


F. No. 30-2/2020-IS-17
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy
IS-17 section

Shastri Bhawan, New Delhi
Dated: 30th July, 2020

Sub: Samagra Shiksha – Meeting of the Project Approval Board (PAB) held on 19.05.2020 to consider the Annual Work Plan and Budget (AWP&B) for the year 2020-21 for the State of Sikkim-Circulation of minutes.

The meeting of Project Approval Board (PAB) of Samagra Shiksha was held on 19.05.2020 under the chairpersonship of Secretary (SE&L) in New Delhi to consider the Annual Work Plan & Budget (AWP&B) for the year 2020-21 of the State of Sikkim.

The undersigned is directed to forward herewith the approved PAB minutes in respect of Samagra Shiksha, State of Sikkim for 2020-21 for further necessary action.



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Encl: As above:

To

1. Secretary, Ministry of W&CD.
2. Secretary, Ministry of Labour & Employment.
3. Secretary, Ministry of Social Justice & Empowerment
4. Secretary, Ministry of Tribal Affairs
5. Secretary, Ministry of Drinking Water & Sanitation, 4th Floor, Paryavaran Bhavan, CGO Complex, Lodhi Road, New Delhi-110003.
6. Secretary, Ministry of Minority Affairs, 11th Floor, Paryavaran Bhavan, CGO Complex, Lodhi Road, New Delhi- 110003.
7. Secretary, Department of Empowerment of Persons with Disability, Ministry of Social Justice & Empowerment, CGO Complex, Lodhi Road, New Delhi — 110003.
8. Dr. Prem Singh, Adviser (HRD), NitiAayog. Email Id: prem.bogzi@ias.nic.in
9. Prof. Hrushikesh Senapaty, Director, NCERT.
10. Prof. N.V. Varghese, Vice Chancellor, NIEPA.
11. Chairperson, NCTE, Hans Bhawan, Wing II, 1 Bahadur Shah Zafar Marg, New Delhi — 110002.
12. Shri Nageshwar Rao, Vice Chancellor, IGNOU, Maidan Garhi, New Delhi.

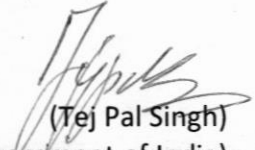
13. Shri Santosh Kumar Yadav, Joint Secretary (SS.I Bureau)
14. Shri R.C. Meena, JS(MDM).
15. Ms. Darshana M. Dabral, JS & FA, MHRD.
16. Economic Adviser, MHRD.
17. Shri P.K. Banerjee, DDG(Statistics), MHRD
18. Sh. G.P. Upadhyaya, Addl. Chief Secretary (SE),(Secondary & Elementary), HRD Department, Govt. of Sikkim, Gangtok, Tashiling-737103, Sikkim
19. Sh. BhimThatal, Director (Primary Edu.), State Project Director, (Samagra Shiksha), HRD Department, Tashling Secretariat Campus, Gangtok-737101, Sikkim

Copy to:

1. All Divisional Heads of ISSE Bureau
2. All Under Secretaries of ISSE Bureau
3. All TSG Consultants
4. NIC-with a request to upload minutes on portal

Copy to :

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



(Tej Pal 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 held on 19th May, 2020 to consider the Annual Work Plan & Budget (AWP&B) 2020-21 for the State of Sikkim.

1. Introduction:

The meeting of the Project Approval Board for considering the Annual Work Plan and Budget (AWP&B) 2020-21 for the State of Sikkim was held on 19.05.2020. The list of participants who attended the meeting is attached at **Annexure-I**.

2. Initiatives of the State:

Sh. Maneesh Garg, Joint Secretary invited Sikkim to give a presentation on School Education in the State. Sh. G.P Upadhaya, Addl. Chief Secretary, School Education (Sikkim) gave a presentation which included the following major points:-

- State has introduced pre-primary classes in all Government schools. The Pre-primary Classroom teaching has been improved with the provision of trained teachers, Supply of materials and TLM, State specific guidebooks for teachers of KG classes and separate uniforms for KG Students.
- State has initiated Yoga as Curriculum in Education with 40 minute session in schools every day. State has bagged two gold medals in the National Yoga Olympiad at NCERT in 2018.
- Adolescence Education Programme was started by State which includes counselling of the parents about their girl children, programmes at schools for adolescence awareness and Skit, plays produced by SamagraShiksha for adolescence education.
- State has incorporated Organic Farming in school textbooks.
- The State has launched Reading Corner in all Government Schools where during free time students read reference books, local Newspapers, magazines and story books. The objective is to develop reading habit amongst the students.
- State has initiated "Print Rich Activities" in which Subject contents like alphabets; numerical numbers, multiplication tables, heavenly bodies, germination etc. are illustrated on the walls of school building.
- State also shared its best practices for encouraging inclusiveness among special children like Home Based Education, Therapy, Resource Room Activities, Distribution of Aids and Appliances, Sports activities.

A soft copy of the State's presentation is available at 'www.samagra.mhrd.gov.in'.



3. **Review of Commitments and Expected Outcomes & Action Taken during 2019-20**

The progress made in implementing the commitments and expected outcomes given by the State in 2019-20 was reviewed and the status in respect of pending items is as under:-

Sl. No.	Commitment and Expected Outcomes	Action Taken	Comment of PAB 2020-21
1.	Department will ensure that all the private schools shall fulfill the norms as laid down in RTE Act, 2009. Registration of Private schools may be withdrawn on non-compliance of the provisions of the Act	The State has already notified the children belonging to (i) disadvantaged groups and (ii) weaker sections. Per child expenditure for 2019-20 has also been calculated. Decision for the implementation of the Section 12 (1) (c) of the RTE Act is still under consideration.	State was requested to expedite this.
2.	State would ensure the implementation of Public Finance Monitoring System (PFMS) up to the last destination i.e. school.	Under Process	State was requested to complete the activity by July, 2020.

4. **Commitments for 2020-21**

- a. The State of Sikkim has secured a score of **751** in Performance Grading Index (PGI) and was placed in Grade II. State showed maximum improvement in category 1: Domain of Infrastructure and Facilities as compared to last year. The Domain-wise Gaps in 2018-19 as compared to 2017-18 are shown below:

Year	Category 1				Category 2	Total
	Domain 1 (180)	Domain 2 (80)	Domain 3 (150)	Domain 4 (230)	Domain 1 (360)	All Domains (1000)
2017-18	122	58	90	198	215	683
GAP	58	22	60	32	145	317
2018-19	122	68	117	204	240	751
GAP	58	12	33	26	120	249

The following are the important action points for improvement in learning outcomes, infrastructure, equity & governance:

4.1.1 Category 1: Outcomes

4.1.2 Domain 1 – Learning Outcomes and Quality

- Learning outcomes of the students, especially those studying in classes V to VIII, to be improved by conducting remedial classes before and after school hours by July, 2020. These remedial classes would be preceded by a pre-test to identify the weaker students/gaps in different areas and a post-test to assess the efficacy of the classes.
- For improving the learning outcome of Class 3 students, State to undertake learning enhancement programmes, activity based learning and projects on reading skills for the next academic session 2020-21.
- NISHTHA Training to be undertaken in respect of all Elementary and Secondary level teachers.
- Supply of Graded supplementary material to all Primary schools.
- The district wise NAS data is to be analysed to identify the gaps in learning outcomes and undertake Post-NAS activities and suitable remedial actions.
- Completion of Teacher exchange programme to improve the quality of teaching learning and sharing the report with the Ministry.

4.1.3 Domain 2- Access

- State to undertake special enrolment drive at the beginning of academic year to ensure that there is 100% enrolment in each district.
- Ensure 100% NER and retention rate at all levels i.e. Primary, Upper Primary, Secondary and Senior Secondary.

4.1.4 Domain 3 – Infrastructure and Facilities

- The State to implement the ICT scheme in schools by the academic year 2020-21.
- All Government Secondary schools to have integrated science labs with required facilities.
- All Government schools to have Book Banks/Reading Rooms/Libraries.
- Uniforms to be distributed on time in academic session 2020-21.

4.1.5 Domain 4 – Equity

- State need to focus to bridge the difference between Minorities and General Category's Transition Rate from Upper Primary to Secondary level.



- Identification of Children with Special Needs (CWSN) needs to be done by July 2020 through school/block level camps to be held in convergence with the Health Department.
- Focus on Awareness and Sensitization camps, environmental building programme, and Identification and Assessment camps for improving the enrolment of CWSN in schools.
- Focus on accessibility for CWSN by providing CWSN friendly toilets and ramps, resource room etc. in all school buildings by December, 2020.
- Seminars and workshops and community mobilization may be organized for sensitization on social issues during 2020-21.

4.2.1 Category -2 Governance and Management

4.2.2 Domain - 5 - Governance Processes

- Digital attendance system to be introduced for students and teachers and Photo-IDs to be provided to all the teachers.
- Ensure regular visit to schools and reporting by CRCs, Education Inspectors and Education officers.
- Under the twinning programme, schools need to be identified and activities to be conducted accordingly.
- State is conducting self-assessment of the schools through ShaalaShiddhi platform. It can be used to prepare school improvement plans before next academic year.

5. Appraisal Issues/Commitments of the State for 2020-21

- Total enrolment decreased by 10% (9000 students) at Elementary level.
- Transition rate decreased by 15% at Secondary to Higher Secondary level (from 90.2 % to 75.0%).
- Civil Works:** At Elementary level, works for 1 ACR, 20 boys' toilets, 10 girls' toilets are yet to be completed. 218 ramp facilities and 64 CWSN toilets are yet to be started. State may take up these pending works on priority and ensure their completion in this year.

Item of Construction	Year	Approved	Completed	In-progress	Not started
At Elementary level					
Additional Classrooms	Up to 2019-20	605	604	1	0
Water		660	660	0	0
Ramp		436	218	0	218
Boys toilet		886	866	20	0
Girls Toilet		608	598	10	0
CWSN Toilet		137	73	0	64

		3447	3134	31	282
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Item of Construction	Year	Approved	Completed	In-progress	Not started
At Secondary Level					
Construction of New School	2013-2014	9	2	7	0
	2014-2015	5	0	5	0
	2015-2016	1	0	1	0
	2016-2017	1	0	1	0
	2017-2018	2	0	2	0
	Total	18	2	16	0
Construction of Additional Class room	2015-2016	3	0	3	0
	2018-2019	4	0	4	0
	Total	100	93	7	0
Construction of Science Lab	2015-2016	6	2	4	0
	2016-2017	7	0	7	0
	2017-2018	2	0	2	0
	2018-2019	4	0	4	0
	Total	75	58	17	0
Construction of Computer Room	2015-16	3	1	2	0
	2016-17	7	0	7	0
	Total	62	53	9	0
Construction of Library Room	2011-2012	20	19	1	0
	2015-2016	4	2	2	0
	2016-2017	9	0	9	0
	2017-2018	2	0	2	0
	2018-2019	3	0	3	0
	Total	116	99	17	0
Construction of Art/Craft/Culture room	2011-12	33	30	3	0
	2015-16	6	2	4	0
	2016-17	11	0	11	0
	2017-18	2	0	2	0
	2018-19	5	0	5	0
	Total	144	119	25	0

Item of Construction	Year	Approved	Completed	In-progress	Not started
Toilet Block	Upto 2017-18	67	60	0	7
	Total	67	60	0	7
Drinking Water	2015-16	4	1	3	0
	Total	50	47	3	0
Item of Construction	Year	Approved	Completed	In-progress	Not started
ICT at Elementary	2018-19	65	0	65	0
	2019-20	13	0	13	0
ICT at Secondary	2015-16	17	0	17	0
	2016-17	13	0	13	0
	2017-18	6	0	6	0
	2018-19	17	0	17	0
	2019-20	4	0	4	0
Teacher Education					
Special Cells in SCERT					
Science	2018-19	1	0	0	1
Mathematics	2018-19	1	0	0	1
Social Studies	2018-19	1	0	0	1
Education Technology/Computer	2018-19	1	0	0	1
Language/English Education	2018-19	1	0	0	1
Total		5	0	0	5
Equipment in DIETs & SCERT					
SCERT	2018-19	1	0	0	1
DIETs	2018-19	3	0	3	0
Total		4	0	3	1
Civil works, hostel facilities, etc. of the existing TEIs (SCERTs/DIETs/BITE)					
SCERT	Upto-2017-18 (Under Erstwhile CSSTE)	4	0	1	3
Repair and Maintenance					
DIETs	2018-19	3	0	0	3
Technology Support to TEIs (NR)					
SCERT	2018-19	1	0	0	1
DIETs	2018-19	3	0	0	3
Total		4	0	0	4
Item of Construction	Year	Approved	Completed	In-progress	Not started

Vocational Education	2019-20	10	0	0	10
KGBV (Type -II)					
West Sikkim	2011-12	1	0	1	0

- d) **Implementation of Section 12 (1) (c):** State is yet to start Admission under Section 12 (1)(C) of RTE Act. State is yet to provide information regarding Private Unaided Schools, Specified Category of Schools and Seats Available in these schools under provision of Section 12 (1)(C). State may take action on this and provide the necessary information.
- e) **UDISE+:** State was requested to complete the data entry of all schools along with verification for UDISE+ 2019-20 and remove the discrepancies pointed out by NIC immediately for UDISE+ 2018-19.
- f) **PFMS:** All executing agencies and schools to be registered on PFMS portal.

6. **New Approaches 2020-21**

During the year 2020-21, new approaches are continued for enhancing the effectiveness of the scheme and making it more outcomes oriented and relevant to the present times. 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.

6.1 **NISHTHA- Integrated Teacher Training Programme**

The Department of School Education and Literacy launched a National Mission to improve learning outcomes at the Elementary level on 21st August, 2019 through an Integrated Teacher Training Programme called NISHTHA - National Initiative for School Heads' and Teachers' Holistic Advancement. The aim of this integrated teacher training programme was to build the capacities of around 42 lakh teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block Resource Coordinators and Cluster Resource Coordinators. A total of 23,137 KRPs and SRPs and 16,99,931 School Heads and Teachers have been trained under NISHTHA in 2019-20. In this regard, given the positive feedback received from the States and UTs regarding the effectiveness of the NISHTHA training programme at the Elementary level particularly in terms of the effective transaction of comprehensive and well defined modules covering various aspects of teaching learning processes, it has been decided to launch **NISHTHA- Phase**



II at the Secondary level in order to have a coordinated and learning outcome based training programme. Teachers, Head Masters/Principals of Government and Government aided schools at Secondary level will be covered in NISHTHA Phase-II.

However, the present situation of COVID-19 has presented new challenges for face to face training and also several opportunities to innovate, revamp and technology integration in In-service Teacher Training. Therefore, it has been decided that this year remaining training of NISHTHA at Elementary level and NISHTHA Phase II training at Secondary level will be conducted online by the NCERT using high quality professionally made e-content following the four quadrant approach consisting of video, text, self-assessment and learn more.

In order to facilitate teachers to undertake online NISHTHA training, financial support upto Rs 1000/- per Teacher/KRP/SRP for procuring pen-drives with pre-loaded content and modules, printing of modules and high speed data-pack will be provided to Government/Government aided teachers at Secondary level on reimbursement basis and subject to successful completion of the training course.

6.2 Special Initiatives under National campaigns:

(a) Ek Bharat Shreshtha Bharat (EBSB)

The following activities may be undertaken under the Ek Bharat Shreshtha Bharat initiative:-

- To foster national integration through linguistic, literary, cultural, sports, and other forms of people-to-people exchanges.
- Cultural diversity is to be celebrated through mutual interaction and reciprocity between students of different States and UTs.
- All the States and UTs have been paired. The paired States/UTs will delineate a set of activities they would carry out through the year.
- These activities include Ek Bharat Shreshtha Bharat Utsav, Talking Hour in morning assembly for news and information on paired State, Student's State Project Notebook, learning of alphabets and of folk songs, translation of proverbs and 100 sentences of paired State, inclusion of few pages in course book in the language of paired State, Know your Paired State, Ek Bharat Shreshtha Bharat School Report, Themed Display Board and Wall Magazine, State Day celebration of paired States, Cultural Competition on paired State, Essay competition, Drama



(on culture, history & tradition), Optional Classes on language of paired State, Literary Fest, Pledge on Important National Campaigns in the language of paired State and Ek Bharat Shreshtha Bharat annual report.

- The schools are required to maintain a report on activities conducted under “Ek Bharat Shreshtha Bharat” in the form of quarterly and annual school report.

(b) **Fit India Movement** : The following activities may be undertaken:-

- FIT India School Week
- Fitness Training for Teachers
- Annual Fitness Assessment of Students
- Recruitment of Physical Education Teachers and training the existing teachers in Schools
- A Month Wise activity calendar.
- Choose Fit India Blocks and Fit India Districts on the basis of suggested parameters.
- Daily Fitness Activities/ PT/Fitness session of 30 Minutes duration as a part of regular curriculum.
- Schools may utilize Government’s sports facilities available in their respective State. A list of Government’s sports facilities available in all the States/UTs has been shared with all the schools.
- Online **Fit India Active Day** daily sessions in coordination with CBSE and Fit India cell.
- All schools to participate in Fit India ratings

(c) **NagrikKartavyaPaalanAbhiyan** :

- Debates, essay competitions, cultural programs, quiz competitions, seminars and lectures etc. may be held at State, District and school levels.
- State level essay, debate and quiz competitions on Fundamental Duties and themes related to constitution may be organized across the State. The winners at State level may be suitably rewarded.
- Reading of Preamble and Fundamental Duties.



- Organizing Mock Parliament.
- Public messages on Fundamental Duties for dissemination among students and staff during the celebrations. Brochures, pamphlets and e-posters on Fundamental Duties may be prepared in Hindi, English and regional languages and distributed in schools among students.
- Effective utilization of Government/Organisation websites and MyGov platform to encourage citizen centric activities on the prescribed theme. Students may be encouraged to participate in online quiz/ Olympiad competitions being organized by MyGov.
- Invite eminent personalities from different walks of life to disseminate the message of Fundamental Duties.
- Talks by eminent lawyers and legal scholars on Fundamental Duties and related themes may be organised in schools.

State is advised to make their own action plan and calendar for the academic year for these programmes and share the same with MHRD.

6.3 School Health Programme: Government of India has launched "School Health Program" under Ayushman Bharat to strengthen health promotion and disease prevention, which encompasses comprehensive and evidence based health promotion in addition to offering age appropriate health education, health promotion activities, health screening, preventive services, documentation of health related data and better skills for emergency care.

The school health promotion activities are to be implemented in all the Government and Government-aided schools through the joint efforts and close coordination between Ministry of Health & Family Welfare and the Department of School Education & Literacy at all levels (Centre and State). The sessions may be preferably included in the time table and regular curriculum of the classroom teaching.

Two teachers, preferably one male and one female, in every school designated as "Health and Wellness Ambassadors" will be trained to transact health promotion and disease prevention in the form of interesting activities for one hour every week on Health and Wellness Day. These health promotion messages will also have bearing on improving health, hygiene and sanitary practices in the country as students will act as Health and Wellness Messengers in the society.



6.4 COVID -19 Response: New Approaches for Ensuring safety and security in schools and Digital learning in view of the Covid-19 situation

In the year 2020-21, the COVID-19 pandemic has caused an unprecedented public health emergency; affecting 210 countries and territories globally. The spread of COVID -19 has imposed national lockdown leading to nationwide closure of the educational institutes as India prepares to fight against the pandemic. Precautions are necessary to protect students and educational facilities from the potential spread of COVID-19 in school environment, while at the same time ensuring minimum disruption in learning.

For this, various interventions are needed to be realigned to manage the crisis with specific emphasis on learning processes and safety & security of children. The funding provided for various components under SamagraShiksha may be utilised to deal with the current situation based on the following guidelines:

a) LEARNING PROCESSES:

Digital teaching learning process to be undertaken under Teacher training, DIKSHA/Digital content creation and Learning Enhancement Programmes (LEP) components.

(i) Training of Teachers on Safety and e-learning aspects

- Online NISHTHA training modules will be prepared for teacher training by NCERT.
- Teachers may be sensitized and oriented about the safety measures such as social distancing norms, sanitization requirements, tracking of students' health etc.
- Strategy for online training of teachers may be designed, where teachers are guided on teaching methodologies through live-streaming of online tutorials and MOOCs through NISHTHA and DIKSHA platform and NCERT webinars/lectures on Youtube.
- Teachers may be provided a platform to share their experiences, ideas, best practices, issues and concerns related to e-learning.

(ii) Promotion of e-learning platforms

- Use of e-learning Platforms like DIKSHA, e-Pathshala, SWAYAM, SWAYAM Prabha, NROER and NISHTHA may be promoted among teachers and students.



- **PRAGYATA guidelines prepared by the NCERT for online and digital education may be referred.**
- Academicians, NGOs, Teachers may be encouraged to develop and contribute content in line with the State/UT curriculum (**Vidyadaan**). The content to be further uploaded on DIKSHA after requisite curation and approvals by **SCERTs**.
- SCERTs to develop guidelines on the usage of various available e-learning platforms, regarding the sample schedule of the sessions to be conducted online (time – table) and number of hours of usage. **Guidelines should also include how study@home can be undertaken and daily or weekly timetables may be issued.**
- The teachers can conduct virtual classrooms/discussions. The classroom sessions should be either live streamed or recorded. Queries and doubts of students should be adequately answered.
- **The planning of the access should be done such that no child is left behind. State/UT governments may ensure that learning content is accessible to the needs of CwSN.** In areas with low internet connectivity, Radio and TV may be used to reach the remotest location. **Use of mother tongue/local language may be enabled where possible.**
- A mechanism may be developed to provide textbooks and **Supplementary print materials to all children at home through Block Resource Persons and Cluster Resource Persons and also shared** with students through WhatsApp etc. to keep them engaged at home.
- Based on the alternative academic calendar prepared by NCERT, SCERT should make **specific academic plans for their schools including the planning for transaction of curriculum, formative and summative assessments.**
- There may be cases where parents / guardians are not in a position to support learning of students. **Adequate remedial measures should be adopted after opening of school accordingly.**

b) SAFETY AND SECURITY OF CHILDREN

Funding under Media and Community Mobilisation and SMC training can be utilised to ensure safety and security measures for children. SMC members may be made fully aware about the present COVID situation to create awareness among the Students, parents and their role as stated below:

(i) Awareness on COVID-19

