

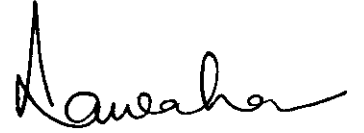
F. No. 12-3/2021-IS-9
Government of India
Ministry of Education
Department of School Education & Literacy
IS-9 Section

New Delhi, dated 16th June, 2021

Subject: Samagra Shiksha –Meeting of the Project Approval Board (PAB) held on 7th May 2021 – Circulation of Minutes in respect of Kerala.

The meeting of the PAB of Samagra Shiksha was held under the chairpersonship of Secretary (SE&L) on 7th May 2021, to consider the Annual Work Plan & Budget (AWP&B) 2021-22 in respect of Kerala.

2. A copy of the PAB minutes approving the AWP&B, 2021-22 for Kerala under Samagra Shiksha is enclosed.



(Alok Jawahar)

Under Secretary to the Govt. of India
Tel No. 2338 1095

To

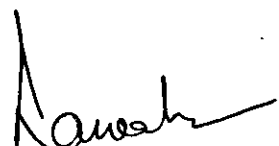
1. Shri Ram Mohan Mishra, Secretary, Ministry of Women & Child Development
2. Shri Apurva Chandra, Secretary, Ministry of Labour & Employment
3. Mr. R. Subrahmanyam, Secretary, Department of Social Justice & Empowerment, Ministry of Social Justice & Empowerment
4. Shri. Anil Kumar Jha, Secretary, Ministry of Tribal Affairs
5. Shri Pankaj Kumar, Secretary, Department of Drinking Water & Sanitation, Ministry of Jal Shakti
6. Shri Pramod Kumar Das, Secretary, Ministry of Minority Affairs
7. Ms. Shakuntala D. Gamlin, Secretary, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment
8. Dr. Prem Singh, Adviser (HRD), Niti Aayog.
9. Dr. Sridhar Srivastava, Director, NCERT
10. Prof. N.V. Varghese, Vice Chancellor, NIEPA

11. The Chairperson, NCTE, Hans Bhawan, Wing II, 1 Bahadur Shah Zafar Marg, New Delhi – 110002.
12. Prof Nageshwar Rao, Vice Chancellor, IGNOU, Maidan Garhi, New Delhi
13. Ms. Rupali Banerjee Singh, Member Secretary, NCPCR, 5th floor, Chanderlok Building, Janpath, New Delhi – 110001
14. Shri Santosh Kumar Sarangi, AS, DoSEL, Ministry of Education
15. Shri Santosh Kumar Yadav, JS (SS.I), DoSEL, Ministry of Education
16. Ms. L. S. Changsan, JS (Inst.), DoSEL, Ministry of Education
17. Shri Vipin Kumar, JS (AE & Coord.), DoSEL, Ministry of Education
18. Ms. Darshana M Dabral, JS & FA, Ministry of Education
19. Shri R. C. Meena, JS (MDM), DoSEL, Ministry of Education
20. Shri P.K. Banerjee, DDG (Statistics), MHRD
21. Ms. Geetu Joshi, EA, DoSEL, Ministry of Education
22. Sh. A. P. M. Mohammad Hanish, Secretary, General Education Department, Kerala
23. Dr. Kuttikrishnan A.P, State Project Director, Samagra Shiksha Kerala

Copy to:

1. All Divisional Heads of SS-I & SS-II Bureau
2. All Under Secretaries of SS-I & SS-II Bureau
3. Ms. Aseela M., Senior Consultant, TSG, EdCIL for circulation among the appraisal Team for the State of Kerala.
4. NIC- with a request to upload minutes on the Shagun portal/ Samagra Shiksha Portal.

Copy for information to:-
PPS to Secretary (SE&L)
PPS to JS (SS-II)



(Alok Jawahar)

Under Secretary to the Govt. of India



सत्यमेव जयते

**Government of India
Ministry of Education
Department of School Education and Literacy**

SAMAGRA SHIKSHA
(An Integrated Scheme for School Education)

Minutes of the meeting of the Project Approval Board (PAB) held on 7th May, 2021 through Video Conference to consider the Annual Work Plan & Budget (AWP&B) 2021-22 of Samagra Shiksha for the State of Kerala.

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1) Introduction:

The meeting of the Project Approval Board for considering the Annual Work Plan and Budget (AWP&B) 2021-22 under SAMAGRA SHIKSHA for the State of Kerala was held on 07.05.2021 through Video Conference. The list of participants who attended the meeting is at *Annexure-I*.

Section: I - State specific initiatives, Review of Performance & Issues

2) Initiatives of the State:

Ms. Anita Karwal, Secretary (SE&L) invited the State of Kerala to give a presentation on School Education in the State. Shri A.P.M. Mohammad Hanish, Principal Secretary, General Education (Kerala) gave a presentation which included the following major points:

a) Action taken for tackling the learning loss through Digital Learning Platforms:

- (i) **Online Classes “First Bell”:** Kerala has devised the programme of Online or Digital Classes named “FIRST BELL” as an interim arrangement for regular classes for students of class 1 to 12 and broadcasted through VICTERS Educational Channel from June 1, the first day of the academic year 2020-21. In view of the enormous support received from the public and other agencies, the department ensured that 100% students have the access to online classes by providing TV/Mobile phones to those who do not have the device. All digital classes are available on First Bell portal and can be selected on the basis of medium, class, or subject.
- (ii) **“White Board” for CWSN:** Kerala has developed adapted digital classes for CWSN under the project named “White Board”. Special educators developed adapted learning materials suited to each category of differently abled children and uploaded the digital classes in YouTube Channel. Also, ward education registers have been made for CWSN.
- (iii) **Lab @ Home:** The state has implemented the Lab @ Home programme in houses of primary students. This is aimed at getting across basic concepts in Mathematics, Science, and Geography to primary students through a set of tools prepared by teachers using low-cost materials. Teachers prepared tools in workshops and these tool sets delivered to students in the wake of the COVID-19 situation. Video Tutorials on how to use tools is also prepared in the workshop and shared with all students.
- (iv) **Hello English- Hello world Digital interactive learning:** This is introduced as an extension of ‘Hello English’ programme aimed to foster the language performance and creativity of the learners. This year, as the schools remain closed a series of Digital interactive learning materials are prepared for elementary learners. The materials were sent to learners as PDF pages. Videos of teacher directions, animated cartoons, narrations, audios of stories and songs, etc. were embedded on each page. Each page has three major areas- A video containing directions of the teacher, a Video for the discourse-level input, and an activity related to the theme given. The pages are made

available to learners through class-level social media groups of schools. After watching the input content, the learners upload their activities in video, audio, or picture form to the groups. When all learners post their products, the teachers give feedback to the learners. Children who don't have mobile phones or network connections get the materials from Local Resource Centres and Online Learning Centres. The educational volunteers there provide them technical support to learners for preparing the activities suggested.

(v) **Local Resource Centres:** Local Resource Centres is an innovative initiative for providing additional academic support to the marginalised sections started functioning offline in October 2020, at a time while the rest of the student community were solely depending on online education. In addition to the facility to watch online classes, the learners in Local Resource Centres were given onsite learning support with the support of educational volunteers appointed in these centres, the Cluster Coordinators, teachers of nearby schools and special educators. Learners of these sections were brought to these centres and given academic support strictly adhering to the state's Covid-19 health regulations. In 2020-21, a total of 673 Local Resource Centres functioned in this manner in Kerala.

(vi) **Under Public Education Rejuvenation Mission, 45000 classrooms have been provided IT facilities.**

(vii) Directorate of General Education has been formed to bring all levels of school education under one umbrella.

(viii) Nattaragu- 5 days camps for socially backward students are held.

(ix) Teachers bank has been formed for rationalization of teachers deployment.

b) A soft copy of the State's presentation is available at '<https://samagra.education.gov.in>'

3) Review of Commitments and Expected Outcomes & Action Taken during 2020-21

The progress made in implementing the commitments and expected outcomes given by the State in 2020-21 was reviewed and the status in respect of pending items is as under:-

Sl. No.	Commitments	Action Taken	Comments of the PAB 2021-22
1.	Surplus Teachers at Elementary level: There are 7,011 Surplus Teachers at Elementary Level. State needs to undertake rationalization of teachers, to ensure availability of required number of teachers in all schools.	The State has started a continuous process of forming the Teachers Bank and the surplus teachers are posted as Trainers and Cluster Coordinators in BRCs and CRCs.	State should prioritize rationalization of teachers to ensure adequate availability of teachers in all schools and it should be a continuous process.

Sl. No.	Commitments	Action Taken	Comments of the PAB 2021-22
2.	<p>Vacancy of Academic positions in TELs: Vacancy of academic positions in SCERT as per scheme is 38% with only 28 faculties in position. These vacant posts need to be filled up on priority as it is also directly impacting PGI indicator # 2.1.12.</p> <p>Vacancy of academic positions as per scheme in 14 Functional DIETs is 39% with only 213 faculties in position as against a total sanctioned post of 350 (25 Academic posts per DIET). These vacant posts need to be filled up on priority as it is also directly impacting PGI indicator</p>	<p>The vacant posts in 14 DIETs are filled based on the DIET special rules. The details of this rule are published in the Government Gazette. This year the State government took steps to fill up the vacancies of academic staff in DIETs. In SCERT, some amendments are yet to be exercised in the existing special rules. So the revised special rule is submitted to Government for final approval. Steps are taken to fill up the vacancies of academic staff in SCERT also.</p>	<p>State should ensure these vacancies are filled up at the earliest.</p>
3.	<p>Education cycle followed in Kerala is not as per the RTE Act 2009 (Primary level classes I-V and Upper Primary level classes VI-VIII). In Kerala, the Lower Primary classes are from 1 to 4, Upper Primary classes 5 to 7, Secondary classes 8 to 10 and higher secondary classes 11 to 12.</p>	<p>Decision is pending with the Government of Kerala for approval.</p>	<p>State Government to revise education cycle to align with the RTE Act, 2009 and NEP 2020 as also communicated from the Ministry vide letter no. 9-2/20-IS-3 dated 31st March 2021.</p>

4) Review of performance during 2020-21:

State has secured a score of 901 in Performance Grading Index (PGI) and was placed in Grade I++. The Domain-wise Gaps in 2019-20 as compared to 2018-19 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)
2018-19	154	79	123	210	296	862
GAP	26	1	27	20	64	138
2019-20	154	79	130	216	322	901

Year	Category 1				Category 2	Total
	Domain 1 (180)	Domain 2 (80)	Domain 3 (150)	Domain 4 (230)	Domain 1 (360)	All Domains (1000)
GAP	26	1	20	14	38	99

State was requested to examine its score in each domain and take measures to improve its overall PGI score.

- Learning Outcomes and Quality (C-1, D-1):** State still needs to work on providing interventions to improve the learning outcomes of the students.
- Access Outcomes (C-1, D-2):** State needs to focus measures on improving the Adjusted Net Enrolment Rate (ANER) at Secondary level so that it can overcome the gap of 1 point.
- Infrastructure & Facilities (C-1, D-3):** State needs to focus on provision of Integrated Science Lab and providing textbook and Uniform on time to all students.
- Equity Outcomes (C-1, D-4):** State needs to focus on accessibility of Children with Special Needs (CWSN) in all schools with provision of Ramps and Functional CWSN Toilets;
- Governance Processes (C-2, D-1):** State needs to focus on filling up of academic positions in state and district academic institutions at the beginning of the given academic year and seeding Unique ID of all Children in student registry.

5) Appraisal issues/ Commitments for 2021-22

- **Pending Works in Non-recurring/Spill Over:** The year-wise detail of pending non-recurring interventions under different components is given in the table below. *The State was asked to take up these pending works on priority and ensure that all works pending prior to 2020-21 are completed in this financial year.*

Item of Construction	Year	Approved	In progress	Completed	Not started
Elementary Level					
Primary Schools	2018-2019	4	1	0	3
	2019-2020	7	2	2	3
	2020-2021	2	1	0	1
	Total	13	4	2	7
Upper Primary Schools	Upto 2017-18	46	0	42	4
	2018-2019	8	0	3	5
	2019-2020	10	1	3	6
	Total	64	1	48	15
Additional Class room	2019-2020	32	21	11	0
	2020-2021	7	3	4	0
	Total	39	24	15	0

Item of Construction	Year	Approved	In progress	Completed	Not started
Drinking Water	2019-2020	8	1	6	1
	2020-2021	117	1	98	18
	Total	125	2	104	19
Boys Toilet	Upto 2017-18	12168	0	12032	136
	2018-2019	200	0	185	15
	2019-2020	81	29	40	12
	2020-2021	6	0	6	0
	Total	12455	29	12263	163
Girls Toilet	Upto 2017-18	7671	0	7662	9
	2018-2019	232	0	216	16
	2019-2020	45	19	11	15
	2020-2021	29	5	13	11
	Total	7977	24	7902	51
CWSN Toilet	2018-2019	70	0	68	2
	2019-2020	81	6	59	16
	2020-2021	80	7	47	26
	Total	2061	13	2004	44
Electrification	2019-2020	3	0	1	2
	Total	3	0	1	2
Ramps with handrail	2018-2019	700	0	634	66
	2019-2020	70	11	31	28
	2020-2021	16	0	13	3
	Total	4502	11	4394	97
Boundary walls	2019-2020	16	0	0	16
	Total	16	0	0	16
Furniture	2020-2021	17	0	0	17
	Total	17	0	0	17
Major Repairs	Upto 2017-18	2519	0	2471	48
	2018-2019	74	0	71	3
	2019-2020	87	19	63	5
	2020-2021	30	2	27	1
	Total	2710	21	2632	57
Hostel Building	2018-2019	3	0	0	3
	2019-2020	3	0	0	3
	Total	6	0	0	6
Solar Panel Elect.	2019-2020	100	0	74	26
	2020-2021	87	0	43	44
	Total	187	0	117	70
Rain Water Harvesting	2020-2021	75	0	71	4
	Total	75	0	71	4
Secondary Level					



Item of Construction	Year	Approved	In progress	Completed	Not started
New School Building	2009-2010	60	11	40	9
	2010-2011	36	13	13	10
	2011-2012	16	7	3	6
	Total	112	31	56	25
Additional Class room	2010-2011	334	292	39	3
	2011-2012	212	194	12	6
	2017-2018	7	7	0	0
	2019-2020	87	38	25	24
	Total	640	531	76	33
Science Lab	2010-2011	233	195	38	0
	2011-2012	309	272	19	18
	2017-2018	5	5	0	0
	Total	547	472	57	18
Computer Room	2010-2011	238	200	38	0
	2011-2012	111	91	4	16
	2017-2018	2	2	0	0
	Total	351	293	42	16
Library Room	2010-2011	145	121	24	0
	2011-2012	273	241	11	21
	2017-2018	5	5	0	0
	Total	423	367	35	21
Art/Craft/Culture room	2010-2011	233	195	38	0
	2011-2012	652	589	29	34
	2017-2018	5	5	0	0
	Total	890	789	67	34
Girls Toilet	2010-2011	30	3	18	9
	2011-2012	550	73	167	310
	2017-2018	8	2	0	6
	2019-2020	14	6	3	5
	Total	602	84	188	330
Boys Toilet	2010-2011	30	4	14	12
	2011-2012	550	76	166	308
	2017-2018	8	2	0	6
	2019-2020	73	20	39	14
	Total	661	102	219	340
CWSN Toilet	2017-2018	10	1	0	9
	Total	10	1	0	9
Drinking Water	2010-2011	5	2	3	0
	2011-2012	208	86	119	3
	2017-2018	5	5	0	0
	2018-2019	4	0	2	2



Item of Construction	Year	Approved	In progress	Completed	Not started
	Total	222	93	124	5
Major Repairs	2010-2011	162	9	0	153
	2011-2012	60	0	7	53
	Total	222	9	7	206
Residential Quarters	2010-2011	111	0	0	111
	2011-2012	183	0	0	183
	Total	294	0	0	294

Source: PRABANDH as on March 2021

- **Surplus Teachers at Elementary level:** There are 11,016 Surplus Teachers at Elementary Level, which has been increased since last year, while there are a number of single teacher schools and schools having adverse PTR. The State needs to go for rationalization of teachers, to ensure availability of required number of teachers in all schools and it should be a continuous process.
- **Teacher and Head Teacher vacancy at Elementary level:** There are 248 vacant posts of teachers and 1,123 vacant posts of head teachers in Govt. Elementary schools which may be filled on priority.
- **Teacher and Head Teacher vacancy at Secondary level:** There are 555 vacant posts of teachers in Government Secondary schools which may be filled on priority.
- **Out of School CWSN:** State needs to continue the process of identifying OoS CwSN, especially dropout cases due to the pandemic and the new categories of disabilities.
- **Vacancy of Academic positions in TEIs:**
 - (i) **Vacancy of academic positions in SCERT** is 40.00 % with only 27 faculties in position as against total recommended posts of 45 as per the scheme. These vacant posts need to be filled up on priority as it is also directly impacting PGI indicator # 2.1.12
 - (ii) **Vacancy of academic positions in 14 Functional DIETs** is 48.57% with only 180 faculties in position as against a total recommended strength of 350 (25 Academic posts per DIET). These vacant posts needs to be filled up on priority as it is also directly impacting PGI indicator # 2.1.12
- **Implementation of Section 12 (1) (c):** State has not started Admission under Section 12(1)(c) of RTE Act and it is reported that no such demand has arisen in the State so far as government and aided schools are available everywhere.
- **Education cycle followed in Kerala** is not as per the RTE Act 2009 (Primary level classes I-V and Upper Primary level classes VI-VIII). In Kerala, the Lower Primary classes are from 1 to 4, Upper Primary classes 5 to 7, Secondary classes 8 to 10 and higher secondary classes 11 to 12.

Also entry age for class I is 5 years. State needs to revise education cycle and entry age to align with the RTE Act, 2009 and NEP 2020.

- **Training under NISHTHA:** State has not conducted training under NISHTA and has to complete the online training this year.
- An amount of Rs. 7362.7 Lakh was approved in 2020-21 for free textbooks and State has reported an expenditure of only Rs. 3878.1 Lakh (52.7%). State to ensure that expenditure of recurring amount is completed in the same year.

Section: II – New Approaches and COVID Action Plan

6) New Approaches 2021-22:

The Samagra Shiksha Scheme has been aligned with the recommendations of the National Education Policy: 2020 (NEP: 2020). During the year 2021-22, the focus will be on enhancing the qualitative outcomes as envisaged in NEP 2020 and increase the effectiveness of the implementation of the Scheme. For this purpose, **Key Performance Indicators (KPIs) have been developed for each intervention so that qualitative assessment of each intervention can be made.** The scheme being an integrated scheme for school education also aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs and different academic abilities, thereby making them active participants in the learning process.

The following are the focus areas of the schemes identified for the year 2021-22:

6.1 Foundational Literacy and Numeracy:

As a part of announcements under 'Atma nirbhar Bharat' and recommendations of NEP 2020, it has been decided to launch a National Mission under Samagra Shiksha to ensure that by 2025 every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III. States and UTs may identify this as one of the major focus areas, for which they have been provided funds for the following activities:

- Provision of Teaching Learning Materials (TLMs)/Supplementary graded materials to all children upto grade V such as, worksheets, workbooks and various locally contextualised Toys, Puzzles, puppets, games, board games, Story books, local rhymes, local folk songs/lore, art and craft, online access, etc. This also includes the 3-month play-based-school readiness/ preparation module - for all students who enter Grade 1. NCERT will be launching the school preparation module (SPM) which can be adopted/adapted by the states and UTs as per their local requirements and needs.

- Funds have also been provided for Teacher Resource Material/Activity Handbook for teachers to align their innovative pedagogies with learning outcomes and grade level competencies.
- Specific Teacher Training Modules under NISHTHA focusing on FL&N will be designed by NCERT. SCERTs will be the nodal agency in the State to conduct NISHTHA as well as all other supplementary in-service teachers' training.
- Independent, periodic and holistic assessment of students
- Funds have also been provided for Setting-up of State and District PMU including subject experts/IT personnel/data analysts etc. to ensure effective implementation and monitoring of FL&N goals.

The State is advised to prepare an Implementation Framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FL&N Mission by following the guidelines of MoE.

6.2 NISHTHA: National Initiative for School Heads' and Teachers' Holistic Advancement (In-service Teacher Training)

The Department of School Education and Literacy launched a National Mission to improve learning outcomes at the Elementary level through an Integrated Teacher Training Programme called NISHTHA – **National Initiative for School Heads' and Teachers' Holistic Advancement** on 21st August, 2019. In the wake of the COVID-19 pandemic, the NISHTHA programme has been contextualised to the needs of teaching and learning during the pandemic and made 100% online. **NISHTHA Online for elementary teachers** was launched on 6th October, 2020 and it has been created by customizing Modules for Online delivery in the format compatible with DIKSHA Platform of NCERT. Nearly, 23 lakh teachers have completed NISHTHA online training by March, 2021 besides the 17 lakh provided training in face to face mode in 2019-20.

The National Education Policy (NEP, 2020) recommends 50 hours of Continuous Professional Development programme or in-service training for every teacher and school leader.

Consequently, in 2021-22, NISHTHA training modules will be launched for teachers of pre-primary to primary grade for a specialised training on Foundational Literacy and Numeracy. Further, NISHTHA training will also be extended to secondary/senior secondary level teachers with a focus on improvement in quality of teachers and learning outcomes of students, which will also be conducted in online mode.

6.3 State Curriculum Framework (SCF):

As per the strategy finalized by the D/o SE&L and NCERT, it has been decided that the National Curriculum Framework (NCF) should be framed by incorporating and integrating the local and



indigenous flavour from across the country through wider consultations. Consequently, the 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 and SCFs will be paperless and conducted using the Tech platform to be developed by NIC, MoE in close collaboration with NCERT.

For the purpose of developing the SCFs, following steps are required to be taken by the States and UTs(Ref letter of Director, NCERT, No.FA-7/NCF/CG-2021-2022, dated 5th May 2021):

- 1) Ensuring that State/UT nominates SCERT (wherever it is available) as the nodal agency for developing the State Curriculum Frameworks in collaboration with the concerned State/UT agencies, such as, School Examination Boards, SIEMATs, DIETs etc., working under the aegis of Department of School Education. In case of non-availability of SCERT, either Department of School Education (DSE) or other nominated agency working under DSE may lead this task. (SCERT can take lead for all the SCFs in view of its diverse roles including school education, teacher education and adult education)
- 2) Nominate two nodal officers from the SCERT to coordinate with the nodal officers of the NCERT for taking forward the development of the SCFs.
- 3) Setting up of 25 State Focus Groups, as per template provided by NCERT, for developing State position papers in the identified areas.
- 4) 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 (as per template provided by NCERT).
- 5) Consultations at district level for taking inputs on the survey questionnaires developed at the National level.

SCERTs and DIETs are expected to play a pivotal role in conducting intensive consultation process and prepare SCF thereafter. In this regard, SCERTs and DIETs may utilise the funds provided under Programme and Activity/Research/Annual grants for developing SCF.

6.4 Promotion of Menstrual Hygiene Management (MHM)

In order to emphasize the importance of Menstrual Hygiene Management, the following major focus areas have been identified:

1) Awareness:

- Develop and incorporate Module on Menstrual Health in Curriculum
- Make available Awareness materials and FAQs in Schools

2) Standards, Technology and Outcome Monitoring:

- Appropriate ratio of girls' toilets and incinerators
- Standard low-cost mechanical incinerators for residential and non-residential schools
- Quality low cost sanitary pads vending machines and incinerators

Towards this end, NCERT will be developing a Module on Health , Physical Education, and Yoga as part of the position papers for formulating the new National Curriculum Framework on School Education (NCFSE). Under this, States and UTs are also required to formulate modules on Menstrual Health and Hygiene based on State-specific socio-cultural perceptions for inclusion in their curriculum or adopt the module developed by NCERT. **For this purpose, under special projects for equity, Rs. 10 Lakh as a one time grant is given to all States and UTs for developing a module on Menstrual health and hygiene and its appropriate inclusion in curriculum.**

6.5 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 to serve the purpose of continuous professional up gradation of teachers. In this context, each Block and Cluster Resource Coordinator will visit the schools and provide onsite academic support and send reports on a periodic basis. It is expected that the periodic visits by BRCs/CRCs will be monitored at state level through technological intervention, preferably through a mobile app. MoE will develop a comprehensive framework on the role of BRCs/CRCs.

6.6 Key Performance Indicators (KPIs) - For every component of Samagra Shiksha, measurable Key Performance Indicators have been developed for effective monitoring of scheme implementation. The KPIs have been developed in such a manner that qualitative impact of the scheme against each intervention can be measured. These KPIs will be monitored on a regular basis.

6.7 COVID- 19 Response: Ensuring safety and security in schools and Digital learning in view of the Covid-19 situation

The COVID-19 pandemic has impacted over 240 million children of our country who are enrolled in schools. Moreover, extended school closures may cause loss of learning. To mitigate the impact of the pandemic, schools will not only have to remodel and re-imagine the way teaching and learning have happened so far, but will also need to introduce a suitable method of delivering quality education through a healthy mix of schooling at home and schooling at school.

With the present COVID wave, that is more virulent and faster spreading, an urgent need was felt to plan for the challenges ahead and prepare to make progress for the sake of students, parents, community and all stakeholders involved in this pursuit. Hence, taking a holistic view, the Department has prepared a comprehensive COVID Response document consolidating all the previous guidelines and intervention to mitigate the impact of the pandemic. This guideline was issued on 4th May, 2021 and it delineates detailed action plan and timelines for all Stakeholders involved on Access, Retention, Continuous Learning, Capacity Building and Stakeholder engagement.

- 2) Academic learning & cognitive development of students
- 3) Capacity building - with specific focus on response to blended and home-based learning including student assessments and data use,
- 4) Nutritional, socio-emotional support to systems' actors and students,
- 5) Digital education and systems' development for monitoring, tracking and remediation.

Accordingly, various interventions under Samagra Shiksha have been realigned to manage the crisis with specific emphasis on **access to quality education, learning processes and safety & security of children**. The funding provided for various components under Samagra Shiksha may be utilised to deal with the current situation by focusing on the following areas which are as follows:

1) Access to Textbooks

- All states/UTs will ensure that relevant textbooks (Covering Class I to VIII) are printed and distributed through the school (if required, then at the doorstep) to every elementary level school going child, in the beginning of the academic session 2021-22.
- System for distribution of textbooks for students of secondary and senior secondary level may also be overseen by State/UT to ensure their timely distribution.

2) Availability of Supplementary Graded Material and Resource Kits:

- Since availability of devices and internet is still a major issue, workbooks, worksheets, activity material and additional books for higher classes becomes all the more important for continuity of learning. **States and UTs may prepare grade wise material and ensure their delivery to the students.**
- Activity and play based kits can also be prepared specially for ECCE to class 5 students to productively engage them in learning. SCERTs may prepare such material which will be useful for home-based learning.
- **Learning Kits for different age groups will be particularly useful for children located in remote areas, who have no access to digital formats.**
- **Funds provided for Teaching Learning Materials (TLMs) under Support to pre-school, Foundational Literacy and Numeracy and Learning enhancement/Enrichment Programmes may be utilised for this purpose.**

3) School Library Books should be made accessible

- It is noticed that though most schools now have libraries, the books remain unborrowed during the pandemic.
- States/UTs must ensure that **each and every Library Book in the school reaches the homes of children** – at least one new book a month – and children get into the habit of

reading. Teachers can review the knowledge acquired either online or as and when the schools reopen.

4) Alternative Academic Calendar:

- States and UTs may also continue to plan the Alternative Academic Calendar in its present form gives learning solutions for grades 1 to 12 for both - a child with device and one without device. This can be strengthened by connecting item banks/assessment and role of parents with the Alternative Academic Calendar.

5) Helping Teachers to Reach the Last Child in the last Mile

- States may establish a Control and Command Centre (CCC) for teachers and schools to keep track of enrolled students, learning at home, Drop outs, information on child labour mainstreamed, Out of School Children, textbook delivery, support required by teachers and schools, etc. and provide feedback to the district level.
- The States/UTs may also consider having a helpline or IVRS for students and parents for some time. This helpline could be of great help to students and parents w.r.t tracking textbooks, worksheets, solving queries, getting information on digital modes, etc.
- Teachers may visit students at least once in a week, with a brief plan of interaction with students and parents, particularly in far-flung and remote areas where access to digital devices is minimal.

6) 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.

- Teachers may be sensitized and oriented about the safety measures such as social distancing norms, sanitization requirements, tracking of students' health etc. A letter dated 30th April, 2021 regarding a course on COVID 19 Responsive Behaviour has been shared with all States and UTs. This course has been designed & developed in collaboration with UNICEF and uploaded on DIKSHA platform with the objective of providing essential knowledge and action plan with demarcation of responsibilities, for prevention of transmission of COVID 19 in the school environment. The course is available at the following link: https://diksha.gov.in/explore-course/course/do_31326644727903027212744

It is requested that the States/UTs may use the above course for the training of school authorities to ensure safety of school staff, students and nearby communities from the COVID pandemic.

- Periodic check-ins and mentoring sessions between teachers and academic resource persons may be organized by State SCERTs/SIEs and DIETs, by collaborating with NCERT if required.
- 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.
- States/UTs also need undertake their own capacity building programs in online mode for their teachers on various aspects related to teaching and learning in pandemic times. States/UTs can utilize DIKSHA platform for this purpose if they do not have their own Learning Management System (LMS) platforms.
- Teachers may be provided with 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.
- Digital and Online education guidelines 'PRAGYATA' prepared by MOE 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, the State Government should deliver the content through Radio and TV to reach the remotest location. **Use of mother tongue/local language may be enabled where possible.** The State Government may tie up with telecom services to increase access by improving connectivity, lowering costs and increasing coverage to mitigate access inequities.
- 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.**

7) Community Mobilization and SMC Training

Funding under 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 and parents.

8) Focused approach under Samagra Shiksha

(a) Support to Schools, Teachers and Students: Various components of Samagra Shiksha can be built into special and focused interventions in view of the present pandemic situation which are given below:

- a. **Learning enhancement/enriching programme** to provide supplementary material to children.
- b. **Library Grant** to be utilized for ensuring availability of reading material to students.
- c. **Special Training for OoSC and CWSN.**
- d. **Support for out of school children (OoSC) of age group 16 to 19 years** belonging to SEDG through NIOS/State open schools.
- e. **SMC training** to be utilized for ensuring community participation, parental support and awareness creation about inclusion.
- f. **Teaching learning Material** at ECCE and primary grade may be utilized for FLN kit which can be prepared by the NCERT/SCERT.
- g. **MMMER funds can also be utilized for setting-up a help desk at Panchayat level and creating awareness among masses,** through use of mass media. It can also be used for conducting online learning and content dissemination over electronic media.
- h. **Child tracking funds** may be utilized for preparing **student registry in NDEAR** compliant mode.
- i. **Special Grants to schools for sanitization and hygiene** even for limited opening/attendance of teachers etc.
- j. **Teachers grants for awareness on safety and security in online mode** and for enabling them to use online means of education.
- k. **Grants for online content development and dissemination.**
- l. **In-service training grants** for teachers for accessing **NISHTHA** training modules over DIKSHA platform.
- m. **Composite school grants** to be used by the schools flexibly to ensure continuity of learning and atleast 10% of it to be used for **Water, sanitation and hygiene** in schools.