

F. No. 21-3/2019-IS-8
Ministry of Human Resource Department
Department of School Education & Literacy
IS-8 Section

Shastri Bhawan, New Delhi
Date: 05th July, 2019

Subject: Samagra Shiksha - Meeting of the Project Approval Board (PAB) held on 02nd May, 2019 to consider the Annual Work Plan and Budget (AWP&B) for the year 2019-20 for the NCERT - Circulation of Minutes.

The Meeting of Project Approval Board (PAB) of Samagra Shiksha was held on 05.05.2019 under the Chairpersonship of Secretary (SE&L) in Conference Room No. 112, C Wing, Shastri Bhawan, New Delhi to consider the Annual Work Plan & Budget (AWP&B), 2019-20 of NCERT.

2. The undersigned is directed to forward herewith the approved PAB minutes in respect of Samgra Shiksha, NCERT for 2019-20 for further necessary action.


(Dalbir Singh)

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To,

1. Prof. H.K. Senapaty, Director, NCERT
2. Prof. Amrendra Bahera, Joint Director (CIET), NCERT
3. Prof. Ranjana Arora, NCERT
4. Prof. Dinesh Kumar, NCERT
5. Prof. Anup Rajput, Head (DEE), NCERT
6. Prof. A. D. Tewari, Head (PMD), NCERT
7. Prof. Veer Pal Singh, NCERT
8. Prof. Suniti Sanwal, NCERT
9. Prof. Pawan Sudhir, NCERT
10. Prof. Jyotsana Tiwari, Head, DEAA, NCERT
11. Dr. Vijay Kumar R. Deputy Secretary, NCTE

Copy to:

1. All Divisional Heads of ISSE Bureau
2. All Under Secretaries of ISSE Bureau

3. All TSG Consultants
4. NIC-with request to upload minutes on the portal
5. Sh. Anand Prakash, Deputy Secretary, M/o WCD

Copy for information to:

1. PPS to Secy (SE&L)
2. PPS to JS (SS-II)


(Dalbir Singh)

Under Secretary to the Government of India

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

Minutes of the Meeting of the Project Approval Board (PAB) held on 2-5-2019 to consider the Annual Work Plan & Budget (AWP&B) 2019-2020 of Samagra Shiksha in respect of NCERT.

A meeting to finalise the Annual Work Plan & Budget (AWP&B) of NCERT for the year 2019-20 under Samagra Shiksha was held on 02.05.2019 at MHRD Conference Hall, Shastri Bhawan, New Delhi. The list of participants is enclosed at **Annexure - I**.

2. At the outset, Smt Rina Ray, Secretary (SE&L) welcomed all the participants and the NCERT representatives. She expressed appreciation for the work done by NCERT by providing academic support in improving the quality of school education in India. The Ministry is able to draw upon NCERT's expertise while formulating and implementing policies and programs in the areas of school and teacher education. However, she emphasized that each activity and programme should be linked to measurable outcomes and NCERT must share the results and findings of their projects with MHRD, for further application and policy reforms.

3. NCERT made a presentation on their activities and best practices on the various initiatives taken for promoting quality education during 2018-19. The major activities have been as follows:

a) NCERT conducted National Yoga Olympiad at elementary and Secondary Stage with the objective to promote practice of Yoga in Government schools.

b) Development & Maintenance of Digital Platforms e-pathshala and NROER: QR codes for 321 textbooks have been created. Resource mapping is in progress. Seven states have already started digitization of text books.

c) NCERT organized 23rd All India Children's Educational Audio Video festival and ICT Mela during 27-29 November, 2018. There were 300 entries for the award, out of which 40 were selected.

d) Kala Utsav a national initiative to promote Arts in Secondary education was held in the month of November, 2018.

e) To promote creativity and spirit of enquiry among children Rashtriya Avishkar Saptah was organized in all states and UTs.

f) Draft learning outcomes at Secondary level has been finalised.

4. New Approaches 2019-20

During the year 2019-20, certain new approaches have been introduced for enhancing the effectiveness of the Samagra Shiksha scheme and making it more outcome oriented. These new approaches aim to engage all administrators, schools, teachers and children in activities which would enable to improve the learning outcomes and also measure the impact and outcome of various components under the scheme. Shri Maneesh Garg, Joint Secretary (SS-II) made a presentation on the New Approaches, the details of which are as given below:

i) PISA (Programme for International Student Assessment)

PISA is conducted by 'Organization for Economic Co-operation and Development' every three years. It is a competency based assessment which unlike content-based assessment, measures the extent to which students have acquired key competencies. The assessment tests the children in Reading, Mathematics and Science. Learning from participation in PISA will help to introduce competency based examination reforms in the school system and move away from rote learning. Schools run by Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and Chandigarh all of which are affiliated to CBSE will participate in PISA, 2020-21. Both CBSE and NCERT will be involved in this exercise.

ii) Shagunotsav

This is a Census based audit to be carried out in September, 2019 of all 11.85 lakh government and government aided schools in all States and UTs including nearly 7 lakh standalone primary schools. Data on various school based parameters is presently collected through the tools of Unified District Information System for Education (UDISE), SHAGUN, Project Monitoring System (PMS) and Performance Grading Index (PGI) to assess the quality and infrastructure at school level. However, the same is not corroborated through field visits. Feedback received from Central Prabhari Officers of aspirational districts has shown that many schools are not visited at all or the frequency of visit is very less. Therefore, a need was felt to take up the exercise of school based census to cover each and every school to ascertain the adequacy of infrastructure facilities, teachers, students, school management and community participation.

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

iii) Integrated Teacher Training Programme (Elementary level)

In-service teacher and teacher educators training have been an integral part of erstwhile Schemes of SSA, RMSA and CSSTE. As per the framework of Samagra Shiksha, various kind of trainings such as training for Principals/HMs (Refresher and Residential), Teachers (Refresher and Induction), Teacher Educators (Residential, Training of Master Trainers and Programme and Activities), Training of Educational Administrators (Residential) and Training for School Management and Development Committee (SMDC) Members are provided in different components. This kind of segmentation has adversely affected the efficacy of training. Therefore, an integrated approach by subsuming abovementioned trainings into a standardised comprehensive training package has been envisaged in order to ensure effectiveness of school eco-system and improvement in learning outcomes. This is first time when the Department through its academic bodies such as National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) is taking a lead role and will conduct face to face training for around 32000 Key Resource Persons (KRPs) across all the States and UTs.

Earlier in-service teacher trainings were conducted by the concerned States and UTs through SCERTs or any other agency as selected by them. Even after providing teachers training for last so many years, the efficacy of the training and its impact on improvement of learning outcome remain a big question. Cascade method with multiple layers has resulted in high percentage of communication loss when it reached grass root level. Requests have been received from many States and UTs to provide support in this regard. Recently, NCERT conducted a pilot in Tripura and trained 31000 teachers directly through Key Resource Persons (KRPs) trained by NCERT. After successful implementation of integrated teacher training in Tripura, it has been decided to scale up this model at national level and implement in all States and UTs. NCERT and NIEPA have been identified to lead this training in a mission mode in defined time period.

- It would address concerns such as learner-centred pedagogy, learning outcomes, creating safe and secure environment in schools, role of community in improving school education, school based assessment, etc., which are required to reach the grass root level (i.e., to the teacher). For this, an integrated teacher training programme will be conducted in the months of June – November 2019 to directly train all 41 lakh teachers, school heads, BRCs and CRCs at the elementary level.
- This training will prepare teachers for School Based Assessment to be conducted in December, 2019 in all the schools.

- NCERT will formulate 8 National Resource Groups (NRGs) having 15 Resource Persons each, including experts from NIEPA. NRG from NCERT and NIEPA will include experts in different subject areas and generic issues.
- NRGs will conduct face to face training for the Key Resource Persons (KRPs) identified at the State and UT level, which shall include faculty members of DIETs, SCERTs, IASEs, CTEs, Senior Secondary Schools, BRCs, etc.
- Key Resource Persons will form a group called State Resource Group (SRGs), which will have 6 Resource Persons (5 KRPs + 1 School head trained under School leadership Programme of NIEPA). These SRGs will directly conduct training for teachers, Head Teachers/Head Masters, BRCCs and CRCCs at block level. One SRG will train about 125-150 participants at a time.
- A Learning Management System (LMS) Portal and a Mobile App will be developed by NCERT for registration of Resource Persons and Teachers, dissemination of resources, training gap analysis, monitoring, mentoring and measuring the progress online. Guidelines for the training of KRPs, SRPs and Teachers will be prepared along with the modules and shared with the States and UTs.

This training envisages to achieve both tangible and intangible benefits in terms of 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), who are trained through an integrated teacher training package. This will be helpful in making classrooms learner-friendly and improving children's competencies including critical thinking, problem solving, creativity, as well as social-personal qualities such as cooperation, team work etc.

iv) School Based Assessment (SBA)

Preparations for NAS 2020 (Pre NAS 2020) have been initiated to reach out to all the districts of different States and UTs. In this context, a School Based Assessment (SBA) is proposed to be conducted throughout the country to assess the Learning Outcomes of all the children at the Elementary level. The purpose of the SBA is to empower the teachers to improve the learning levels of the students.

A framework to improve the quality of learning through SBA in the schools is being prepared which would focus on bringing in its ambit school leaders, teachers and the whole network of officials at blocks, DIETs, SCERT and the Directorates of Education in different States and UTs. The key features of the School Based Assessment are:

- It is proposed to be a decentralised test where the preparation of the test papers will be done at District level for which training will be given by NCERT and administration of the test will be at the school level.

- Non standardized assessment would be used to link to individual learning styles of each child. Emphasis will be on portfolio, self and peer assessment used in conjunction with teacher assessment. Assessment of personal social qualities along with cognitive competencies will be encouraged. A strong and relevant feedback mechanism will be inbuilt allowing the teacher to give immediate and constructive feedback to students.
- SBA would have an online reporting system of both school and teacher level performance which can be monitored at the District, State and National level.
- Guidelines, handbook, videos, e-books and e-learning materials will be developed for conduct of SBA and shared with the States and UTs.
- SBA would involve in its framework 'a whole school approach' which involves the participation of the community in the learning process. Students' progress would be discussed with the parents and shared with the SMCs and suggestions would be sought.
- In implementing the SBA, emphasis will be on on-site mentoring by the Cluster Resource Center Coordinator (CRCC). The CRCCs would nurture and support the teachers on a regular basis. Teachers would be encouraged to participate in quality circles within the clusters.
- Sample checking by an external agency will be done to validate the data from the schools.

v) Strengthening of CRCs - Mobility support to CRCs

The Cluster Resource Centres are the most critical units for training and on-site support to schools and teachers. The CRCs need to undertake regular visits and organise monthly meetings to discuss academic issues and design strategies for better school performance. Periodic inspection and supervision of schools to observe the infrastructure and facilities and the administrative aspects is critical. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuous professional up gradation of teachers. In this context, each Cluster Resource Coordinator should visit the schools and provide onsite academic support under his/her jurisdiction at least once in 2 months and send reports on a common platform to be shared by MHRD.

vi) School Management Committee (SMC) Training

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

vii) Display of LOGO of Samagra Shiksha

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

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

viii) Shagun Repository

This has been designed to change the narrative on school education by showcasing the multitude of innovative & successful models being implemented by all States and UTs in diverse circumstances. It enables the successful initiatives to be replicated & taken to scale. It encourages all States and UTs to positively compete with each other to carry out and upload best practices. This repository of good practices focuses on positive stories and developments that are driving performance improvements in school education. These innovative practices are documented in the form of case studies, videos, testimonials and images for which support is being provided under Samagra Shiksha.

ix) Constitution of Youth Club and Eco Club

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

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

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

x) Issue of Identity card to teachers

In order to ensure quality of education, it is essential that duly appointed teachers are present in schools. Hence, the States and UTs is required to issue identity cards to all their regular and contractual teachers of elementary and secondary/higher secondary schools having the details such as photograph & name of the teacher along with name of the School with U-DISE Code, Full Address of the school with Block, Village, District, and Designation etc. PGI indicator 2.1.6 will be amended to replace teachers' photos with ID cards for teachers.

xi) Rangotsav

For the promotion of experiential learning and joyful learning, various activities are organized for both students and teachers. Some of the major activities under taken are Kala Utsav; Role Play Competition; Band Competition; Music Teacher Competition and Folk dance competition. While competitions will be organized at the secondary level, focus may be on joyful learning at elementary level.

xii) School Safety & Security

The issue of school safety has become more complex moving beyond corporal punishment to bullying, physical violence, sexual, psychological and emotional violence, even leading to death in extreme cases. In the recent past, there have been reports of violence and tragic incidents in schools including murder, assault and rape. This is a key cause of worry, demanding a school safety and security framework and plan of action.

The scheme of Samagra Shiksha endeavours to provide every child access to education in an environment that is safe, protective and conducive to growth & development. The teachers need to function as first step counsellor within the school. Also, every school is required to display a board on safety with helpline and emergency numbers and contact persons.

xiii) 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 would propel States and UTs towards undertaking multipronged interventions that will bring about the much desired educational outcomes.

xiv) UDISE +

This is an improved and updated version of UDISE. The entire system will be online and gradually move towards collecting real time data. 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.

xv) Reporting by the Head Masters/Principals

In order to monitor the expenditure under Samagra Shiksha and ensure that all the services and facilities reach the schools, a detailed system of obtaining reports every two months from every Head Master & Principal in a government school will be put in place. The reporting will be done through a Mobile App, which will be compiled at a central server where the software will generate discrepancy reports, which will then be followed up for correction/necessary action.

xvi) Reporting by the BRCs

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

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

NCERT was asked to make elaborate plans and guidelines on Integrated Teacher Training Programme and SBA as they will be spearheading these projects.

Thereafter, Director (Samagra Shiksha), Shri Rajnish Kumar made a presentation on the progress and achievements of 2018-19 and the proposals and recommendations for 2019-20.

6. **Progress of the Programmes Approved by the PAB for 2018-19:** The progress made in respect of programmes approved in 2018-19 was reviewed. The details are as follows:

SN	Title of Project	Approved (Rs. in lakhs)	Expenditure (Rs in lakhs)	Status
Department- DEE (ISLP)				
1.	State level consultation meet-cum-workshop on pedagogy of Language & Literacy (Pre-primary to primary grades) with reference to Learning Outcomes	20.00	11.24	Completed 3 meets.
2.	Developing the Demonstration School at RIE Bhopal as Model of Best Practices and Instruction for achieving the learning outcomes of language and literacy(2Year)	8.00	0.00	Not initiated due to non availability of staff.
3.	Review of resource material for creating print-rich environment in Primary grades	8.00	0.00	Not initiated due to non availability of staff
4.	Development of Resource Material for teacher and children for primary grades to achieve Learning Outcomes (Two Years)	19.50	5.19	Completed. Content developed for subtitling in 6 languages viz Manipuri, Bangla, Korku, Marathi, Nimadi, Bareli, English and Hindi
5.	A study on prevalent understanding about learning outcomes of reading and writing in the Primary grades	10.00	0.48	Tools have been developed.
6.	Early Literacy Among Scheduled Tribe Children of Odisha: An Exploratory Study	1.75	1.27	Completed. Report finalisation in progress
(a)	Purchase of Scanner, Photocopy machine and other misc/office expenses (Purchase of photocopy paper, printer cartridges (black and colored), pen drives etc.	3.50	3.00	Material Purchased
(b)	Staff Support	35.77	12.80	Got the staff appointed in Dec.18
	Total	106.52	33.98	

Department- DEE (ISMP)				
7.	State level Consultation meet-cum-workshop on pedagogy of Mathematics at pre-primary and primary stage to improve achievement of Learning Outcomes.	20.00	16.83	Completed 5 Consultation meets
8.	Development of interactive e-learning material for the Teaching-Learning of primary Mathematics as per the pedagogical processes given in the Learning Outcome document.	16.00	10.06	5 interactive e-content developed on primary mathematics. 3 interactive multimedia contents developed.
9.	Assessment of achievement in Learning Outcomes at elementary stage through interactive user interface and question bank for elementary classes in all subjects.	30.00	2.03	Questions developed to test the achievement of Learning outcomes of primary mathematics
10.	A study of conceptual understanding of mathematical concepts forming the basis of learning outcomes.	10.00	0.68	Data Collected from two schools. Data entered
(a)	Equipments and Office expenses.	4.00	3.50	Equipments purchased
(b)	Staff Support	40.26	11.99	Staff appointed in Dec 2018
	Total	120.26	45.09	
Department- DEE (CCE)				
11	Capacity Building of Key resource Persons from States and UTs and KV and JNV Sangathan on Continuous and Comprehensive Evaluation (CCE)	40.00	12.92	Four Regional Meets have been organised for Southern, Northern and North-Eastern regions
12	A Study of awareness and implementation of Continuous and Comprehensive Evaluation (CCE) in the light of RTE Act-2009 at elementary stage.	8.00	0.00	Development of draft tools. Orientation of the RIE faculty and other functionaries involved in the study.
(a)	Staff support	16.57	2.38	Staff appointed in Dec 2018
(b)	Equipments and Office Expenditure	2.00	1.75	Equipments purchased
(c)	Printing of Hindi version of CCE exemplar package at the Elementary Stage	0.75	0.00	Could not be initiated
	Total	67.32	17.05	

Department- DEE (PRE SCHOOL)				
13	8 Regional Workshops on Orientation of Pre-School Programme	40.00	22.03	Eight Regional Workshops
(a)	Staff support	9.58	1.05	Staff appointed in Nov. 2018
14	A Study of Implementation of Learning Outcomes in States and UTs	15.00	1.90	Data Collected from thirty states and UT
(a)	Staff support	13.54	10.77	Staff appointed in Dec 2018
(b)	Equipments and Office Expenditure	1.10	0.30	Equipments purchased
TOTAL		79.22	36.05	
Department - DTE				
15	Development of guidelines for Teacher Performance Assessment and Sharing with states/UTs	17.00	17.84	Completed Guidelines prepared and shared with states and UTs
TOTAL		17.00	17.84	
Department-RAA/ DESM				
16	Studying and disseminating the activities under Atal Tinkering Laboratories (ATL)	5.50	0.00	Could not initiate
17	Development of Guidelines for mentoring of schools by Higher Education Institutes under Rashtriya Avishkar Abhiyan	11.00	5.53	Guidelines developed and shared with states and UTs
18	Rashtriya Avishkar Saptah - 2018	18.00	3.83	Guidelines developed and shared with states and UTs
(a)	Staff support	9.38	6.50	Staff appointed in Nov. 2018
19	45th Jawaharlal Nehru National Science, Mathematics and Environment Exhibitions (JNSMEE) for Children-2018	50.00	43.50	Completed. JNSMES organized.
20	State level Science, Mathematics and Environment Exhibitions (SLSMEE) for Children	25.00	14.56	Completed. Provided academic and financial support to all states and UTs
TOTAL		118.38	73.92	

Department-DEGSN				
21	Ex-post-facto approval for developing Modules on Promoting Inclusive Education at the Secondary Stage	0.58	0.58	Completed Modules drafted
22	Printing and Roll out of Modules on Promoting Inclusive Education at Secondary Level	10.70	4.15	Under Progress
	TOTAL	11.28	4.73	
Department-RMSA				
23	Development of learning outcomes for secondary and senior secondary level, sharing with States and UTs, printing of documents etc	75.00	28.00	Draft shared with states and UTs
	TOTAL	75.00	28	
Department- DEAA				
24	Kala Utsav- A National Initiative to promote Talent in Arts at Secondary Level of School Education	300.00	298.45	Completed. Organised at Delhi
(a)	Ex-post Facto approval for the additional expenditure for Kala Utsav	96.34	96.34	Completed
	TOTAL	396.37	394.79	
Department-DEAN (A)				
25	Organisation of Yoga Olympiad at National Level at the Elementary Stage	85.86	54.52	Completed
(a)	Ex-post facto approval for additional expenditure	19.60	19.60	Completed
	TOTAL	105.46	74.12	
Department-NAS (ESD)				
26. a	National Achievement Survey of Learning Outcomes at Classes III, V, VIII and X	398.47	202.75	Completed. Report launched. Post NAS workshops conducted at states and UTs

26. b	Development of a programme in Sports integrated education and refining the Arts integrated education to improve participation of the learner (on boarding a technical partner for development and implementation)	25.00	0.00	Not initiated.
TOTAL		423.47	386.30	
MYSORE				
27	Innovation and integration in Education of Modern School Sciences and Mathematics	6.00	0.00	Not initiated
NIERIE				
28	Orientation for Master Trainer on pedagogical evolution in inclusive classroom at Secondary Level	4.83	3.99	One workshop conducted for master trainers from NE region
AJMER				
29	Development of Entry Level Module for augmenting Learning of Science at Secondary level in Hindi medium.	2.50	2.40	Completed. Module under finalisation
AJMER				
30	Capacity Building Programme for the State Functionaries of DIKSHA	10.25	0.00	Not initiated
BHOPAL				
31	Internship Practices In Secondary Teacher Education Institutions Of Western Region Of India.	5.00	2.43	Completed.
TOTAL		28.58	8.82	
Department-PSS CIVE				
32	Innovative Model of Vocational Education in Schools	199.00	173.00	Information from the States/UTs and Schools have been collected Sectors have been identified. The list of tools, equipment and material have been prepared and purchase in process
33	National Consultation Meeting and 4 Regional workshops on the Implementation of Scheme of Vocationalisation of Secondary and Higher Secondary Education in States/UTs	14.00	18.00	Completed. All regional meets at Bhopat and national meet at Delhi

34	Curriculum and courseware development	200.00	191.00	Curriculum completed.
	TOTAL	413.00	382.00	
Department-CIET				
35	Development and maintenance of Mobile Apps and Digital platforms (e-pathshala and NROER)	100.00	114.97	Completed. Language interface enabled to support 3 languages.
36	Organization of Festival, ICT Mela of digital contents and coordination with States/ UTs.	38.00	41.45	The 23rd All India Children's Educational Audio Video Festival (AICEAVF) and 3rd ICT Mela was held from 27 to 29 November, 2018 at CIET, NCERT, New Delhi
36	National ICT Award for School Teacher 2017	67.80	21.56	The awardee teachers selected, All Preparations done. The award function could not be completed
37	Professional Development of Teachers and Teacher Educators through Blended Mode (Satellite Network and Face to Face Mode)	500.00	4.54	Worked out plans with OSRO to get the satellite network
38	Development and dissemination of ETV programme through DTH-TV Network for School Education	1840.00	0.10	18 states demand has been obtained and installation of DTH channels under process
39	The National Digital Platform for teachers creation of Taxonomy and curtain of e-contents for DIKSHA	24.00	1.49	Vetting of e-content received from states has been completed and the verified content has been uploaded on the portal
(a)	Project staff	7.20	4.60	Completed
40	Spill over for activities to RMSA project cell, NCERT	266.04	0.00	
	Total	2843.44	188.71	
	Grand Total	4805.30	1692	

7. Approvals for 2019-20: A detailed discussion was held on the various components of the proposal. The approved activities have been bifurcated in the two categories i.e. Category-I and Category-II. **The activities mentioned in the category-I would be provided funds as per the approvals while the funding of the activities mentioned in**

category-II would be provided subject to the availability of funds. The component wise detail of the proposals of NCERT and the approvals accorded is as follows:

S. No.	Activity	Amount Proposed (Rs. in lakhs)	Recommendations (Rs. in lakhs)	Remarks
Category-I				
1	Capacity Building of State Resource Groups on Quality Education at Elementary Level	2500.00	2500.00	Recommended for developing and implementing Integrated Teacher Training Programme including activities such as development of Comprehensive Package, Try-out, review and finalisation and printing/e-package, Workshop, meeting with secretaries, Capacity building programmes for SRGs, Orientation Programme for Principals/Head Masters and Support for monitoring cell etc in convergence with NIEPA.
2	Implementing School Based Assessment and Conducting National School Based Assessment Survey (NSBAS)	700.00	500.00	Recommended for preparation of training modules, try out, capacity building workshops, development of question papers, administration, printing modules, Project staff, etc.
3	Preparation of National Achievement Survey 2020	574.00	574.00	Recommended NAS Preparatory activities for 2020. Same project staff may be used for both NAS and School Based Assessment.
4	Organisation of Yoga Olympiad at National Level at Elementary and Secondary Stage	60.25	60.25	Recommended for conducting Yoga Olympiad and dissemination of report.
5	Kala Utsav	200.33	200.33	Recommended as proposed for various activities.
6	Development and Maintenance of Mobile Apps & Digital Portals (e-pathshala & NROER)- ongoing	256.60	166.60	Recommended for design maintain of e-book, capacity building, with an outlay of Rs 250.60 lakh.
7	Organization of Festival, ICT Mela, Contests of Digital Contents and Coordination with States/UTs. (On-going)	75.76	45.76	Recommended For ICT Mela including notification in the daily, organization of audio video festival, and expenditure for project staff Budget reduced for organization of Mela, and coordination for meetings

8	National ICT Award for School Teachers	50.50	50.50	Recommended for ICT awards Advertisement, pre contest activities, TA DA, Boarding lodging etc,
9	A National Study of the Preschool Education Programme under Samagra Shiksha	50.43	0	Not recommended, as the programme has been started very recently.
10	National Meet on Implementation of Pre-School Curriculum.	20.80	20.00	Recommended national meet on the implementation of pre-school curriculum with an outlay of 20.00 lakh.
11	State Level Consultation Meet-Cum-Workshop on Pedagogy of Mathematics at Pre-Primary and Primary Stage to Improve Achievement of Learning Outcomes.	20.00	20.00	Recommended for organizing workshop with an outlay of Rs.20 lakh.
12	Academic Support, Capacity Building and Follow-Up of State Resource Group, SCERTs/SIEs/Diet Faculty on Pedagogy of Language & Literacy With Respect to Learning Outcomes	10.00	10.00	Recommended as proposed.
13	Review of Resource Material for Creating Print-Rich Environment in Primary Grades.	5.00	5.00	Recommended as proposed. The list need to be updated in the website.
14	Development of Resource Material for Teachers and Children for Primary Grades to Achieve Learning Outcomes(Ongoing)	24.00	24.00	Recommended for workshops, review meetings, printing of resource material etc.
15	A Study on Prevalent Understanding about Learning Outcomes of Reading and Writing in the Primary Grades (Ongoing)	25.20	25.20	Ongoing project. Recommended as proposed for piloting of tools, finalization, administration, data collection, analysis and report. (tool already prepared).
16	46th Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNSMEE) for Children	50.00	50.00	Recommended for preparatory activities and conduct of JNSMEE with an outlay of Rs. 50 Lakh.

17	Studying and Disseminating the Activities under Atal Tinkering Laboratories (ATL)	13.00	0.00	Not recommended. This activity is being carried out by NITI Aayog.
18	Rashtriya Avishkar Saptah - 2019	76.75	46.00	Recommended for conducting Saptah.
19	State Level Science, Mathematics and Environment Exhibitions (SLSMEE) for Children	49.55	49.55	Recommended for exhibition (Rs.49.55 lakh to be borne by PAC)
20	Consultative Meeting cum Workshop on Vocationalisation of school Education under Samagra Shiksha	17.10	15.00	Recommended @ Rs 5.00 lakh per meeting.
21	Roll Out Workshop on UDL based Barkhaa A reading series for All	38.60	17.00	Recommended for roll out workshop and developing reading kit.
22	Learning Outcomes at Secondary and Senior Secondary Stages (ongoing)	80.12	40.00	Against the budget approved in 2018-19 the expenditure was Rs. 16 lakh. Recommended for LO finalization and sharing with states/UTs at secondary level only)
23	Implementation of Teacher's Self-Assessment Rubrics (TSAR) through Online and Mobile App	16.00	10.00	Recommended implementation of teachers' self- assessment through online and mobile APP.
24	Innovative Model of vocational Education in Schools	169.36	49.00	The cost approved last year was Rs. 199 lakhs out of which Rs. 150 lakhs was for non-recurring expenditure and Rs. 49 lakhs was for recurring expenditure. The expenditure may be done accordingly. For continuation of project, recurring costs for Innovative model may be considered for Rs. 49 lakhs.
25	Development of Learning Outcome based Vocational Curricula for Class IX to XII(NSQF Levels 1-4)	100.00	100.00	Development @ Rs. 2 Lakh per Job role.
26	Publication of booklet on Jal Shakti Abhiyan	0	7.00	
27	Publication of booklet on promoting Gandhian values	0	7.00	
	Total	5183.35	4592.19	

Category-II				
28	Professional Development of Teachers and Teacher Educators through Blended Mode (Satellite network and Face to Face Mode)- On-going	400.00	200.00	In the year 2018-19, Rs. 500 Lakh was recommended but only 4.54 lakh was the expenditure. Hence Rs 200 lakh is recommended.
29	Development and Dissemination of ETV Programmes through DTH - TV Network for Schools- On-going	600.00	600.00	Recommended as proposed.
30	Development of Interactive e-Learning Material for the Teaching-Learning of Primary Mathematics as per the Pedagogical Processes given in Learning Outcome Document.	16.00	16.00	Recommended development of interactive e-learning material with an outlay of Rs 16 lakh.
31	Assessment of Achievement in Learning Outcomes at Elementary Stage through Interactive User Interface and Question Bank for Elementary Classes in All Subjects.	22.00	14.00	In 2018-19 the proposal was approved with an outlay of Rs 30 lakh out of which Rs 2.03 was spent. Recommended with an outlay of Rs.14 lakh.
32	A Study of Conceptual Understanding of Mathematical Concepts Forming the Basis of Learning Outcomes.	28.60	28.00	Recommended for finalization of tools, data collection, analysis and report.
33	A Study of Implementation of Continuous and Comprehensive Evaluation (CCE) in the Light of RTE Act-2009 at Elementary Stage (On-Going)	28.10	28.10	Recommended for activities including review, data collection, analysis, report etc.
	Total	1094.70	886.10	
	Grand Total	6278.05	5478.29	

8. NCERT was requested to make a separate presentation on their proposal for Integrated Teacher Training Programme, so that the same can be finalized at the earliest. It was also suggested that NCERT should come up with stories, poems, songs and videos for promoting early reading.

9. The above cost includes expenditure on project staff as per requirement. However, NCERT should ensure that there is no creation of permanent liability of staff appointed by them and staff should be appointed on a project basis only, for the duration of the project.

10. The release of funds under the scheme will be further guided by the following conditions:

- i. The 1st Installment would be released based on provisional utilization certificate for 2018-19.
- ii. The second installment would be released only after; (a) at least 50% expenditure against available funds has been incurred; (b) utilization certificate has been submitted for funds released in the year 2019-20; and (d) Audit report has been submitted for the year 2018-19.
- iii. All installments will be released only after the submission of related documents, write ups, videos, and photographs.

The meeting ended with a Vote of Thanks to the Chair.



List of Participants to NCERT PAB 2019-20

1. Smt. Rina Ray, Secretary, D/o SE&L , MHRD
2. Shri Maneesh Garg, Joint Secretary, D/o SE&L, MHRD
3. Ms. Rashi Sharma, Director, D/o SE&L, MHRD
4. Shri Rajnish Kumar, Director , MHRD
5. Shri. Anil Kakaria, Director(Finance), MHRD
6. Shri Manoj Kumar Shukla, AFA, MHRD
7. Shri Anand Prakash, Deputy Secretary, M/o WCD
8. Prof. H. K. Senapaty, Director, NCERT
9. Prof. Amrendra Bahera, Joint Director (CIET) , NCERT
10. Prof. Dinesh Kumar, NCERT
11. Prof. Anup Rajput, Head (DEE), NCERT
12. Prof. A. D. Tewari, Head (PMD), NCERT
13. Prof. Veer Pal Singh, ESD, NCERT
14. Prof. Suniti Sanwal , NCERT
15. Prof. Pawan Sudhir , NCERT
16. Prof. Jyotsna Tiwari, Head, DEAA, NCERT
17. Dr. Vijay Kumar R. Deputy Secretary, NCTE
18. Ms. Alka Mishra, Chief Consultant , TSG
19. Ms. Tara Neorem . Chief Consultant, TSG
20. Dr. Letha Ram Mohan, Sr. Consultant, TSG
21. Ms. Purabi Patnayak, Sr. Consultant, TSG
22. Ms. Gauri Kalra, Sr. Consultant, TSG
23. Mr. Manish Sharma, Sr. Consultant, TSG