. (Admissibility for Govt. and Govt. Aided Schools)	- Percentage of schools on school registry - Percentage of teachers on teacher registry
14. NATIONAL COMPONENT				
46	Support to central institutions like NIEPA, NCERT, NCPCR/PARAKH/ TSG/ NIC/ PMU for FLN et	- Support to National Institutions like NIEPA, NCERT, PSSCIVE, NCPCR, NIC etc. for National level programmes related to quality of education, assessments, data management, and digital education, Swacch Vidyalaya Puraskar etc. - Project based Support for activities of National Assessment Centre PARAKH for School Education - Technical Support Group for monitoring of the Scheme - Support for PMU for FLN at National Level for effective implementation and monitoring of Foundational Literacy and Numeracy Mission. - Support for Bi-annual Comprehensive Review Mission (CRM) to review the progress of the Scheme. - Support for Monitoring Institutions to monitor the scheme implementation in State & UTs.	Up to 1% of the Budget Outlay	
47	Establishment of National Institute of Teacher Education (NITE)	May be deleted as all Teacher Education Programmes will gradually be moved into multidisciplinary colleges and universities. (NEP Para 5.22)		
15. Management, Monitoring, Media, Evaluation & Research (MMMER)				

Sl. No	Activities	Proposed Norms		Key Performance Indicators (KPIs)*
		Programmatic Norms	Financial Norms	
48	MMMER	• Support States in Management, Monitoring, Media, Evaluation & Research activities. The research activities should also include impact analysis of interventions related to Gender, equity and inclusive education. • Support for Social Audit covering 20% of schools per year so that all schools are covered in a period of Five years. These audits will help in monitoring the implementation of the scheme and ensuring transparency, accountability at all levels.	The Management costs shall not exceed 3.5-5% of the State Outlay. In the districts of NE States and Union Territories without Legislature, where district plan size is very small, the management cost could be budgeted upto ₹ 40 Lakh per district.	• Percentage of funds used for Project Management activities • Percentage of funds used for Monitoring & Supervision activities • Percentage of funds used for Media related activities • Percentage of funds used for Research & Evaluation activities

**Note: The KPIs mentioned are at draft stage, the same are subject to change and will be finalized at the time of updation of framework of Samagra Shiksha*

Output Outcome Monitoring Framework (OOMF): Samagra Shiksha

Sl. No	Indicators Detail	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
		Current Status	Target	Target	Target	Target
1	Adjusted Net Enrolment Rate (NER) at Elementary Level (%)					
2	Annual Drop-out Rate at Elementary Level (%)					
3	Gross Enrolment Rate (GER) at Secondary Level (%)					
4	Gross Enrolment Ratio (GER) at Higher Secondary Level (%)					
5	Transition Rate from Primary to Upper Primary Level (%)					
6	Transition Rate (Class VIII to IX) (%)					
7	Transition Rate (Class X to XI) (%)					
8	Annual Average Dropout Rate at Secondary level (%)					
9	No. of Out of School children to be Mainstreamed at Elementary Level					
10	No. of Out of School students age 16-19 years to be Certified					
11	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 3)					
12	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Mathematics (Class 3)					
13	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 5)					
14	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Mathematics (Class 5)					
15	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 8)					

Sl. No	Indicators Detail	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
		Current Status	Target	Target	Target	Target
16	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Mathematics (Class 8)					
17	Number of Innovations Scaled up by State and UTs					
18	Percentage of Teachers who cleared the Post Training test during the year					
19	No. of Teachers whose Impact Evaluation of the In-Service training will complete					
20	% teachers/school principals who will participate on at least 50 hours of CPD opportunities					
21	Number of Students will complete Vocational Courses					
22	Number of Students will be enrolled in Vocational Courses in Classes 9-12					
23	No. of Upper Primary Students will provide exposure to Vocational Education					
24	Gender Parity Index (GPI) at Elementary level					
25	GPI at Secondary level					
26	GPI at Higher Secondary Level					
27	Enrolment of CWSN as a percentage of total enrolment (%)					
28	Transition rate of CWSN from upper primary to secondary					

Annexure IV (A)

Output/outcomes year-wise (as mentioned in EFC document)

The Key Measurable Indicators include:

Elementary						
Indicators	Output/Deliverables					
	2018-19 (Baseline data)	2021-22	2022-23	2023-24	2024-25	2025-26
Adjusted Net Enrolment Rate (ANER) Elementary	87.2%	88.0%	89.0%	90.0%	91.0%	92.0%
Gender Parity Index (GPI) of GER Elementary	1.01	1.01	1.01	1.01	1.01	1.01
Annual Drop-out Rate	4.68%	4.5%	4.3%	4.1%	3.8%	3.5%
Transition Rate from primary to upper primary level	90.51	91.5%	92.5%	93.5%	94.5%	95.5%
Number of Out of School children mainstreamed	6.7 lakh	7.2 lakh	7.7 lakh	8.2 lakh	8.7 lakh	9.2 lakh
Average score in National Achievement Survey (NAS)	Learning achievement of students in classes 3,5 and 8 will be measured in NAS 2021 and 2024, with State level assessment surveys for foundational learning for Classes 1 and 2 in the years 2022, 2023, 2025 and 2026.					
Secondary						
Indicators	Output/Deliverables					
Gross Enrollment Ratio (GER) Secondary	76.9	78.0%	79.0%	80.0%	81.0%	82.0%
Gross Access Ratio (GAR) Secondary	88.24	90.0%	92.0%	94.0%	96.0%	98.0%
Annual Average Dropout Rate at Secondary	17.8%	17.3%	16.8	16.3	15.8	15.0
Transition Rate (Class VIII to IX)	89.9%	91.0%	93.0%	95.0%	96.0%	97.00
Gender Parity Index (GPI) of GER at Secondary	1.0	1.0	1.0	1.0	1.0	1.0
Average score in National Achievement Survey	Learning achievement of students in class 10 will be measured in NAS 2021 and 2024. On the basis of analysis efforts will be made to enhance the average score in each subject in Class X.					
Senior Secondary						
Indicators	Output/Deliverables					
Gross Enrollment Ratio (GER) Higher Secondary	50.14	52.0%	54.0%	56.0%	58.0%	60.0%
Gross Access Ratio (GAR)	65.05	67.0%	69.0%	70.0%	72.0%	74.0%
Transition Rate (Secondary to Higher secondary level)	68.8	71.0%	73.0	76.0%	78.0%	80.0%
Gender Parity Index of GER at Higher Secondary	1.03	1.0	1.0	1.0	1.0	1.0

The outcomes, collected through the annual U-DISE data and other surveys would be benchmarked against the provisions of the RTE Act, 2009 and the Sustainable Development Goals (SDG) and NEP 2020 targets.

Teacher Education

S. No.	Action	Key Performance Indicators (KPI)	Outcome/Deliverables
1.	Strengthening of SCERTs and DIETs	Organizational Restructuring	Re-structured SCERTs and DIETs in all State and UTs.
2.	Innovative Pedagogy	SCERT being the nodal agency, to create and develop new pedagogic methods through research, adaptation of best practices of other States and interaction with stakeholders	Use of innovative pedagogic methods in in-service teachers training
3.	Creation, curation and translation of Digital Learning Material	Development of Digital learning materials and making them available at DIKSHA	Development of Digital Materials on specific subjects for in-service teacher training.
4.	Faculty Development Programmes	Number of programmes conducted	Capacity building and professional development of Teacher Educators
5.	Training of Teacher Educators	Number of Teacher Educators trained	25% Teacher Educators per year
6.	Training of In-service Teachers	Number of Teachers trained	All In-service Teachers year to undergo CPD of at least 50 hrs per year.
7.	Establishment of new DIETs	New DIETs in new districts created upto 31 st March, 2020.	All districts to be covered by DIETs
8.	Integration of technology in in-service training	Availability of digital content and technology enabled teaching methods to support the teachers	No. of in-service teachers training done in integration with technology and digital resource materials

Note: The above output targets are tentative targets subject to approval of AWP&B 2022-23

Annexure IV (B)

OUTPUT-OUTCOME MONITORING FRAMEWORK FOR SAMAGRA SHIKSHA (2022-23)

FINANCIAL OUTLAY (Rs in Cr)	OUTPUTS 2022-23			OUTCOMES 2022-23		
	Output	Indicators	Targets 2022-23	Outcome	Indicators	Targets 2022-23*
Rs. 37805.07	1. UNIVERSAL ACCESS, RETENTION & INFRASTRUCTURE ACTIVITIES	1.1. No. of new schools opened/ existing schools upgraded (Primary)	8	1. Enhancing access, retention, transition and reducing drop out	1. Adjusted Net Enrolment Rate (NER) at Elementary Level (%)	95.0%
		1.2. No. of new schools opened/ existing schools upgraded (Upper Primary)	15		2. Annual Drop-out Rate at Elementary Level (%)	1.5%
		1.3. No. of new schools opened/ existing schools upgraded (Secondary)	50		3. Gross Enrolment Rate (GER) at Secondary Level (%)	81.0%
		1.4. No. of new schools opened/ existing schools upgraded (upgradation of Secondary to Higher Secondary)	50		4. Gross Enrolment Ratio (GER) at Higher Secondary Level (%)	53.0%
		1.5. No. of new schools opened/ existing schools upgraded (Higher Secondary including additional subject)	175		5. Transition Rate from primary to upper primary level (%)	94.0%
		1.6. No. of schools covered under Strengthening (Pre-Primary classes)	12000		6. Transition Rate (Class VIII to IX) (%)	93.0%
		1.7. No. of schools covered under Strengthening (including Additional Classrooms) (Elementary)	5000		7. Transition Rate (Class X to XI) (%)	73.0%
		1.8. No. of schools covered under Strengthening	2500		8. Annual Average Dropout Rate at Secondary level (%)	15.0%
					9. No. of Out of School children mainstreamed at Elementary Level	10 lakh

		(including Additional Classrooms) (Secondary)				
		1.9. No. of schools covered under Strengthening (including Additional Classrooms) (Higher Secondary)	1200		10. No. of Out of School students age 16-19 years certified	50000
		1.10. No. of new Residential Schools/Hostels opened	10			
		1.11. No. of Out of School Children provided Special training (At Elementary Level)	13.0 lakh			
		1.12. No. of out of school children, age 16-19 years, who were supported through NIOS	2 lakh			
		1.13. No. of students provided free uniforms (Elementary level)	3 crore			
		1.14. No. of children provided Transport and Escort facility (upto secondary level)	8.50 lakh			
		1.15 No. of children covered under Section 12 (1) (c) (reimbursement towards expenditure incurred for 25% of Admission under 12 (1)(c) RTE Act)	25 lakh			
	2. RTE ENTITLEMENTS, QUALITY AND INNOVATION INTERVENTIONS	2.1 No. of students provided free Textbooks (Elementary level)	9 crore	2. Enhancing learning outcomes of students and attaining universal foundational literacy and numeracy skills	11. Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 3)	1%
		2.2 Number of children provided Teaching Learning Material under Foundational Literacy and Numeracy	6 crore		12. Increase in percentage points of Students (%) who answered 50% or more questions correctly in Mathematics (Class 3)	1%

		2.3	Number of students provided learning enhancement/Enrichment Programme (6 th to 12 th)	1.8 crore		14.	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 5)	2%
		2.4	Number of Schools provided library facility	7 lakh		15.	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Mathematics (Class 5)	2%
		2.5	Number of Schools provided sports equipment facility	7 lakh		16.	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 8)	2%
		2.6	Number of schools covered under Youth and Eco Clubs	5 lakh		17.	Increase in percentage points of Students (%) who answered 50% or more questions correctly in Mathematics (Class 8)	5%
		2.7	Number of schools/students participating in Hackathons, Olympiads, Talent Search, Exhibitions (science & math etc.) and other national level competitions	4.90 lakh		18.	Number of initiatives under innovations component of Samagra Shiksha scaled up by State and UTs	20
		2.8	Number of Labs provided in Schools	2000				
		2.9	Number of elementary and secondary schools provided with Science Kits	30,000				
		2.10	Number of elementary and secondary schools which have been provided Mathematics Kits	30,000				
	3 ICT & DIGITAL INITIATIVES	3.1	No. of schools covered under ICT & Digital initiatives (including smart classrooms)	50,000				

	4 TEACHER EDUCATION AND TEACHER TRAINING	4.1	No. of DIETs made functional during this year	5	3. Improving the overall quality of teaching	19.	Percentage of teachers who cleared the NISHTHA post training test during the year	60%
		4.2	No. of Teachers, Head Teacher, Teacher Educators and Educational Administrators provided training	12.5 lakh		20.	Impact Evaluation of the teachers training conducted during the year	5
		4.2.1	No. of master trainers for anganwadi workers trained for pre-school education	6000		21.	% teachers/school principals who participated at least 50 hours of CPD opportunities in this financial year	50%
		4.2.2	Number of Teachers of class I to class V who have received training on FLN-NISHTHA modules	2 lakh				
		4.2.3	Number of teachers who received online training through SWAYAM/DIKSHA portal	10.40 lakh				
	5 SKILL DEVELOPMENT	5.1	No. of new schools covered under Vocational Education	1600	4. Promoting vocationalization of education	22.	Number of Students certified	3 lakh
		5.2	Number of Students enrolled in vocational courses (in classes 9-12)	15 lakh				
		5.3	Total Number of schools providing vocational education	13500				
		5.4	No. of new schools covered for providing exposure to Vocational Education at middle stage	6500		23.	No. of upper primary students provided exposure to vocational education	5 lakh
	5 GENDER PARITY IN EDUCATION	6.1.	No. of Kasturba Gandhi Balika Vidyalayas (KGBVs) upgraded from Class VIII to Class X during the year	100	5. Bridging Social and Gender Gaps in School Education by providing special	24.	Gender Parity Index (GPI) at Elementary level	1.01
		6.2.	No. of Kasturba Gandhi Balika Vidyalayas (KGBVs)	350		25.	GPI at Secondary level	1.0
						26.	GPI at Higher Secondary Level	1.0

		upgraded to Class XII during the year		emphasis on girls and ensuring equitable and inclusive education at all levels for children belonging to SC, ST, Minority and CWSN-Less dropout		
		6.3. Number of Schools provided separate Girls Toilet	3600			
		6.4. % of KGBVs which have provision of sanitary pad vending machine	21.46%			
		6.5. No. of Schools provided Self-defence training for girls	2.5 lakh			
		6.6. Number of girls provided free uniforms (Elementary level)	4 crore			
	6 EQUITY AND INCLUSIVE EDUCATION	6.1 No. of Children with Special Needs (CWSN) Girls provided stipend	6.00 lakh		27. Enrolment of CWSN as a percentage of total enrolment (%)	1.5%
		6.2 No. of Resource Centres equipped at Block Level	1800		28. Transition rate of CWSN from upper primary to secondary	-
		6.3 No. of Special Educators provided financial assistance	32000			
		6.4 Number of teachers provided training to cater to the needs of CWSN	25000			
FINANCIAL OUTLAY (Rs in Cr)	OUTPUTS 2022-23			OUTCOMES 2022-23		
Rs. 37805.07	Output	Indicators	Targets 2022-23	Outcome	Indicators	Targets 2022-23*
	1. UNIVERSAL ACCESS, RETENTION & INFRASTRUCTURE ACTIVITIES	1.15. No. of new schools opened/ existing schools upgraded (Primary)	8	6. Enhancing access, retention, transition and reducing drop out	29. Adjusted Net Enrolment Rate (NER) at Elementary Level (%)	95.0%
		1.16. No. of new schools opened/ existing schools upgraded (Upper Primary)	15		30. Annual Drop-out Rate at Elementary Level (%)	1.5%
		1.17. No. of new schools opened/ existing schools upgraded	50		31. Gross Enrolment Rate (GER) at Secondary Level	81.0%

		(Secondary)			(%)	
		1.18. No. of new schools opened/ existing schools upgraded (upgradation of Secondary to Higher Secondary)	50		32. Gross Enrolment Ratio (GER) at Higher Secondary Level (%)	53.0%
		1.19. No. of new schools opened/ existing schools upgraded (Higher Secondary including additional subject)	175		33. Transition Rate from primary to upper primary level (%)	94.0%
		1.20. No. of schools covered under Strengthening (Pre-Primary classes)	12000		34. Transition Rate (Class VIII to IX) (%)	93.0%
		1.21. No. of schools covered under Strengthening (including Additional Classrooms) (Elementary)	5000		35. Transition Rate (Class X to XI) (%)	73.0%
		1.22. No. of schools covered under Strengthening (including Additional Classrooms) (Secondary)	2500		36. Annual Average Dropout Rate at Secondary level (%)	15.0%
		1.23. No. of schools covered under Strengthening (including Additional Classrooms) (Higher Secondary)	1200		37. No. of Out of School children mainstreamed at Elementary Level	10 lakh
		1.24. No. of new Residential Schools/Hostels opened	10		38. No. of Out of School students age 16-19 years certified	50000
		1.25. No. of Out of School Children provided Special training (At Elementary Level)	13.0 lakh			
		1.26. No. of out of school children, age 16-19 years, who were supported through NIOS	2 lakh			
		1.27. No. of students provided free uniforms (Elementary level)	3 crore			

		1.28. No. of children provided Transport and Escort facility (upto secondary level)	8.50 lakh	7. Enhancing learning outcomes of students and attaining universal foundational literacy and numeracy skills		
		1.15 No. of children covered under Section 12 (1) (c) (reimbursement towards expenditure incurred for 25% of Admission under 12 (1)(c) RTE Act)	25 lakh			
	2. RTE ENTITLEMENTS, QUALITY AND INNOVATION INTERVENTIONS	5.1 No. of students provided free Textbooks (Elementary level)	9 crore		39. Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 3)	1%
		5.2 Number of children provided Teaching Learning Material under Foundational Literacy and Numeracy	6 crore		40. Increase in percentage points of Students (%) who answered 50% or more questions correctly in Mathematics (Class 3)	1%
		5.3 Number of students provided learning enhancement/Enrichment Programme (6 th to 12 th)	1.8 crore		42. Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 5)	2%
		5.4 Number of Schools provided library facility	7 lakh		43. Increase in percentage points of Students (%) who answered 50% or more questions correctly in Mathematics (Class 5)	2%
		5.5 Number of Schools provided sports equipment facility	7 lakh		44. Increase in percentage points of Students (%) who answered 50% or more questions correctly in Language (Class 8)	2%
		5.6 Number of schools covered under Youth and Eco Clubs	5 lakh		45. Increase in percentage points of Students (%) who answered 50% or more	5%
		5.7 Number of schools/students				

		participating in Hackathons, Olympiads, Talent Search, Exhibitions (science & math etc.) and other national level competitions	4.90 lakh		questions correctly in Mathematics (Class 8)	
		5.8 Number of Labs provided in Schools	2000		46. Number of initiatives under innovations component of Samagra Shiksha scaled up by State and UTs	20
		5.9 Number of elementary and secondary schools provided with Science Kits	30,000			
		5.10 Number of elementary and secondary schools which have been provided Mathematics Kits	30,000			
	6 ICT & DIGITAL INITIATIVES	6.1 No. of schools covered under ICT & Digital initiatives (including smart classrooms)	50,000	8. Improving the overall quality of teaching	47. Percentage of teachers who cleared the NISHTHA post training test during the year	60%
	7 TEACHER EDUCATION AND TEACHER TRAINING	7.1 No. of DIETs made functional during this year	5		48. Impact Evaluation of the teachers training conducted during the year	5
		7.2 No. of Teachers, Head Teacher, Teacher Educators and Educational Administrators provided training	12.5 lakh		49. % teachers/school principals who participated at least 50 hours of CPD opportunities in this financial year	50%
		4.2.1 No. of master trainers for anganwadi workers trained for pre-school education	6000			
		4.2.2 Number of Teachers of class I to class V who have received training on FLN-NISHTHA modules	2 lakh			
		4.2.3 Number of teachers who received online training through SWAYAM/DIKSHA portal	10.40 lakh			

	8 SKILL DEVELOPMENT	5.5 No. of new schools covered under Vocational Education	1600	9. Promoting vocationalization of education	50. Number of Students certified	3 lakh
		5.6 Number of Students enrolled in vocational courses (in classes 9-12)	15 lakh			
		5.7 Total Number of schools providing vocational education	13500			
		5.8 No. of new schools covered for providing exposure to Vocational Education at middle stage	6500		51. No. of upper primary students provided exposure to vocational education	5 lakh
	7 GENDER PARITY IN EDUCATION	6.7. No. of Kasturba Gandhi Balika Vidyalayas (KGBVs) upgraded from Class VIII to Class X during the year	100	10. Bridging Social and Gender Gaps in School Education by providing special emphasis on girls and ensuring equitable and inclusive education at all levels for children belonging to SC, ST, Minority and CWSN-Less dropout	52. Gender Parity Index (GPI) at Elementary level	1.01
		6.8. No. of Kasturba Gandhi Balika Vidyalayas (KGBVs) upgraded to Class XII during the year	350		53. GPI at Secondary level	1.0
		6.9. Number of Schools provided separate Girls Toilet	3600		54. GPI at Higher Secondary Level	1.0
		6.10. % of KGBVs which have provision of sanitary pad vending machine	21.46%			
		6.11. No. of Schools provided Self-defence training for girls	2.5 lakh			
		6.12. Number of girls provided free uniforms (Elementary level)	4 crore			
	8 EQUITY AND INCLUSIVE EDUCATION	8.1 No. of Children with Special Needs (CWSN) Girls provided stipend	6.00 lakh		55. Enrolment of CWSN as a percentage of total enrolment (%)	1.5%
		8.2 No. of Resource Centres equipped at Block Level	1800		56. Transition rate of CWSN from upper primary to secondary	-
		8.3 No. of Special Educators	32000			

		provided financial assistance				
		8.4 Number of teachers provided training to cater to the needs of CWSN	25000			

*Based on UDISE+ 2019-20 and PRABANDH data

Annexure -V

Inclusive Education: Letter dated 10.06.2022 regarding the same for compliance by all State & UT

F.No.3-5/2021-IS.18
Government of India
Ministry of Education
Department of School Education & Literacy

Shastri Bhawan, New Delhi
Dated: 10th June, 2022

To,

1. Education Secretaries of all States and UTs
2. The Commissioner,
Kendriya Vidyalaya Sangathan
18, Institutional Area,
Shaheed Jeet Singh Marg, New Delhi-110016
3. The Commissioner,
Navodaya Vidyalaya Samiti,
B-15, Institutional Area,
Sector 62, Noida, Uttar Pradesh 201307

Subject: Compliance of judgment dated 28.10.2021 in the matter of W.P(C) 132 of 2016 titled as Rajneesh Kumar Pandey & Ors. vs. Union of India & Ors., before the Hon'ble Supreme Court of India- reg.

Sir/ Madam,

I am directed to refer to the judgment dated 28.10.2021 of W.P(C) 132 of 2016 titled as Rajneesh Kumar Pandey & Ors. vs. Union of India & Ors., before the Hon'ble Supreme Court of India wherein it directed Central Government to forthwith notify the norms and standards of pupil teacher ratio for special schools and also separate norms for special teachers who alone can impart education and training to Children with Special Needs (CwSN) in the general schools.

2. The Norms and Standards of Pupil Teacher Ratio (PTR) for special schools and also separate norms for special teachers who alone can impart education and training to CwSN in the general schools, as recommended by Rehabilitation Council of India (RCI), Department of Empowerment of Persons with Disabilities (DEPwD), Government of India, have been accepted by this Department, and are detailed as under:-

Pupil Teacher (Special Education Teacher) Ratio for Regular (Inclusive) School

Levels		Qualifications	Recruitment Process #	Minimum No. of Spl. Ed. Teacher(s)	Recommended PTR	Remark
Foundational Stage (Pre-school Classes 1 & 2)	Primary Level	I. D.Ed. in Special Education from a RCI Approved Institute and possess a valid RCI CRR number or	Through		10:1 (Pupils with disabilities enrolled and special	

Preparatory Stage (Class 3 to 5)		D.El.Ed. with a recognized qualification (Certificate/Diploma*) from a RCI approved institution equivalent to D.El.Ed. in Special Education and possess a valid RCI CRR number 2. Six-month training of teaching in cross disability area in inclusive education (**)	CTET/TET/NTA Score + Demonstration of Class room Teaching + Interview or as per the recruitment process adapted from time to time	One (***)	education teacher)	Availability of service of special education teacher should be mandatory even if the school has one student with disability
Middle Stage (Class 6 to 8)	Upper Primary + Secondary	1. B.Ed. in Special Education from a RCI Approved Institute and possess a valid RCI CRR number or B.Ed. with a recognized qualification (Certificate/Diploma*) from a RCI approved institution equivalent to B.Ed. in Special Education and possess a valid RCI CRR number 2. Six-month training of teaching in cross disability area in inclusive education(**)			15:1 (Pupils with disabilities enrolled and special education teacher)	
Secondary Stage (Class 9 to 12)	Higher Secondary			One (***)		

(*) RCI makes effort to design and conduct such training programme through its approved institution for in-service/pre-service general teachers.

(**) If the proposed programme (cross disability/top up courses being developed by RCI as an in-service training) is not available, the same may be dropped from the qualifications with a condition that those recruited with D.El.Ed./B.Ed. Special Education or Equivalent qualifications have to compulsorily undergo aforesaid training as soon as the same is conducted.

(***) Note 1: One school and one (minimum) special education teacher norms remains intact; however, adhoc/special provision of Itinerant Special Education Teacher under special circumstances as per the PTR specified above may be done in cluster of schools in case of (i) adequate number of special education teachers are not available, (ii) school is a single teacher school having only one general education teacher. This may be done with the conditions that the allotment of (1) not more than 4 schools; (2) and distance between any 2 allotted schools should not to be more than 5 kilometers so that special education teacher gets the required time to provide necessary interventions at each school level. The aforesaid condition of number of schools and distance covered shall remain intact till minimum of 50% of the PTR is maintained and, the special education teacher and schools make effort to bring more students with disabilities to classrooms to maintain required PTR. In case the minimum 50% of PTR is not achieved, one by one nearby schools shall be added on till minimum of 50% of PTR is achieved.

Note 2: In case of multi-level school (foundation to secondary stage), ad-hoc provision of one Special Education Teacher may be considered if the whole school has 10 or less than 10 students with disabilities.

(#) The parity of pay and service conditions should be adhered to for special education teachers as done for general education teachers at national and state levels.

3. Further RCI has given a Clarification regarding the types of disabilities, as per RPwD Act, 2016 for which Special Educator is not required or can be addressed by trained General

Teachers by specifying the names of disabilities. Out of 21 disabilities, currently Rehabilitation Council of India has standard training programmes in the following disabilities: Blindness, Low-vision, Hearing Impairment (deaf and hard of hearing), Intellectual Disability, Autism Spectrum Disorder, Cerebral Palsy, Specific Learning Disabilities, Speech and Language disability, Multiple Disabilities including deaf-blindness. Only sensitization and orientations are given in other areas of disabilities. As special educator can support other disabilities with sensitization and orientation training such as: Leprosy Cured persons, Locomotor Disability, Dwarfism, Mental Illness, Muscular Dystrophy, Chronic Neurological conditions, Multiple Sclerosis, Thalassemia, Haemophilia, Sickle Cell disease, Acid Attack victim and Parkinson's disease; hence trained general education teachers can be sensitized and oriented in the aforesaid disability areas besides other disabilities. RPwD Act (2016), Chapter 3, 16. (iv) P. 11 demands that "provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion", hence the groups having other disabilities as mentioned may any time demand the services of special education teachers apart from the services of general education teachers in inclusive schools.

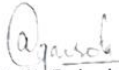
4. Regarding RCI recommendation contained in **Note 2 (#) of para 2 above**, i.e., *"the parity of pay and service conditions should be adhered to for special education teachers as done for general education teachers at national and state levels"*, **it is related to respective State Governments/ UT Administrations as Education being in the concurrent list of subjects. Therefore, State Governments/ UT Administrations may ensure.**

5. RCI has also recommended and redefined the role of special teachers, while being a catalyst to empower children with disabilities special teachers will undertake the following role responsibilities for facilitating inclusive education:

- i. Providing tips for making an inclusive school climate; culture and ethos where all systems from admission to assessments, teaching and evaluation are disability friendly.
- ii. Planning curriculum with reasonable accommodations, including adaptations and modifications as per individual and specific disability needs.
- iii. Collaborate with general teachers for certain skill based subjects or for activities which have small group instructions like cooperative learning, flipped classrooms and peer tutoring.
- iv. Develop and create supplemental learning materials for specific students, including visual, manipulative, text, and technology resources.
- v. Undertake need assessment and examine student's special educational needs and progress in classrooms and beyond within school hours.
- vi. Collaborate with school counselor for monitoring and addressing grievances and prevent bullying of children with disabilities.
- vii. Routinely check the functioning and maintenance of aids, appliances devices and assistive devices.
- viii. Undertake parent support programs; connect parents to schools and vice versa.

- ix. Develop a buddy system/Divyangamitra by creating sensitization programs for peers.
 - x. Identify talents, abilities and twice exceptionality in children with disabilities.
6. The outreach activities for special teachers are as under:
- i. Undertake home visits and support home training programs.
 - ii. Collaborate and liasoning with boards for assessments, certifications and UDID cards
 - iii. Conduct community sensitization programs and conduct surveys.
 - iv. Undertake resource mobilization; for example arranging for device support, Braille books, interpreters services, arranging readers and scribe for children with disabilities.
 - v. Communicating and advocating for the right students with disabilities.
7. The suggested activities for special teachers are as under:
- i. Developing annual/monthly calendar of activities for inclusion.
 - ii. Co-planning of lessons and providing tips for teaching children with disabilities Implementation of IEPs.
 - iii. Arranging for celebrations and workshops such as poster competitions, showcasing success stories and films glorifying abilities of children with disabilities for awareness and empowerment.
 - iv. Working with school council/School Development Management Committee (SDMC)/ School Management Committee (SMC) for inclusive education, community and parent volunteering activities.
 - v. Ascertaining felt needs of teachers, develop checklists of inclusion, experiential workshops, disability sensitizations etiquettes, family fair and 'Inclusion Mela'.
8. States Governments and UT Administrations may take further necessary action in the light of judgment dated 28.10.2021 of Hon'ble Supreme Court and furnish the action taken report to this Department by 25th June, 2022 to enable this department to submit compliance affidavit before Hon'ble Supreme Court of India.

Yours faithfully,


(Anil Gairola)

Under Secretary to the Government of India
Email: iedcis18@gmail.com