Programmatic and Financial Norms: SAMAGRA SHIKSHA

The major components of the scheme would be based on the following pattern. The norms for the financial assistance available under the Scheme have been indicated and the States can supplement/augment the provisions for various interventions from their own resources. States/UTs may also note the following important points:

1	**In case of non-recurring expenditure, central financial assistance for spill over will be provided for three Years and maximum up to 5 years after the approval, in case, the approved works are not completed in the above-mentioned time frame, it will be become the sole responsibility of the respective State/UT to complete the pending works. For civil works approved prior to 2021, the time limit of three years will be calculated from 2021.**
2.	**Fund flow to SCERTs, DIETs etc. will be as decided by the concerned State/UT. However, there will be a single UC for the component and states will be responsible to ensure proper management of accounts and auditing of the same.**
3.	In order to promote good performance based on the PGI grading, the best performing States and UTs will be given additional grants as decided by the Project Approval Board.
4.	Procurement of goods should preferably be done from the Government e-marketplace (GeM) portal.
5.	In order to ensure effective implementation, **States and UTs will prepare yearly reports on the progress of following themes/subjects**: o Progress on Foundational Literacy and Numeracy o Progress on Early Childhood Care and Education (ECCE) o Report on E-Governance and Digital education o Convergence initiatives with various line ministries o Progress on Vocational Education. o Progress on Teacher Education. o State Innovations and Quality initiatives These reports will be submitted in the **month of June every year.**
6.	● Execution of **Media Plans for publicity** of the objectives of the Scheme ● Preparation of related **audio-visual, print material** etc.
7.	**Best practices** relating to various components/interventions need to be uploaded regularly on **SE Shagun Repository**.
8.	**Physical and Financial monitoring** will be conducted through **PRABANDH**.

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
I.	**EARLY CHILDHOOD CARE AND EDUCATION (ECCE)**			
	Goals: 1. **Every child of appropriate age has access to Pre-School, is enrolled and attending** 2. **Every child achieves optimum health and fitness parameters** 3. **All teachers are qualified to deliver quality ECCE as per National Curriculum Framework (NCF)/State Curriculum Framework (SCF)** 4. **Every child acquires all cognitive/transversal/affective/psychomotor skills required for being school/grade-1 ready** 5. **Every pre-school has an inclusive teaching and learning environment.**			
1.	**Support at Pre-school Education**	• Renamed as 'Early Childhood Care and Education' with the following interventions: • Co-location of Anganwadis in Primary Schools • Curriculum development in convergence with Ministry/Department of Women and Child Development aligned to the National Curricular and Pedagogical Framework for Early Childhood Care and Education (SCPFECCE) for children up to the age of 8 which will be developed by NCERT (NEP Para 1.3) • Numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, to be incorporated. (NEP Para 1.3) • Requirement of additional Classrooms (ACR), Toilets, Drinking water facility etc. will be provided under the strengthening component for starting pre-primary classes. • Training of Master Trainers for training of Anganwadi workers for pre-school education in line with the NCERT Framework.	• Recurring Grant, including manpower deployment and other teaching learning aids/ materials of up to ₹ 2 lakh per school per annum for pre-primary sections in Govt. primary Schools. • Provision of up to 500/ per child for Teaching Learning Materials, indigenous toys and games, play based activities per annum for pre-primary sections in Govt. Schools. • Non-recurring grant of up to ₹ 1 lakh per school for Bala Features, Child friendly furniture, outdoor play materials etc. for pre-primary sections in Govt. Schools and co-located Anganwadis (once in 5 years)	**Enrolment and access** • GER/NER for children in 3-6 age cohort • Ratio of number of days that pre-school functioned to total number of working days in the year **Attendance and Health** • Average Attendance vs. enrolment ratio • Number of times that potability of drinking water is tested (at least once every month/2 months/6 months/never) ● Number of children whose annual health check-up is done and records are maintained vs. total enrolled **Pupil Teacher Ratio (PTR) and teacher qualification** • Children to Teacher/AWW ratio • Ratio of qualified Teachers to total pre-school teachers; Ratio of qualified AWWs to total AWWs. • Number of pre-schools/AWWs trained and using art-integrated, sport-integrated, story-telling, experiential and toy-based pedagogies, as evidenced from inspections by CRC/BRC **Teaching Learning Material** • Whether SCPFECCE is developed in simple and local language by SCERTs based on

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		• In-service teacher training would also include training for ECCE teachers as per existing norms on art-integrated, sport integrated, story-telling, experiential and toy based pedagogies (Admissibility for Govt. Schools)		NCFECCE • Whether SCFECCE specifically addresses areas related to the education of children with disabilities • localized teaching learning materials available with AWW/pre-school for ECCE (including art, stories, poetry, games, songs etc.) in local language **Student Performance** • Number of AWCs and pre-schools where HPC is implemented • Number of students achieved desired competencies/learning Outcomes identified for ECCE.
II.	**FOUNDATIONAL LITERACY AND NUMERACY (FL&N)**			
	Goals: 1. **All children in the age group of 6-9 have access to foundational schooling and achieve foundational skills by grade 3.** 2. **High quality and diversified Student and Teacher Resources/Learning Materials are made available for a joyful learning environment** 3. **School Readiness module is implemented in local language in class 1 in all schools** 4. **Teachers of Grades I to V (New) are trained in order to ensure the requisite capacity to deliver high quality instruction for foundational years.** 5. **Development of a robust technology enabled Monitoring Mechanism (New) to track the progress of each child in achieving learning outcomes.**			
2.	**Teaching Learning Materials for implementation of Innovative pedagogies (New)** (including worksheets/work books, reading cards, Supplementary graded materials, activity materials etc.)	● **Core TLM:** in all languages, including mother tongue/home languages/local languages for language and mathematics. ● **Supplementary graded material:** will be provided to children to enhance the learning levels in reading, comprehension and numeracy, such as, Worksheets, workbooks, quizzes, etc.	● Provision of up to ₹ 500 per child per annum up to primary level as per state specific action plan as approved by the national mission on FLN	● **Development of Core TLM** for reading literacy and mathematics literacy by SCERT in local language based on SCFSE ● Percentage of foundational years (Class 1 to 3) students that have access to and use Core TLM ● **Development of Supplementary graded material** for reading literacy and mathematics literacy by SCERT in local language based on SCFSE

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● **Supplementary TLM:** for acquiring various skills and competencies in cognitive as well as other domains: Toys, Puzzles, puppets, games, board games, Story books, anecdotes, jokes, local rhymes, local folk songs/lore, art and craft, online access, etc. ● **E-content** will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy for FLN in local languages and context by SCERTs. ● **Development of IEC material** such as info graphics, school to parent communication material, State/UT to teachers/school communication material, etc. regarding the benefits of Foundational skills and learning outcomes to be achieved by the child, in simple and regional languages by states/UTs to ensure that students are given support in learning at home as well as at school. ● In disadvantaged or SEDG areas, SEZ and Aspirational districts, States and UTs will assess teachers' vacancy specifically and take up **PTR rationalization on priority** for these areas.		● Percentage of foundational years (Class 1 to 3) students that have access to and use Supplementary graded material ● **Development/provisi oning of Supplementary TLM** as additional resources by SCERT, such as, Toys, Puzzles, puppets, games, board games, Story books, anecdotes, jokes, local rhymes, local folk songs/lore, art and craft, online access, etc. ● High quality and engaging e-content related to Learning Outcomes for Grades 1-3 on DIKSHA ● <u>IEC material</u>: or parent communication material regarding the learning outcomes to be achieved by the child, designed in simple and regional languages by SCERT ● Percentage of foundational years (Class 1 to 3) students that have access to and use Supplementary TLM ● Number of books in school library pertaining to FLN years ● Number of times these books have been borrowed/read by students of grade 1-3 ● Percentage of schools where parental communication has been undertaken once every year/twice/thrice/four times/five times/six times or more ● Percentage of schools where parents/volunteers are

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● States/UTs shall prepare their own guidelines for innovatively engaging peer groups and other local volunteers in contributing towards the goal of achieving FL&N for all grade 3 students. **States/UTs will particularly prepare guidelines for parent's engagement as mentors/resources/ volunteers in school to help the FLN mission. (Admissibility for Govt. Schools)**		supporting the cause of FLN ●Percentage of schools that have peer learning ●PTR in grade 1-3 in Aspirational Districts ●PTR in grade 1-3 in SEZ
3.	**School Readiness module in all class 1 schools (New)**	● An interim 3-month play-based-school readiness/ preparation module - for all students who enter Grade 1 which should include monthly assessment framework, three in number **(NEP Para 2.5)**		**Percentage of children:** ●enrolled in grade 1 who underwent School preparation module ●who attained high proficiency level in the module ●who attained medium proficiency level in the module ●who attained low proficiency level in the said module ●Transition Rate to be measured from ECCE to Class V.
4.	**Teacher Resource Material/Activity Handbook (New)**	● Provision of Teacher Manuals, Activity Handbooks, resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies ● States/UTs will identify a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the FLN mission objectives.	● Provision of up to ₹ 150 per teacher teaching at Primary level.	●Clearly defined learning outcomes and their explanation videos are available for grades 1-3 in local language on DIKSHA ●Teacher Manuals, Activity Handbooks, resource materials for teachers are prepared specifically on FLN in the local languages by SCERT ●Teachers manuals, Activity Handbooks, resource materials for teachers on FLN are QR coded or Energized with e-content tagging through DIKSHA

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
				●Special resource material for children with disabilities in FLN years is developed by SCERTs ●Number of items in the online item bank developed by SCERTs, including criterion-referenced items for classes 1 to 5 related to the measurement or achievement of each learning outcomes (at least 500 items per grade). **Percentage of teachers** ●Teaching grades 1-3 who have access to these resources ●Teaching grades 1-3 involved in creating teacher resources at cluster/complex/block/district/state level in language/s spoken by children in their school ●Number of mentors identified ●Number of Mentees associated with the mentors in offline/online mode
5.	**Capacity building of Teachers of Grades I to V (New)**	● Specific Teacher Training Modules focusing on FL&N will be designed through NISHTHA by NCERT. ● FLN-NISHTHA modules will specifically contain a module on bridging the language barrier and teaching in mother tongue/regional language/home language. ● FLN-NISHTHA will also contain a specific module on peer learning and how parents can be utilized as volunteers in the schools.	● As per the in-Service teacher training norms of the scheme.	●Specific Teacher Training Modules focusing on FLN-NISHTHA designed for this purpose by NCERT. ●Adoption of FLN-NISHTHA by the state through SCERT translating it into local language ●Completion of the FLN-NISHTHA module by all teachers teaching grades 1 to 3 ●Number of Teachers who have undergone additional in-service training in specialized themes of FLN (Assessment, ICT, HPC, Child Tracking etc.)

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Adoption of NISHTHA-FLN by the state will be done through SCERT translating it into local language ● SCERTs will be the nodal agency in the State to conduct NISHTHA as well as all other supplementary in-service teachers' training. ● Teachers will be trained specifically on self-developing requisite TLMs in language spoken by child ● Teachers from SEDG areas, and Aspirational districts will be trained on priority (NEP Para 2.3 & 2.4) ● All Teachers teaching grades 1-3 will be trained on the variety of pedagogies that are important for joyful education at FLN level – art-integrated/sport-integrated/toy-based/story-telling/experiential/ICT-integrated/activity-based pedagogies		● Creation of App based performance assessment system for CRC/BRC school visits and their relevant training for the same ● Number of times the CRC/BRC visits the school to assess performance – once a month/once in two months/three months/four months/six months or more ● Percentage of Teachers using toy/game-based pedagogy in the classrooms as reported through CRC/BRC visit ● Percentage of Teachers using other innovative pedagogies in the classrooms, such as, art-integrated learning, sport-integrated learning, experiential learning, story-telling pedagogy as reported through CRC/BRC visit ● Percentage of teachers using resource materials for preparing their own lesson plans as reported through CRC/BRC visit ● Percentage of Teachers developing own TLM for classroom transactions as reported through CRC/BRC visit ● Percentage of teachers in grades 1-3 using the mother tongue as the link language for instructional delivery
6.	**Independent, periodic and holistic assessment of Students (New)**	● Formative and periodic assessment of the learning outcomes of Class I & II and desired competencies grade and subject-wise. ● Assessment of progress and achievements by	Up to @ ₹ 10 to 20 lakhs per district depending upon the size of the districts and states.	● Robust Rubrics developed at state level for tracking of FLN progress school-wise/student-wise ● Robust Rubrics developed at District level for tracking of progress of FLN

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		students, schools and states/UTs in FL&N will be at four levels (school-based assessment, SAS, third party assessment and NAS). ● For the first level, that is, school-based assessments, a Holistic Progress Card will be designed by NCERT (for KVS/JNV/CBSE schools) for the foundational years. ● SCERT to develop an App based Rubrics for Holistic Progress Card to focus on Knowledge, Competencies/Skills, Attitudes, Values, etc. and AI based analysis. This will utilize the national level HPC prepared by CBSE and NCERT as the basis of developing the state/UT level HPC in the local language. ● HPC should be such that the teacher has to fill it up at least twice/thrice in a year ● SCERT to also delineate the speed of reading with comprehension in the local language, or Oral Reading Fluency (ORF) for grades 2 to 8 ● Holding Periodic independent State level, third-party assessments and national surveys.		school-wise, subject-wise and grade-wise ● Robust Rubrics developed at BRC/CRC levels for tracking of progress of FLN student-wise in all domains ● Percentage of students acquired grade level competencies in language and Literacy in grade 1 as evidenced from HPC ● Percentage of students acquired grade level competencies in Numeracy in grade 1 as evidenced from HPC ● Percentage of students acquired grade level competencies in language and Literacy in grade 2 as evidenced from HPC ● Percentage of students acquired grade level competencies in Numeracy in grade 2 as evidenced from HPC ● Percentage of students acquired grade level competencies in language and Literacy in grade 3 as evidenced from HPC ● Percentage of students acquired grade level competencies in Numeracy in grade 3 as evidenced from HPC ● Percentage of students acquired grade level competencies in language and Literacy in grade 1 as evidenced from NAS ● Percentage of students acquired grade level competencies in Numeracy in grade 1 as evidenced from NAS ● Percentage of students acquired grade level competencies in language and Literacy in grade 2 as evidenced

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		●Additional strategies deployed for enhancing learning and acquiring of relevant competencies – peer learning, parents as volunteer teachers, ICT integration, CRC/school complex level joint activities, etc.		from NAS ●Percentage of students acquired grade level competencies in Numeracy in grade 2 as evidenced from NAS ●Percentage of students acquired grade level competencies in language and Literacy in grade 3 as evidenced from NAS ●Percentage of students acquired grade level competencies in Numeracy in grade 3 as evidenced from NAS ●Percentage of children who have acquired grade level ORF.
7.	**Development of a robust technology enabled Monitoring Mechanism (New)**	●To track children's learning progress and prepare a baseline data base for assessment of class/children at the beginning. ●Development of dashboard by states/UTs to have school/CRC/BRC/District/State level information. ●Reporting of progress to the national level Mission for FLN **(NEP para 2.2. and 3.2)**	● Provision under National Component at national level ● For States/UTs, the provision of child tracking has been provided under MIS component.	●Systematic reporting of school-wise/student-wise progress data, at least twice/three times a year at national, state, district. ●Systematic reporting of student-wise progress data, at least twice/three times a year at BRC, CRC and school level ●Access to state level dynamic and real time dashboard given to national Mission on FLN
8.	**Formation of PMU at National, State and District level (New)**	●Setting-up of State/District PMU including subject experts/IT personnel/Data analysts etc. ●Provision for PMU at States/UTs/Districts will be made as per the size, school going population/enrolment etc.	● Provision under National Component for PMU at national level ● For setting up and functional cost of PMU at State/UT level, financial support will be provided from ₹ 25 lakh to ₹ 1 crore per State/UT. ● For setting up and functional cost of PMU at District level, financial support will be provided from ₹ 6 to ₹ 24 lakh per district.	● Monitoring of FLN mission at State level ● Monitoring of FLN mission at District and Block level ● Quarterly analysis of data related to improvement of leaning level of students. ● Remediation/course correction interventions every quarter/every six months/every year. ● Percentage of schools given academic support as a part of course correction.

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● An Implementation Framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FL&N Mission will be prepared by each State/UT. ● Year wise targets to be achieved would also be indicated in the plan. ● CRC/BRC guidelines for periodic assessment of schools/teachers progress/performance.		● Percentage of teachers given additional training as a part of course correction.

III.	ACCESS AND RETENTION

Goals:

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

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*

9	**Opening of New/ Upgraded Schools**	• In order to curtail dropout rates and ensuring universal access to education at all levels, support for infrastructure from Pre-Primary to grade 12 will be provided (NEP Para 1.4, 1.6, 3.2 & 8.8)
		• States/UTs to prepare **comprehensive ten-years projection report** on the need for adequate resources in all schools.
		
		Provision for:
		● New/Upgraded schools from classes Pre-primary (not stand alone pre-primary) to Class 12th (NEP Para 1.6)
		● Addition of new subjects in existing
			● As per specified standards and State Schedule of Rates (SSOR) or CPWD Rates, whichever is lower
			● No expenditure under the Programme shall be incurred on construction of office buildings.
			● Assistance for Recurring Expenditure including manpower deployment in new Primary/Upper Primary Schools of up to ₹ 10 lakh per school and new Secondary Schools of up to ₹ 25 lakh per school.
				● Improvement of enrolment (GER & NER) at all levels
				● Improvement in Gross Access Ratio (GAR) at all levels.
				● Percentage of children in multi-class units (where more than one grade students are taught together in one classroom)
				● **To ensure tracking of every child through Transition rate from:**
				   o class 1-2
				   o class 2-3
				   o class 3-4
				   o class 4-5
				   o class 5-6
				   o class 6-7
				   o class 7-8
				   o class 8-9
				   o class 9-10
				   o class 10-11
				   o class 11-12

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*

		senior secondary schools
		● Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and the 115 aspirational districts identified by Niti Aayog etc.
		● To ensure that all students, particularly students from underprivileged and disadvantaged sections, have universal, free and compulsory access to high-quality and equitable schooling all new schools/hostels, to have following (NEP Para 8.8):
		  ○ provision of rain water harvesting system
		  ○ solar panel and
		  ○ Barrier free access
		  ○ Separate toilets for boys and girls
		  ○ Hand wash facilities for MDM
		● All proposals for upgrading/opening new schools must contain a non-negotiable component of convergence with provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.
			● Assistance for Recurring Expenditure including manpower deployment in new Senior Secondary Schools of up to ₹ 40 lakh for one combination of subjects approved by State Board.
			● For each additional combination of subjects in an existing senior secondary school, a recurring financial grant of ₹ 15 lakh per annum will be provided under the scheme based on the enrolment of students.
			● For a Senior Secondary section/school to be viable in terms of teachers and other facilities, it is desirable to have two sections for each subject. A school that offers a single subject of study, the total number of students in Grade XI would be 60 (30 students per section) and a maximum of 60 students in Grade XII. Thus, the maximum number of students in a school offering a single subject of study would be 120. In a school that offers two subject combination of study, the total number of students in Grade XI would be 120 (four sections) and a maximum of 120 students in Grade XII. In a school that offers three additional subjects, the total number of students in Grade XI would be 180 (six sections) and
				● Retention rate at all levels, from pre-primary to grade 12
				● Average attendance rate of teachers in Elementary schools
				● Average attendance rate of teachers in secondary/senior secondary schools
				● Percentage of students missing attendance for more than 15/30/45/more than 60 days in a year in elementary schools.
				● Percentage of students missing attendance for more than 15/30/45/more than 60 days in a year in Secondary/senior secondary schools.
				● Percentage of students with disabilities missing attendance for more than 15/30/45/more than 60 days in a year in elementary schools.
				● Percentage of students with disabilities missing attendance for more than 15/30/45/more than 60 days in a year in Secondary/senior secondary schools.
				● Percentage of students missing attendance for more than 15/30/45/more than 60 days in a year in residential schools.
				● Percentage of students with disabilities missing attendance for more than 15/30/45/more than 60 days in a year in residential schools.
				● Number of teachers available in schools (Class & subject wise)
				● Number of areas notified for the purpose

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
			a maximum of 180 students in Grade XII. ● In case of vacant posts in the new/upgraded schools, recurring cost will be reduced accordingly.	of transportation cost budgeting after mapping of schools ● Percentage of improvement of enrolment (GER & NER) in SEDGs at all levels

10	**Residential Schools/ Hostels**	● **Renamed as Netaji Subhash Chandra Bose Awasiya Vidyalaya.**
		● Support for reaching out to children in sparsely populated, or hilly and densely forested areas with difficult geographical terrain and border areas where opening a new primary or upper primary school and Secondary/Senior Secondary schools may not be viable. **(NEP para3.2).**
		● Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs) and the 115 aspirational districts identified by Niti Aayog etc.
		● Incinerator and Sanitary pad vending machines in all girls hostels from funds provided.
		● All proposals for upgrading/opening new schools must contain a non-negotiable component of convergence with provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.
			●As per SSOR/CPWD Rates, whichever is lower
			●As per norms for KGBVs/Girls Hostel
				● Student Classroom Ratio (SCR) **Total SCR ratio at:**
				  i. Foundational stage – grades 1 and 2
				  ii. Preparatory stage – grades 3-5
				  iii. Middle stage – grades 6-8
				  iv. Secondary stage – grades 9-12
				● Percentage of overcrowded classrooms (more than 40 students)
				● Percentage of underutilized classrooms (less than 30 students)
				● Percentage of unutilized classrooms
				● Percentage of Elementary schools with Library room
				● Percentage of Elementary schools with Drinking Water facility
				● Percentage of Elementary schools with Ramps and handrails
				● Percentage of Elementary schools with Functional boys and girls Toilet
				● Ratio of total girls' enrolment to total number of girls' toilet in Elementary schools
				● Ratio of total boys' enrolment to total number of boys' toilets in Elementary schools
				● Percentage of Elementary schools with boundary walls

11	**Strengthening of Existing Schools**	**Provision for:**	● As per SSOR/CPWD Rates, whichever is lower	● Percentage of Elementary schools

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Strengthening activities/infrastructure support to be provided for pre-primary sections in Primary School ● Science and Maths Lab, Computer Room, Art Cultural Room, Library, ACR, Water & Toilet, essential classroom furniture, School infrastructure as per the provisions in the Schedule of the RTE Act, 2009 ● Major Repair, Minor Repair ● Electrification ● Rain water harvesting system ● Solar panel ● Barrier free access ● Residential Quarters for teachers in remote and difficult areas ● Classroom cum workshop for Vocational Education in schools Hub for other schools in the neighborhood. ● Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs) and the 115 aspirational districts identified by Niti Aayog etc. ● All proposals for strengthening of existing schools must contain a non-negotiable component of convergence with provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc. **(Admissibility for Govt. Schools)**	● The building plan to mandatorily include rain water harvesting and barrier free access. ● Electrification will also include Energy saving fittings; it may also include Renewable Energy (like Wind Energy, Hydro Electric energy, Solar Energy etc.) based on the proposal received from the state after seeing the viability.	with hand wash facilities ● Percentage of Secondary/Senior Secondary Schools with Science and Maths Lab ● Percentage of Secondary/Senior Secondary Schools with Computer Room ● Percentage of Secondary/Senior Secondary Schools with Art Cultural Room ● Percentage of Secondary/Senior Secondary Schools with Library room ● Percentage of Secondary/Senior Secondary Schools with Drinking Water facility ● Percentage of Secondary/Senior Secondary Schools with Ramps and handrails ● Percentage of Secondary/Senior Secondary Schools with functional boys and girls Toilet ● Percentage of Secondary/Senior Secondary Schools with boundary wall ● Ratio of total girls' enrolment to total number of girls' toilet in Secondary/Senior Secondary schools ● Ratio of total boys' enrolment to total number of boys' toilets in Secondary/Senior Secondary schools

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
12	**Transport/ Escort Facility**	● Provision for transport /escort facility up to secondary level for Children in remote habitations with sparse population where opening of schools is unviable or where Gross Access Ratio is low. ● State would need to notify such habitations and identify the number of children in that habitation who would be provided this facility. This would be appraised based on the data provided by the State for such children under UDISE+. **(Admissibility for Govt. Schools)**	● To increase access at the secondary level transport facility will be extended for areas where schools are not available within prescribed area or setting up of a new school is not feasible and there is no State scheme for supporting transport facility. **(NEP Para 6.4)** ● Transport facility may be provided up to an average cost @ ₹ 6000/ per child per annum up to Class X. ● This would be appraised based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided. ● The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts linked to the actual attendance.	
IV.	**RTE ENTITLEMENTS**			
		Goals: 1. **To support states in implementation of various provisions of RTE Act Provision of free uniforms and free textbooks to eligible students at elementary level for reducing sense of economic disparities among students and focusing on improving their learning outcomes** 2. **For providing equitable access: Reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act** 3. **Community Mobilization for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of learning enhancement sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc.** 4. **Build capacity of SMC/SMDC to give better student, teacher and school support.**		
13	**Free Uniforms**	●To access GoI funds, the State RTE Rules must declare uniform as a child entitlement up to class VIII ●These will be appraised based on the data provided by the State for such children under UDISE+. ●Procurement of uniform or stitching may be	●Two sets of uniforms for all girls, and children belonging to SC/ST/BPL families' in Government schools up to class VIII at an average cost of ₹ 600/- per child per annum. ●The option of Cash transfer will be allowed in the form of DBT to	● Improvement in retention rate at elementary level ● Increase in GER and NER ● Improvement in transition rate from Primary to upper Primary ● Percentage of eligible students provided uniforms in the given

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		done through local self-help groups/SMCs	Aadhaar linked bank accounts.	year ● Percentage of students provided DBT in lieu of uniform ● Percentage of students provided new textbooks in the given year ● Percentage of students provided new textbooks before start of academic session ● Percentage of CWSN provided books in Braille or large print
14	**Free Textbooks**	● Textbooks in appropriate languages and at appropriate levels of difficulty are relatively low-cost inputs with high returns in terms of student achievement ● State should ensure timely supply of books before the start of the academic session ● For the purpose, a real time monitoring tool should be instituted so that there is no delay in supply of textbooks ● The availability of such textbooks in all regional languages will be a top priority so that all students have access to high-quality learning. ● Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help conserve the environment and reduce the logistical burden. ● All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English. ● These will be appraised based on the data provided by the State for such children under **UDISE+**. **(Admissibility for Govt. and Govt. Aided Schools)**	● Provision for textbooks to all children in Government/Local Body and Government aided schools, including Madarsas desirous of introducing the State curriculum, at an average cost of ₹ 250/- per child at primary level and ₹ 400/- per child at upper primary level. ● Primers/textbooks developed for tribal languages with bridging materials to facilitate a transition to the State language of instruction and English, would be eligible for textbooks for classes I and II within the ceiling of ₹ 200/- per child. ● The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts. ● Provision may be made for energized textbooks.	

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
15	**Reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act.**	● As per Section 12(1)(c), reimbursement needs to be provided for admission of EWS students in neighbourhood private unaided schools. ● This reimbursement would be done based on proof of actual payment to schools by the States. ● There should be a transparent system of admissions and monitoring system for such admissions. ● These will be appraised based on the school wise data provided by the State for such children on PRABANDH during AWP&B.	The reimbursement would be based on per child norms notified by the State/UTs for classes I to VIII subject to a maximum ceiling of 20% of the total AWP&B approved by the GOI for State/UTs under the Programme.	● Online and transparent system for admitting children under section 12 (1) (c) ● Timely reimbursement to private unaided schools by states ● Percentage of such students (girls/boys/total) who transitioned to class 9 ● Achievement of grade level competencies of such students from grade 1-8.
16	**Special Training for age appropriate admission of out-of-school children (OoSC) at Elementary Level**	● Special Training facility for out-of-school children to enable a child, admitted to an age appropriate class, to integrate academically and emotionally with the rest of the class. ● This assistance will be appraised based on an assessment of the success of the State/UT in mainstreaming children who have been provided special training facility. This will be an outcome based component to incentivize better performing States. ● Support through NIOS for out of school children for age group of 16-19. Number of children to be supported will be based on an increase in the number of students enrolled in	● Up to ₹ 6,000/- per child per annum for non-residential courses. ● Up to ₹ 20,000/- per child per annum for residential courses. ● For out of school children at 16 to 19 years of age through the Open school system (NIOS/SIOS) at secondary/senior secondary stage, the support will be provided up to ₹ 2000 /- per child per grade. The support will be to SEDG children for, accessing course materials and certification. ● 30% of the grants will be released based on the number of children mainstreamed. ● Item-wise costs to be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State	● Reduction in drop out of children ● Reduction in number of OoSC ● Guidelines/courses developed by the States/UTs for conducting special training ● Conduct of special enrolment drives for migrant/OOSC ● Conduct of regular household survey by States/UTs for identification of OOSC ● Percentage of children mainstreamed in the formal education system (non-residential schools) ● Percentage of children mainstreamed in the formal education system (residential schools) ● Percentage of children mainstreamed in the open school education system.

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		NIOS/SIOS in over the year 2020-21. **(Aligned with NEP Para 3.1)**	Executive Committee of project within the overall ceiling.	
17	**Community Mobilization**	● Activities to enhance Community participation and monitoring for universal access, equity and quality ● State level portal to be prepared for creating a database of literate volunteers, retired scientists/government/ semi government employees, alumni, and educators for this purpose. **(NEP Para 3.7)** ● States/UTs will particularly prepare guidelines for parental engagement as mentors/resources/vol unteers in school to help the FLN mission and students in elementary and secondary schools. **(NEP Para 2.7)** ● Guidelines will specifically cover involvement of community and alumni in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. ● Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary /secondary level. **(NEP Para 1.5)**	Up to @ ₹ 1500 per school for Government Schools subject to specific plan	● Improvement in enrollment (GER/NER) at all levels ● Reduction in drop out at all levels ● Increased parental involvement ● Ratio of number of schools to number of School Development Plans prepared by involvement of SMCs/SMDCs ● Percentage of schools where there is involvement of volunteers/alumni/retir ed teachers/parents in school ● Improvement in foundational literacy and numeracy skills.

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		Workshops/Lectures/ Programmes for creating Awareness on RTE Act, Learning Outcomes etc. ● States/UTs will prepare online training modules for volunteers to understand how they can be involved in school education.		
18	**Training of SMC/SMDC**	● Capacity building and Support to SMCs/SMDCs ● Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP). ● The SDPs and SCDPs of all schools/school clusters of all states/UTs shall be in the public domain. ● The SMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans. ● SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders	Up to @ ₹ 3000 per school for Government Schools subject to a specific plan	

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● SCERT will prepare online training module for SMC members to be able to undertake all this. Schools will also interact with the SMC members to update them on latest developments.		
19	**Support to the SCPCR (NEW)**	Providing support to the SCPCR for grievance redressal and protecting the rights of the child under the RTE Act.	Provision of ₹ 50 per elementary school will be available for the SCPCR	● Frequency of safety and security audit of schools for ensuring child safety (once/twice/three times/four times/more than four times a year) ● Percentage of schools where SMC is involved in safety and security audit of schools ● Percentage of schools where parents are involved in safety and security audit of schools ● Percentage of schools where senior students are involved in safety and security audit of schools

V. QUALITY AND INNOVATION INTERVENTIONS

Goals:

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

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
20	**Learning Enhancement Programme (LEP)/Remedial teaching**	● To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. (Para 4.6)	● Financial Support will be provided under State Specific project as per the allocation of flexi fund under quality subject to viable proposal received from the State/UTs.	● Percentage of students repeating a grade (3/5/8/10/12) ● Percentage of male/female/CWSN repetition rate (3/5/8/10/12) ● Identification of CWSN and slow learner children

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● **Learning Enhancement/Enrichment Programme** envisages that each student is given the opportunities necessary for her to make meaningful progress in acquiring skills/competencies, through a process of continuous improvement in teaching and learning. This programme will include following four areas**:** **a) Classroom based interventions** focusing on enhancing the students' learning capacities – that is, activity-based and hands-on experiential/art-integrated/sport-integrated learning to acquire listed learning outcomes. Here, teachers are expected to record individual Student Academic Progress to be able to identify areas of improvement from time to time. Every teacher shall be expected to: ● Set acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. ● Document the progress of each student throughout the year. ● Provide evidence that achievement goals have been met, including the state specific indicators for student growth.	● LEP may be provided for weaker students including CWSN at a unit cost of up to ₹ 500 per student after proper identification based on an assessment done at the beginning of the academic year/end of last academic year. ● The funding would be considered for individualized learning interventions for a maximum of 25% students, including CWSN, of the total strength of the class at each level subject to submission of assessment results. ● This intervention would be available for students from Class VI to XII.	●Percentage criterion-referenced items created in item bank for grades 6-12 ●Percentage of schools where respective school teachers created teaching aids/tools for teaching learning. ●Percentage of schools where Continuous Comprehensive evaluation/School-based assessment done once a year to twice a year/thrice to four times a year/ four to six times a year/ more than six times a year ●Percentage of schools actively undertaking academic enrichment activities. ●Improvement in proficiency level of district in achieving learning outcomes (3/5/8/10) as evidenced by NAS/SA/third-party assessment ●Percentage of Learning Outcomes found to be underachieved (as compared to national average) in district in NAS/SAS/third-party assessment (based upon analyzing anonymised samples by SCERTs) ●Percentage of schools participating in various Topic-centered/Project-based Clubs or Circles in both offline/online mode ●Percentage of students of above schools participating in various Topic-centered/Project-based Clubs or Circles in both offline/online mode

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Use available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. **b) Academic enrichment in classrooms** aimed at engaging students beyond classrooms through various interventions, such as, group research, group work, portfolios, presentations by students, debates, quizzes, library books, extra reading, project-work, etc. **c) Academic enrichment beyond classrooms -** Topic-centered and Project-based Clubs and Circles **d) Individualized learning interventions** for children with special needs, and identified slow learners, especially with the help of peer learning, parental/volunteer involvement, etc. ● Classroom-based interventions (within school hours) for enhancement of Learning Outcomes especially for classes in schools located in areas/districts where students have lower performance under the National Achievement Survey/SLAS from Class V, VII, X etc. ● This intervention would be available for students from Class VI to XII.		● Percentage of students whose progress is individually tracked throughout the year on an IT based platform and App ● Percentage of Learning Outcomes for grades 4-12 demystified through bite-sized explanation videos as teacher resource in local language ● Percentage of districts covered in Dipstick exercises undertaken in small samples by states/UTs to know the hard spots among Learning Outcomes

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Children will be empowered to become self-learners. This intervention is proposed to be child centric in order to ensure visible improvement in learning outcomes of the students. This will include: o Development of specific teaching aids/tools by school teachers to enhance classroom learning in the school. o Continuous and comprehensive school-based Assessment will be encouraged for this. States will develop criterion-referenced item banks for the measuring the achievement against the defined learning outcomes, for grades 6 to 12 (grades 1-5 are covered under FLN Mission) with at least 500 items per subject/per grade. o Development of a technology-based individual student tracker of progress at state/UT level o SCERTs will also develop teacher resources for classroom transaction in the form of bite-sized explanation videos for each Learning Outcome for grades 4-12, for each subject.		

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● For the intervention on academic enrichment and recording of student progress by teachers , state/UT will develop training modules and exemplar material for teaching-learning through - activity-based and hands-on experiential/art-integrated/sport-integrated learning, portfolios, project work, etc. this would be very helpful in particular for Gifted children. State/UT will also develop a technology-based portal and App for aiding teachers to record progress. ● Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond, both in online as well as offline mode. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on.		

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Individualized learning interventions will be undertaken for CWSN and slow learners after identification based on medical assessment. There will be pre-assessment and post assessment conducted to measure the achieving of outcomes. The results of the pre training assessment and post training assessment to be shared with Ministry of Education (MoE). ● Dipstick exercises will be undertaken at periodic intervals in small samples by states/UTs to know the hard spots among LOs, so that teacher capacity building can be focused on these areas. **(Admissibility for Govt. Schools)**		
21	**Assessment at National & State level**	● For assessment of learning levels of children along with school evaluation, the mode of assessment would be through NCERT/other external agency for classes 3 to 12th periodically. ● Analysis of assessment results and linkage with the design of Learning Enhancement/Enrichment Programmes teaching and training of teachers	Up to @ ₹ 10 to 20 lakhs per district depending upon the size of the districts and states.	● Percentage of students in the district of grade 3/5/8/10 who have acquired grade level competencies (NAS) Number of Learning Outcomes found to be underachieved (as compared to national average) in district in NAS/SAS/third-party assessment for grades 3/5/8/10/12 (based upon analyzing anonymized samples by SCERTs) ● Number of hard spots identified in Learning Outcomes ● Number of teachers trained post-NAS ● Percentage of students receiving HPC once a year/twice a year/never.
22	**Holistic Report card for Students(New)**	● The progress card of all students will be completely redesigned by States/UTs under guidance from the PARAKH National Assessment Centre, NCERT, and SCERTs.	● Provision of ₹ 5 per student **(Admissibility for Govt. and Govt. Aided Schools)**	

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains. ● AI-based software would be developed and used by students to help track their growth through their school years. **(NEP Para 4.35)**		
23	**Composite school Grant**	● School grant to all Government schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, laboratories, **electricity charges, internet, water, development of specific teaching aids/tools by school teachers to enhance classroom learning in the school under LEP** etc. ● To provide annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. ● Promote Swachch Bharat campaign ● Must involve elements of community contribution. ● Objective is to ensure decent and pleasant conditions at schools as per NEP 5.9. ● States/UTs to issue joint circulars with concerned departments for ensuring convergence of resources. All	***Composite Grant (for Government schools)*** ● There must be transparency in utilization and provision for social Audit. ● To be spent only by VEC/SMC/SMDC | Number of students in School	School Grant *
---	---
≤ 100	₹ 25000/- (including at-least ₹ 2500 for swachhta action plan).
>100 to ≤ 250	₹ 50,000/- (including at-least ₹ 5000 for swachhta action plan).
> 250 to ≤ 1000	₹ 75,000/- (including at-least ₹ 7500 for swachhta action plan).
> 1000	₹ 100,000/- (including at-least ₹ 10000 for swachhta action plan).		• Percentage of schools that undertook school maintenance (repair of existing school building, toilets and other facilities etc.) in the last financial year • Percentage of annual expenditure of schools under Swachchhta Action Plan ● Percentage of schools developed teaching aids. ● Percentage of schools participated in SwachhaVidyalaya Rankings and attained 4/5 star ratings and above.

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		schools to make efforts for convergence with the provisions of various other departments, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.	• Less than 30 enrolment-₹ 10000/-	
24	LIBRARIES	● In order to complement the activities under Foundational Literacy and Numeracy and inculcate reading habits among students of all ages, strengthening of school libraries including purchase of books ● Must involve elements of community contribution ● Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages. ● School libraries will be used to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. ● States/UTs may take extensive initiatives to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres. Digital libraries will also be established. **(NEP para 2.8)**	In view of the existence of multiple categories, and in view of the need to encourage and expand digital libraries, it is proposed to rationalize the library grant as per the following: **a) Up to ₹ 5,000 for schools up to Primary level** **b) Up to ₹ 13,000 for schools up to upper primary** **c) Up to @ ₹ 15,000/- for Secondary schools** **d) Up to ₹ 20,000 for Senior Secondary schools** • These grants will be provided on the basis of progress/utilization of previous years. • These grants will be available on an annual basis. • States/UTs are encouraged to recommend and facilitate digital libraries for schools.	• Ratio of total enrolled students in school to total number of library books in school • Percentage of students who borrowed at least two books in the academic year in the school. • Percentage of students who have achieved Age appropriate Oral Reading Fluency amongst students of Foundational stage • Percentage of students who have achieved Age appropriate Oral Reading Fluency amongst students of Preparatory stage • Percentage of students who have achieved Age appropriate Oral Reading Fluency amongst students of Middle stage

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		(Admissibility for Govt. Schools)		
25	**SPORTS AND PHYSICAL EDUCATION**	The sports equipment will be provided under this component. Expenditure for meeting expenses on procuring sports equipment for indoor & outdoor games in convergence with Department of Sports. In order to develop fitness as a lifelong skill and attitude, specific dedicated time to be allotted in the school time table on for sports and physical education in accordance with para 4.6 of NEP. **(Admissibility for Govt. Schools)**	● Up to ₹ 5,000 for Primary school ● Up to ₹ 10,000 for upper primary ● Up to ₹ 25,000 for Secondary and Senior Secondary ● These grants will be provided on the basis of progress/utilization of previous years. ● These grants will be available on an annual basis. ● **Additional grant of up to ₹ 25000/ will be provided to schools in case at least 2 students of that school win the medal in Khelo India National school games competition.**	• Percentage of students who have achieved Fitness norms as per Fit India Mission • Percentage of schools participated in School Fitness ratings. • Number of students who have participated at District/State/National level sports events. • Number of students who have received certificate/medals at District/State/National level. ● Number of days in a week when there is compulsory sports/physical education period in schools.
26	**Rashtriya Avishkar Abhiyan (RAA)**	To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA in order to inculcate the following: ● Mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. ● Activities involving coding will be introduced in Middle Stage in all schools in a phased manner by building capacity of existing Maths/Science teachers. State/UT will develop online teacher	Depends upon the State specific proposal which would include Science and Maths kits, Science and Maths fair/exhibitions, capacity building of Science and Maths Teachers, exposure visits, mentoring by higher educational institutions etc.	● Number of Maths/Science Fairs/exhibitions arranged at state level/district level/block level/school level in last academic year ● Percentage of Students participated in science, Maths Olympiads and other competitions at state level/district level/block level/school level in last academic year ● Percentage of schools participating in Maths Circle/Science Circle in both offline/online mode ● Percentage of students of above schools participating in Maths Circle/Science Circle in both offline/online mode ● Percentage of Middle school maths/science teachers trained to teach Coding at middle level

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		training modules for teaching-learning Coding at Middle stage (grades 6-8) in every school. ●To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA in order to inculcate the following: Scientific temper and evidence-based thinking; creativity and innovativeness **(NEP para 4.23)** ●Capacity building of maths teachers for promoting the study of joyful mathematics related to real-life experiences and mathematical thinking involving artificial intelligence, machine learning, and data science, etc. **(NEP Para 4.25)** ●Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles including Science Circles and Math Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. **(Para 4.44)**		●Percentage of Middle school where Coding is taught at middle level
27	**Innovation**	Flexible funds for innovation State Specific Projects for improvement of Quality and access of Education. Some indicative areas are:	a) Financial Support will be provided under State Specific project as per the allocation of flexi fund under quality to the state subject to:	●Increase in enrolment, transition and retention rate at all levels ●Improvement in student attendance ●Improvement in teacher attendance

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Enrolment drives, ensuring physical safety & zero tolerance to breach of child rights, tracking out of school children, monitoring health of children, zero drop out Panchayats, Blocks, Districts, etc., advocacy and awareness campaigns. **(NEP Para 3.1)** ● Curriculum reforms, revision of textbooks to be undertaken by the SCERTs, TLM for experiential learning including innovative pedagogy (including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others etc.), materials relating to multilingualism including teaching in mother tongue, Aptitude Tests etc. will be part of innovation. **(NEP Chapter 4)** ● Bagless days with internship with local craftsman for exposure to vocational. **(NEP para 4.26)** ● Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. as mapped by local skilling needs. **(NEP Para 4.26)** ● Integration of vocational education programmes into	b) Proposals received should be sustainable with long-term planning, vision and interventions and with clearly defined measurable outcomes. c) Proposal should not be procurement centric. d) The total estimate under innovation component will be provided of up to 5% of the total AWP&B approved by the GOI for States/UTs under the Programme.	● Percentage of schools using resources in addition to prescribed textbooks for classroom transactions ● Improvement in learning outcomes of students at all levels ● Improvement in teachers' capacity (through PINDICS or any other source) ● Ratio of enrolled students to students who have acquired vocational skills ● Percentage of schools in Twinning arrangement ● Percentage of schools that are part of a school cluster/complex for efficient sharing of resources ● Number of children identified as talented/gifted ● Percentage of schools conducting at least three EBSB activities a year ● Percentage of students who have shown significant achievement in various programmes such as Olympiad, Kala Utsav, Khelo India, Hackathons, and other state level and national level competitions, etc. ● Percentage of Gram panchayats that have declared themselves as zero drop out GPs

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		mainstream education in a phased manner including beginning with vocational exposure at early ages in middle and secondary school. **(NEP Para 16.4)** ● Effective Resourcing and effective governance through School Complex/Clusters/any other innovative mechanism to group and rationalize schools to facilitate the sharing of resources and render school governance more local, effective, and efficient. **(NEP Para 7.5 and 7.7)** ● For identifying and nurturing gifted children States/SCERTs will be responsible for and can undertake the following: ○ Create awareness regarding Olympiads/competitions and the path where they lead ○ The identification of giftedness may be taken up at four levels: School, district, State, and National. ○ Hold various training and development programmes for teachers to enable them to identify talented/gifted children for nurturance ○ States/UTs to initiate this based on (a) identifying based on classroom experience (b) utilizing available testing tools for those whose talent is		

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		spotted in the classroom by the teacher (c) relying on data of sub-set of students from the school who succeed in Olympiad/competition at national level.		
		o Designing programmes of nurturance at state level		
		o Identifying local institutions and organizations that can help in nurturance of talent at school level. The coaches and trainers of national and international repute may also be identified and engaged for training such children in online mode.		
		o Establishing linkages with Institutes of Higher learning, Non-governmental organizations and others for nurturing talent at state level.		
		o Supporting development policies for nurturing talent at the State levels and feeding into the central level.		
		o Training programme of 2-4 weeks duration (preferably online), in areas such as sciences, mathematics, arts, classical music and dance and sports can be organized during school holidays for talented/gifted students.		
		o Additional courses/ material may be made available online (like Edx, Coursera and		

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		Swayam) or through correspondence following the initial training of one to two months. o Mentoring of the exceptionally talented can be continued thereafter with the help of specific mentors assigned for each child. **(NEP Para 4.44)** ● Hackathons will be organized ● Participation in and holding of Olympiads and competitions in various subjects will be encouraged. **(NEP Para 4.45)** ● To expose children to the diversity, natural resources, and rich culture of India, specific activities will be undertaken under Ek Bharat Shrestha Bharat (EBSB) **(NEP Para 22.1 to 22.8)** ● Facilitating Twinning between public and private schools in the State/UT. **(NEP Para 7.10 to 7.12)** ● Activities like Kala Utsav, Yoga Olympiad, Band competitions etc.		
VI.	**FINANCIAL SUPPORT FOR SALARY OF TEACHERS**			
	Goal: ● **To provide financial assistance to the state/UT towards the Salary of Teachers (HMs/Teachers), who are at the heart of the learning process and ensure maintenance of PTR norms at the school level.**			
28	**Financial Support for Teacher Salary (HMs/Teachers)**	Teachers will be recruited as per the terms and conditions of the respective States/UTs **Salary Structure will be determined by the State norms for salaries.**	Salary Structure will be determined by the State norms for salaries. The Central share under the Scheme for teachers' salaries for posts sanctioned by the Centre under erstwhile Schemes of SSA and RMSA will be restricted as per the prevalent fund sharing pattern based on	● Percentage of schools with PTR=30 ● Percentage of schools below PTR 30 ● Percentage of schools above PTR 30 ● Percentage of teachers with requisite academic qualifications. ● Percentage of teachers with requisite

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		The entitlement would be determined after an assessment of the requirement of the posts and adequate deployment of teachers as per the PTR norms. This will be based on the data provided by the State for teachers under UDISE+. **There will be no separate cadre of teachers sanctioned by the Centre. All teachers are ultimately the responsibility of the State Government.** Teachers will be adequately deployed to ensure that all schools follow the PTR norms. The vacancies in the State cadre of teachers should not be more than 10% of the total sanctioned posts. Qualified counsellor may be provided at the secondary and Sr. Secondary level in a phased manner, however, the services of counselor may be extended to all schools at cluster level. The counselor would visit all schools in a cluster, at least once in every 15 days.	the financial norms given below: Support for salary of teachers will be provided to the states as a lump sum grant and not on the basis of number of teachers as per following formulation; • 2021-22: 100 % of central share of expenditure in 2019-20/2020-21. • 2022-23: 95% of central share of expenditure incurred in 2019-20/2020-21. • 2023-24: 90% of central share of expenditure in 2019-20/2020-21. • 2024-25: 85% of central share of expenditure in 2019-20/2020-21. • 2025-26: 75% of central share of expenditure in 2019-20/2020-21. This grant will be further subject to the state/UT maintaining the same percentage of vacancies as in 2021-22 and will be reduced in case the percentage of vacancies increases. For UTs without Legislature (5), as Central share is 100%, the support for Teachers' salaries will be as per the UT norms.	professional qualifications. ● Percentage of teachers undergone at least 50 hours of TPD per year ● Percentage of teachers with 90-100% attendance; with 80-90% attendance and so on ● Percentage of total teachers that were transferred in the last academic year ● Percentage of TET qualified teachers ● Number of Headmasters/Principals to number of schools ratio ● Percentage of Headmasters/principal directly recruited. ● Number of subject teachers in grade 9-12 to enrolled students ratio ● Availability of online teacher recruitment and transfer system
VII.	**APPOINTMENT OF LANGUAGE TEACHERS**			
29	**Appointment and training of language (Hindi) teachers in North Eastern and Non Hindi Speaking States**	● Financial assistance as Honorarium, shall be admissible to the North Eastern States and Non-Hindi speaking states for covering students of Classes I to XII. ● Financial assistance as Honorarium would be	● Assistance would be given up to ₹ 30, 000 per month not exceeding the amount of salary paid to regular language teachers in the respective States ₹ 150 per student for schools having provision of Hindi	● Percentage of schools having Hindi teachers ● Number of Hindi teachers available ● Number of qualified Hindi teachers ● Number of Hindi teachers received in-service training

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		admissible based on the prevailing salary structure of Hindi Teachers employed in the Schools of the State Govt. ● State Governments shall ensure that Minimum qualifications for appointment of a language teacher shall be as per norms of Right of Children to Free and Compulsory Education Act, 2009 and qualifications as prescribed by NCTE. ● Provision for in-service training will be made as per norms of in-service training. ● Provision of study material in Hindi	teacher, for provision of bilingual teaching learning material and books. ● Continuous professional development of teachers will be provided as per the norms of in-service-teacher training norms.	● Percentage of teachers per school undergone at least 50 hours of TPD per year ● Percentage of Hindi teachers with 90-100% attendance; with 80-90% attendance and so on ● Percentage of TET qualified teachers ●
30	**Appointment of language (Urdu) Teachers for teaching Urdu in States/UTs**	● Financial assistance as Honorarium, shall be admissible to the States and UTs for Urdu teachers appointed by the State Governments/UT Administrations. ● Appointment of an Urdu teacher may be considered in a school where 15 or more students per class opt for it. ● State Governments shall ensure that Minimum qualifications for appointment of a language teacher shall be as per norms of Right of Children to Free and Compulsory Education Act, 2009 and qualifications as prescribed by NCTE. ● Provision for in-service training will be made as per norms of in-service training. ● Provision of study material in Urdu.	● Assistance would be given up to ₹ 30, 000 per month not exceeding the amount of salary paid to regular language teachers in the respective States ● ₹ 150 per student for schools having provision of Urdu teacher for bilingual teaching learning material and books. ● Continuous professional development of teachers will be provided as per the norms of in-service-teacher training norms.	● Number of Urdu teachers available ● Number of qualified Urdu teachers ● Number of Urdu teachers received in-service training ● Percentage of teachers per school undergone at least 50 hours of TPD per year ● Percentage of teachers with 90-100% attendance; with 80-90% attendance and so on ● Percentage of TET qualified teachers
VIII.	GENDER AND EQUITY			
	Goals: 1. Ensure equitable access to quality education for all.			

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		2. Strengthen and expand (up to Grade 12) Kasturba Gandhi Balika Vidyalayas (KGBV) to increase the participation in quality schools of girls from socio-economically disadvantaged backgrounds **3. Provide self-defense training to the girls in the schools to ensure their safety and security.**		
31	**Kasturba Gandhi Balika Vidyalaya (KGBV)**	● KGBVs to be extended up to Class 12th for smooth transition of girls from Elementary to Senior Secondary.**(NEP Para 6.9)** ● Priority will be given for up-gradation of KGBV where the Girls' Hostel has been established in the same campus and there is no secondary/Senior Secondary school in the vicinity. ● Strict safety and security guidelines to be prepared and implemented for girls in KGBVs. Safety and security audit to be done as a part of these guidelines. **(NEP Para 6.7 to 6.9)** ● Incinerator and Sanitary pad vending machines in all KGBVs from funds provided ● Preference will be given to SEDGs **(NEP Para 6.6)**	For building as per SSOR/CPWD rates, whichever is lower. A recurring grant would be provided as below to account for all expenses including manpower cost: (i) for KGBVs for classes VI to VIII of up to ₹ 60 lakh per annum (ii) for KGBVs for classes VI to X of up to ₹ 80 lakh per annum (iii) for KGBVs for classes VI to XII of up to ₹ 1 crore per annum (iv) for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of up to ₹ 40 lakh per annum. (v) In case of vacant posts, the Recurring Grant will be reduced accordingly.	• Occupancy rate of KGBVs or enrolment rate vs. number of seats in KGBV • Transition and retention rate in KGBVs • Improvement in learning outcomes of girls • Number of KGBVs having incinerator facility • Number of KGBVs with sanitary pad vending machines • Frequency of safety and security audit of KGBV for ensuring child safety (once/twice/three times/four times/more than four times a year) • Number of KGBV where senior girl students are involved in safety and security audit of KGBV • Orientation of teachers and students on cyber safety and psycho-social aspects etc. ● Improvement in enrollment and attendance of girl students.
32	**Self Defense training for Girls**	Training for 3 months for inculcating self-defense skills including life skill for self-protection and self-development to be renamed as **'Rani Laxmibai Atma Raksha Prashikshan'.** (Admissibility for Govt. Schools)	● Provision for up to ₹ 5000 per month for 3 months per school for schools having girls enrolment in classes VI to XII.	
33	**Special Equity projects**	● Special state specific projects for enhancing access, retention and quality such as enrolment drives, retention and motivation camps, gender sensitization modules, etc.	● Financial Support will be provided under State Specific project subject to the viable proposal received from the State/UTs.	

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Focus on Socio-Economically Disadvantaged Groups (SEDGs) **(NEP Para 6.2)** ● Separate strategies will be formulated for focused attention for reducing each of the category-wise gaps in school education. **(NEP Para 6.2)** ● Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. **(NEP Para 6.16)** ● Interventions such as **installation of sanitary pad vending machine and incinerators, etc**. will continue to be provided. **(NEP Para 6.7 to 6.9)** ● Webinars and online workshops for teachers, principals, administrators, counsellors, and students will be undertaken to sensitize them on social issues and stigmas such as discrimination, segregation of disadvantaged and vulnerable groups, etc. **(NEP Para 6.15 to 6.20)**		
IX.	**INCLUSIVE EDUCATION**			
	Goal: ● **Provision for Children With Special Needs (CWSN) to ensure full equity and inclusion such that all students are able to thrive in the education system**			

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
34	**Provision for children with special needs (CWSN)**	a) The key thrust of Programme will be on providing inclusive education to all children with special needs in general schools. Funding will be based on data of CWSN provided under UDISE+. b) Programme will also support special training, education through open learning system, home schooling, wherever necessary, itinerant teaching, remedial teaching, community based rehabilitation (CBR) and vocational education. c) States/UTs to also undertake 10 years projection on the need of providing adequate resources in all schools, including infrastructure and other resources for children with disabilities, through efficient sharing of available school resources. (Para 3.2) d) For providing support to the learning of children with disabilities, focus will be on early identification and support. States/UTs will build specific capacities of teachers at Foundational and Preparatory levels. (Chapter 6) e) States/UTs will undertake mapping of requirements of students with disabilities for participating fully in school education. f) States/UTs will strengthen BRCs with online/offline facilities	● Provision of up to ₹ 3500 per child, per year for children with special needs, studying in government, government aided and local body schools as per specific proposal. This will include aids and appliances, teaching material, etc. ● Provision of special educators at cluster/school level as per requirement and financial norms as per para 30 above. ● The special educators should be qualified and registered with the RCI. ● **Provision of stipend for CWSN girls @ ₹ 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level.** ● Identification camps at block level @ ₹ 10000 per camp. These camps will be held for early identification of disabilities and the data of identified children shall be maintained by the States/UTs for all categories of disabilities defined under the PwD Act. ● Equipping Resource centers at Block level @ ₹ 2 lakh per Block resource centre (Once in 5 years) with equipment for rehabilitation and special training of CWSN. ● Training for special educators and Block resource persons will be provided as per in-service teacher training norms	● Improvement in Transition and Retention of CWSN ● Identification and categorization of CWSN at all levels in accordance with PwD Act (21 categories) ● Identification of OoSC CWSN and mainstreaming OOSC CWSN at all levels ● Ratio of enrolled CWSN to special educators ● Percentage of children given aids and appliances ● Percentage of children received TLMs ● Percentage CWSN girls received stipend ● Percentage of schools having barrier-free access (Ramps with railings, CWSN friendly toilets) ● Number of States have included accessibility in school curriculum and textbooks ● Number of qualified special educators and Block Resource Persons appointed ● Number of children provided home based schooling ● Improvement in learning Levels of CWSN at all levels ● Percentage of teachers trained in early identification support and classroom support of CWSN.

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		of special educators, so that BRCs can also act as Resource centers for learners with severe or multiple disabilities.		
		g) To assist teachers in catering to the needs of all learners more fully, States/UTs will provide services of special educator/s with cross-disability training to special educators and block resource persons at groups/clusters of schools or school complex. (Para 6.10 and 6.11)		
		h) Support for CWSN children as defined in RPWD Act 2016 will be available from ECCE classes in Govt. primary schools to Sr. Secondary level. **(NEP para 6.10**)		
		i) Resource centers (provision of TLMs) in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. **(NEP Para 6.12)**		
		j) Provision for Home-based education (linked to NIOS/SIOS, where possible) will be available for children with severe and profound disabilities who are unable to go to schools. **(NEP Para 6.12)**		
X.	**STRENGTHENING OF TEACHER EDUCATION**			
	Goals:			

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		1. **Strengthening of physical infrastructure in TEIs & Establishment of New DIETs for providing high quality teacher education that enables all teachers to achieve National Professional Standards for Teachers (NPST)** 2. **To strengthen and expand DIKSHA, a technology-based educational platform, to serve as national repository of high-quality resources/e-content for teaching and learning** 3. **In-service Training of Teachers, Head Teachers and Teacher Educators for their professional and self-development** 4. **Supporting program and activities of SCERT, such that SCERTs lead a "change management process" for the reinvigoration, capacity building and changing the work culture of DIETs/BRCs/CRCs within 3 years, developing them into vibrant institutions of excellence.** 5. **Technology Support to TEIs to empower them to effectively and efficiently carry forward the mandate of quality teachers' education, research, and development of curriculum/textbooks/various TLM/other online and offline resources for school education** 6. **Continuous and relevant Academic support to Head teachers/teachers/schools through BRC/URC/ CRC.**		

35	**Strengthening of physical infrastructure in TEIs & Establishment of New DIETs**	● Major Repair and Minor Repair (SCERTs/SIEs, DIETs and BITEs)
		● For New Construction and Expansion of existing TEIs (SCERTs/SIEs, DIETs and BITEs) as per norms.
		● Establishment of New DIETs: The existing norm of establishing DIETs in all districts created up to March, 2017, will be modified to include new districts created up to 31st March, 2020.
		● Establishment of New SCERT.
		● For setting up of assessment cell preferably at SCERT. The main objective of the assessment cell would be to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc.
			● As per specified standards and State Schedule of Rates (SSOR) or CPWD Rates, whichever is lower.
			
			● Up to ₹ 50 lakh recurring cost per annum for setting up of an assessment cell at the state level preferably at SCERT.
			
			● **Establishment of Special Cells for SCERT (One-time Grant)**: Upto ₹ 50.00 lakh per SCERT/SIE (10 lakhs per Special Cell) (Non-recurring)
				● New DIET/ SCERT made functional
				  a) within 3 years of sanction
				  b) 3 to 5 years of sanction
				  c) 5 to 10 years of sanction
				  d) more than 10 years of sanction
				● Improvement in vacancy of teacher educators in DIET/SCERT
				● Organizational restructuring of SCERT/DIET
				● Establishment of assessment cell

36	**Salaries of Teacher**	● Support for Salaries will be provided to		● Number of teacher educators having

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
	Educators* (TEIs)	SCERTs, DIETs, BITEs. This support would be provided to Academic and Para-academic posts filled up as per Samagra Shiksha guidelines. In case of Para academic post, salary will be provided only for the following posts: a. **SCERT:** 1) Semi Professional; 2) Junior Project Fellow; 3) Accountant; 4) Laboratory Assistant. b. **DIET:** 1) Work Education Teacher; 2) Librarian; 3) Laboratory Assistant and 4) Statistician/Accountant. c. **BITE:** Librarian and Laboratory Assistant (Salary support will not be provided for posts filled through deputation of official/faculty from other Departments). ● Continuing existing support for Salaries of Govt. CTEs & IASEs (Academic posts only) ● Programmatic support for CTEs and IASEs will continue for working towards preparation and development of secondary and Higher Secondary School Teachers.	**As per actual (Recurring /year).** Central support for salary of Teacher Educators for 60% of the filled up posts created and filled after 2012, respectively.	Professional qualification in SCERT, DIETs and BITEs ● Percentage of teacher educators undergone at least 50 hours of CPD per year ● Availability of separate cadre for teacher educators (State-wise)
37	**DIKSHA (National Teacher Platform)**	Support will be provided for: ● Software development/ maintenance for DIKSHA, setting-up of project team, creation, curation and	● Provision of ₹ 5 lakh to ₹ 50 lakh per State per annum to be given to SCERT based on the progress of previous year	● Percentage of textbooks digitized by SCERT for classes 1-12 on DIKSHA ● Percentage textbooks prescribed by SCERT for classes 1-12 on DIKSHA in audio

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		translation of digital content, capacity building, awareness and communication drive etc. ● Content should be uploaded after proper curation and as per prescribed taxonomy. ● A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). **(NEP Para 2.6)** ● **Online teaching platform and tools:** Appropriate existing e-learning platforms such as DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learner **(NEP para 24.4 (c))**		format for visually impaired ● Percentage of Energized textbooks from among the total number of textbooks prescribed by SCERT for classes 1-12 ● Number of pieces of e-content tagged to the QR codes of the Energized Textbooks (ETB) ● Percentage of textbooks for which there is e-content on DIKSHA that is grade wise and subject wise ● Total number of pieces of e-content by state/UT on DIKSHA ● Number of languages in which e-content is uploaded by state/UT on DIKSHA ● Number of teacher training modules by state/UT on DIKSHA ● Percentage of teachers completed the training modules on DIKSHA ● Percentage of teachers trained by state/UT to enable use of digital content and resources on DIKSHA in classroom transactions by the teachers ● Percentage of teachers using ICT and digital resources in the classrooms ● Percentage of teachers using digital resources on DIKSHA for preparing lesson plan ● Number of pieces of e-content received by state/UT on Vidyadaan.
38	**Training for In-service Teacher, Head Teachers and Teacher Educators**	● To emphasize the integration of training structures in States, the funds for teachers' training would be implemented through SCERTs who will be the nodal agency in the	**Training for In-service Teacher** Project will provide training support as per the following norms: ● **Upto 10 days of Blended Refresher In-service blended**	● Teacher-TEI ratio: Ratio of teachers to number of in-service teacher training institutions identified at district/state/national level

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		State to conduct in-service teachers' training. This may be done in close coordination with CTEs and IASEs. ● SCERTs/DIETs/BRCs/CRCs will be strengthened to enable them to take up the initial professional preparation of ECCE educators in primary schools and their Continuous Professional Development (CPD) for the implementation of ECCE. **(NEP Para 1.7)** ● Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy. (**NEP Para 2.3)** ● In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements. **(NEP para 5.9)** ● Continuous opportunities for self-improvement will be offered in multiple modes, such as, workshops, online teacher development modules, etc. **(NEP Para 5.15)** ● Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year driven by their own interests. **(NEP Para 5.16)** ● School Principals will also be expected to participate in 50 hours or more of CPD modules per year,	**training for teachers (Pre- Primary to Class 12, and** including Head masters/Principals), **at least 5 days of which will be in online mode**, @ up to 500/- per teacher per day **(amount will depend upon the amount of online and offline components;).** ● **Upto 10 days of Blended Induction training** for Newly Recruited Teachers. **(Pre-Primary to Class 12)** @ up to 500/- per teacher per day **(amount will depend upon the amount of online and offline components).** ● **Upto 10 days Blended Refresher training for all Resource Persons,** Master Trainers, BRC and CRC faculty, DIET faculties and coordinators designated as RPs, **at least 5 days of which will be in online mode**, @ up to 1000/- per person per day. ● **Blended Leadership Training** through NIEPA/State Leadership Academy for Head Master/Principals up to ₹ 8000/-(for 16 days, at least 8 days of which will be in online mode, @ ₹ 500 per person per day) per Head Master/Principal per year. ● Upto 5 days **Blended Training of Educational Administrators:** Residential State Level Training for Educational	● ECCE Educators - CRC/BRC ratio: Ratio of ECCE educators/pre-primary teachers to number of CRC/BRC identified for initial professional preparation ● Percentage of teachers participated in teaching-learning workshops ● Percentage of teachers completed minimum 50 hours CPD in the year ● Percentage of Head Teachers/Principals completed minimum 50 hours CPD in the year ● Number of teachers trained through HEI collaboration ● Number of teachers trained through CTE and IASE collaboration ● Use of technology platforms such as SWAYAM/DIKSHA for online training of teachers – number of programmes uploaded/number of teachers completed course ● Percentage of new teachers undergone induction training ● Percentage of Head Teachers/Principals trained on School Leadership Programme ● Percentage of educational administrators

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		covering leadership and management, with a focus on preparing and implementing pedagogical plans based on competency-based education. **(NEP Para 5.16)** ● Teacher training may be done in close coordination with CTEs and IASEs, as these institutions are mandated to prepare secondary and higher secondary teachers through in-service programs. ● CTEs and IASEs to also leverage support from Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT), specifically for faculty development. ● The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time **(NEP Para 15.10)** ● While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of **blended** learning will be identified for appropriate replication for different subjects. (Para 24.4(i))	administrators, at least 3 days of which will be through online mode, @ up to ₹ 1000 per person per day **Training for Teacher Educators** ● Upto 10 days **Blended Training program Teacher Educators** (SCERT, DIETs, CTEs, IASEs) as Resource Persons, **at least 5 days of which will be in online mode**, @ up to 1000/- per person per day ● **Upto 10 days of Blended Induction Training of Teacher Educators,** @ up to 500/- per person per day ● **In Blended mode of training, it is desirable that the online to offline ratio be at least 50:50. Efforts should be made to make all trainings 100% online.**	
39	**Program &Activities and Capacity Building**	● Funds for programmeand activities and specific project for research	● Upto ₹ 40.00 lakh per SCERT & DIET for Program & Activities such as capacity	● Percentage of teacher educators undergone capacity building &

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
	(SCERTs and DIETs)	• SCERT will develop an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs. (**NEP Para 8.5**) • Areas specific to the capacities required by teachers to implement the NEP 2020 will be identified by SCERT in a comprehensive in-service annual teacher training plan prepared by SCERTs (**NEP Para 15.10 & 15.11**) • SCERTs to undertake development of State Curriculum Framework by adoption/adaptation of the National Curriculum Framework. SCERT will also undertake development of Teacher Support Material across classes and subject areas along with Syllabi, Textbooks both, in print as well as e-content form (**NEP Para 4.30 to 4.33**) • SCERT to undertake orientation of SMCs to prepare them for an enhanced role.(**NEP Para 3.3 & 3.4**) • School Quality Assurance and Accreditation Framework (SQAAF) will be developed by SCERT as per guidelines circulated by DoSEL. (**NEP Para 8.5**) • SCERT will undertake research and development in innovative teaching learning methodologies for teaching children in SEDGs. (**NEP Para 6. 7 to 6.9**)	building, professional development programmes, exchange programmes, material development, framework/guidelines development, etc. (Recurring/year) • Upto ₹ 10.00 lakh per SCERT & DIET for Specific projects for Research activities (Recurring /year)	professional development • Creation of Online content by the teacher educators • Development of Digital learning materials by SCERTs/DIETs/BITEs • Use of Digital Open Educational Resources by SCERTs/DIETs/BITEs • Number of collaboration with professional institutions by SCERTs/DIETs/BITEs • Number of Research and development activities conducted • Number of impact assessment studies conducted by SCERTs to assess the classroom transaction, etc. • School Quality Assurance Framework – percentage of schools that have done online self-disclosure

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		● Based on this framework prepared by NCERT for using schools as Samajik Chetna Kendra, SCERTs will develop their own innovative models for effective utilisation of unused capacity of schools. (**NEP Para 7.10 to 7.12**) ● Online repositories of the rich language, arts, music, indigenous textiles/food/sports, culture and traditions, flora and fauna, biodiversity, mines and minerals, great achievers from the state in various fields, literature, etc. shall be created by SCERTs, so that EBSB paired states are able to easily access this material. **(NEP Para 22.1 to 22.8)** ● Funds for programme and activities such as capacity building, professional development programmes, exchange programmes, material development, etc. and Specific project for research to SCERT & DIETs.		
40	**Technology Support to TEIs**	● The component will cover all SCERT, DIET & BITE. Flexibility to procure hardware such as tablets / laptops / notebooks / integrated teaching learning devices and open source operating system as well as Hardware, Software, training and resource support. This would include support for smart classrooms, virtual classrooms,	● Non-recurring cost of ₹ 6.40 lakh (For Hardware Support) per SCERT, DIET and BITE ● Recurring cost of upto ₹ 2.40 lakh per annum for a period of 5 years per SCERT, DIET and BITE	● Improvement in in-service training of teacher by using smart & virtual classrooms and DTH channels etc. ● Use of ICT in training programmes/courses ● Use of ICT by the teachers in classroom process

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		digital boards and DTH channels		
41	**Annual Grant for TEIs**	● Annual grant of SCERT,DIET and BITE per year to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, development and maintenance of website, small office/library equipment's, stationary, office expenses, etc.	● SCERT: Upto ₹ 35.00 lakh per SCERT/SIE (Recurring /year) ● DIET: Upto ₹ 20.00 lakh per DIET (Recurring /year) BITE: Upto ₹ 5.00 lakh BITE (Recurring /year)	● Development & maintenance of website
42	**Academic support through BRC/URC/ CRC**	● BRC/CRC have a significant role in ensuring the implementation of the National Education Policy, 2020 ● BRCs/URCs and CRCs are the most critical units for ensuring and evaluating the quality of education at school level on a constant basis and provide timely remedial interventions. ● SCERT will develop an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs within three years **(NEP Para 8.5)** ● BRCs/URCs and CRCs are the main units providing training and on-site support to schools and teachers. ● Given the significance of these structures, the programme will strengthen the faculty and infrastructure support to BRC/URC and CRCs. ● States/UTs will prepare detailed Guidelines for the roles, responsibilities,	Project will provide support for BRC/URC and CRC as per the following norms: **For BRC/URC:** ● There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district educational administrative structure like educational blocks or circles have jurisdictions which are not co-terminus with the CD Blocks, the State may opt for a BRC in each such sub-district educational administrative units. However, in such a case the overall recurring and non-recurring expenditure on BRCs in a CD Block, should not exceed the overall expenditure that would have been incurred had only one BRC per CD Block been opened. ● The BRC will function under the overall supervision of Block education officer.	● Development of Guidelines for CRC/BRC functioning by state/UT ● Development of App-based reporting format/rubrics for reporting by CRC/BRC ● Improved selection criteria for Resource Persons/ Coordinators in BRCs & CRCs. ● Percentage of BRCs and CRCs who have undergone capacity building programme for providing academic resource support ● Percentage of Schools visited 5 to 6 times in a year by CRC/BRC for monitoring and onsite support to schools ● Percentage of Schools never visited during the academic year by CRC/BRC for monitoring and onsite support to schools ● Percentage of CRC/BRC submitting online (App-based) reports after the school visit by the BRC and CRC

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		selection criteria, functioning and reporting by CRC/BRC based on the requirements of the National Education Policy, 2020. These Guidelines will also lay down a rubrics of Key performance Indicators for assessing the performance of BRC/URC/CRC, which will include the following among others: i. regular academic inspection visits to school, ii. providing training and on-site support to schools and teachers, iii. monitoring the number of hours of teaching by teachers in a week iv. ensuring introduction and sustenance of innovative pedagogies in schools (art-integrated/sport-integrated/activity-based/experiential/story-telling-based/ICT-integrated learning, etc.), v. ensuring effective use of all TLM provided to schools vi. facilitating and guiding preparation of no cost or low cost teaching aids/tools by school teachers vii. ensuring continuous and effective integration of ICT through efficient use of ICT equipment and ICT based educational resources viii. monitoring the progress of Foundational	● The following resource support may be provided for BRC/URC: i. Six Resource persons for subject specific teaching, out of which the senior most will be designated as Incharge of BRC. ii. Two Resource Persons for Inclusive Education for children with special needs. iii. One MIS Coordinator and one Data Entry Operator iv. One Accountant-cum-support staff per 50 schools. These accountants will be mobile and provide support to schools and block to help them maintain their record properly. v. Additional grant of up to ₹ 5 lakh per annum for expanding the support to secondary level. This may include deployment of additional Resource Persons, and recurring expenditure for strengthening the BRC/URC ● BRC/URC may be located in school campuses as far as possible. Construction will be as per the State Schedule of Rates (SSoR)/CPWD rates, whichever is lower. ● Provision for BRCs/URCs up to ₹ 3 lakh for furniture, computer once in 5 years	● Percentage of teachers teaching above 25 hours a week according to CRC/BRC reports ● Percentage of teachers teaching less than10 hours a week according to CRC/BRC reports ● Number of training programmes jointly organized between DIETs and BRCs/CRCs

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		Literacy and Numeracy ix. ensuring learning enhancement activities/learning enrichment activities in school, x. ensuring individualized support for CWSN and slow learners, xi. ensuring 50 hours of CPD for all teachers and head teachers, xii. ensuring all directions, circulars, information, etc. percolates down to the last teacher in the last school, xiii. ensuring constructive parental/volunteer engagement by schools, xiv. ensuring schools are undertaking safety audit xv. ensuring timely and correct reporting on KPIs by schools, xvi. ensuring timely and correct reporting by BRC/CRC to district/state level, ● The reporting by CRC/BRC must be App based, hence states/UTs may prepare Apps based on CRC.BRC guidelines in the local language. ● States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration their experience, qualifications and aptitude for training and research, and should follow an objective assessment of the same. BRC/URC Coordinator and faculty	● Provision for BRCs/URCs up to ₹ 2 lakh for TLE/TLM, recurring expenditure, meetings, contingencies etc. per annum. ● CRC construction cost will be as per schedule of Rates notified by the State for additional classroom. The CRC may be used as an additional classroom in schools on days when CRC meetings are not held. ● One CRC Coordinator may be placed in charge of up to 18 schools in a block. ● Provisions for CRCs up to ₹ 1 lakh for furniture, computer once in 5 years. ● Provisions for CRCs up to ₹ 1 lakh for TLE/TLM, recurring expenditure, meetings, contingencies etc. per annum. ● The central financial assistance for salary purpose of the BRC and CRC will be given on the basis of salary support given by the PAB in 2020-21.	

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		should be professionally qualified, and have at least five years teaching experience ● States must provide for constant skill enhancement of BRC/URC and CRC coordinators and faculty ● Functional linkage between BRC/URCs and CRCs with DIETs and district level resource groups should be strengthened. ● BRCs and CRCs will support the schooling system i.e., classes preprimary -10 ● In urban areas, academic resource centres would be set up on the lines of BRC to cover 10-15 CRCs. If the municipality or town development authority has academic staff, they may be deployed in the URCs. ● On an average, one CRC Coordinator may be placed in charge of up to 18 schools in a block, which must include the KGBVs and residential schools also.		
XI.	VOCATIONAL EDUCATION			
		Goals: 1. **Integration of Vocational education with general academic education in all secondary /senior secondary schools.** 2. **Enhancing the employability and entrepreneurial abilities of the students and Providing exposure to work environment** 3. **Generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence and aspirations.**		
43	**Introduction of Vocational Education at Secondary and Senior Secondary**	● Vocational Education to be introduced as an integral part of general education at Secondary and Senior Secondary level. The vocational subjects are to be	**Non-Recurring for Tools/ Equipment** ● Up to ₹ 5.0 lakh per school per job role for Tools & Equipment including Furniture, Computers, etc with maximum 04 sections per job role [02	**Access, Enrolment and Retention** ● Ratio of number of schools offering vocational courses in secondary and senior secondary classes to the total number of schools having

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		introduced as an additional/mandatory subject at the secondary level and as compulsory (elective) at the Senior Secondary level. ● Under the program, there is a provision for arranging hands on training for students in industrial set up and guest lectures from industry/ITIs/local artisans. On-job training may be provided during vacations for at least 80 hours in a job role. ● One/Two job roles may be covered in the span of 4 years based on content and notional hours. First job role may be completed in classes 9-10 and the other in classes 11-12. Further, some job roles which require longer duration of training will be completed in 4 years. ● One-time non-recurring grant for purchase of tools and equipment may be approved at the time of introduction of new job roles. ● External assessment with the involvement of SSC may be taken up only at the end of classes 10 and 12. The States/UTs need to follow the assessment timeline. In classes 9 and 11, the practical assessment may be done at the State/UT by interchanging the	sections each in (Class9/Class 10 and Class 11/Class 12)]. ● Additional funds up to ₹ 2.5 lakh for additional sections per job role may be provided based on enrolment. **Recurring** ● Existing Recurring norms have been provisioned for 40 students per job role (80 students per class for 2 job roles). As per the NEP, all students need to undergo vocational education. Therefore, the provisions have to be made for all students. It is proposed that recurring norms may be based on the enrolment in classes 9-12. **The recurring head of Vocational Education is as per existing norms.** ● Cost of Assessment and Certification @ ₹ 600/- per student for Class X and XII. ● For schools serving other schools in the vicinity under the Hub and Spoke Model, an additional amount of ₹ 5.00 lakh per spoke school will be provided to the Hub schools where the lab has been established, to meet the additional costs of incentive to trainers/additional trainers/raw material, on the job training etc. ● Construction of Workshop/laboratory cum Class room @	secondary/senior secondary classes. ● Ratio of number of students enrolled in the vocational courses to the total number of students in secondary /senior secondary classes ● Number of Vocational Courses offered in schools. ● Number of girls and children with special needs enrolled in vocational courses. ● Retention and Dropout rate of students from vocational courses. **Vocational Training Equipment** ● Ratio of number of schools having fully equipped Vocational Lab for each course to the total number of schools offering vocational courses. **Training** ● Ratio between practical training/ theory (number of hours in practical : number of hours in theory) ● Number of field visits conducted in an academic year. ● Ratio of number of Hours of Training in Industry to total hours of Training **Vocational Trainer/ Teacher** ● Student to Vocational Trainer/Teacher Ratio ● Number of Vocational Trainers provided Induction/ In service Training of vocational education in schools **Student Performance** ● Ratio of number of students passing with one vocational subject to number of students appearing in Class 10 and 12

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		teachers/trainers amongst different schools for the purpose of assessment. The assessment and certification cost of ₹ 600 per student may be approved for students per class per job role in classes 10 and 12. ● In case of additional enrollment in vocational, 2 job rolls or more than one section of the job roll can be provided. ●The scheme will cover Government and Government aided schools. ●**Ministry of Skill Development has notified certain common norms for all skill development schemes. However, these norms will not be applicable to vocationalisation component which seeks to integrate vocational education with general curriculum in schools, funding and placement related norms are not applicable to school education, as objective is to enhance employability and reduce drop-outs and not only employment.** ●Provision of Training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills, etc. as a part of	State Schedule of Rate (SSOR) as per requirement of States/UTs for schools serving as hub for vocational education. ● Wherever available, ITI may be used as Hubs. ● For transportation of students from spoke schools to Hub School, ₹ 3000 per student per annum may be provided to spoke schools. ● Induction Training of 10 days and In-service training of 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in relevant job roles @ ₹ 300-500 per day per trainee.	**Teaching Learning Material** ●Number of vocational courses for which student text books have been made available to the students. ●Number of vocational courses for which teacher Handbooks have been made available to vocational teachers. ●Number of vocational courses for which e content is available. ●Use of ICT in teaching learning **Vertical Mobility** ●Ratio of Number of Students who opt for Higher Secondary Education in vocational field, ITIs/Polytechnic/B. Voc to number of students who have passed out class 10/12 with one vocational subject. **Placement in Industry/ Apprenticeship** ●Ratio of Number of students placed in the industry to the number of students willing and eligible for placement ●Ratio of Number of students placed as apprentice in the industry to the number of students willing and eligible for apprenticeship ●Ratio of Number of students who are self-employed to the number of students who completed the vocational courses.

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		vocational education. States/UTs will also set up Skill labs in a hub and spoke model in school clusters/complexes.**(NEP Para 16.1 to 16.8)** ● Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility.**(NEP Para 16.5)**		

XII.	**ICT and Digital Initiatives**			
	Goals: **1. Appropriate use of technology in all levels of education – to improve student learning outcomes, teaching learning and evaluation processes at scale;** **2. Enhancing educational access to disadvantaged groups** **3. Increasing availability of data to enhance understanding of how children learn and streamline educational planning, administration and management**			
44	**ICT and Digital Initiatives**	The component will cover classes VI to XII. ● The non-recurring/recurring grant under 'ICT and Digital Initiatives' for schools will be available to the States and UTs for following two options: (i) **Option I:** Under this option schools which have not availed the ICT facility earlier can either opt for ICT or smart classrooms as per their requirement and need. In case of more than 700 enrollments, an additional ICT lab can also be considered. Flexibility to procure hardware such as tablets/ laptops/notebooks/	● Recurring grant may be given for the 6th year to smoothen transition, subject to state giving a plan and commitment of funds for taking over the project and continuing the facility in the school. ● **Option I (Existing Provision)**: for schools having classes 6 to 12, a non-recurring grant of up to ₹ 6.40 lakh per school and recurring grant of up to ₹ 2.40 lakh per school per annum for a period of 5 years. ● **Option II,** the non-recurring grant for Smart Class rooms (Maximum 2 smart classrooms per school) is of ₹ 2.40	● Percentage of schools having access to ICT facilities in schools • Percentage of schools with Digital Boards, smart classrooms, virtual classrooms and DTH channels • Ratio of total enrolled students to number of smart classrooms in school having digital/smart boards/virtual classrooms/smart TV • Ratio of total enrolled students to number of desktops in ICT labs • Ratio of total enrolled students to number of tablets in school • Use of digital content/resources in classroom transaction through DIKSHA, ePathshala, SWAYAM

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		integrated teaching learning devices and open source operating system as well as Hardware, Software, training and resource support. This would include support for digital boards, smart classrooms, virtual classrooms and DTH channels on pro-rata basis for number of schools approved. (ii) **Option II:** Under this option schools which have already availed the ICT facility earlier can avail smart classrooms/tablets as per the norms of the scheme. ● For ensuring equity in educational technology, it will be ensured that the same e-contents are available across all digital modes (portals, Apps, TV, radio) for the same topic/s under the Coherence policy of DoSEL**(NEP Para 24.2 and 24.4 e)** ● Schools in the Special Education Zones and Aspirational districts will be integrated with digital devices on priority**(NEP Para 24.2 and 24.4 e)** ● Priority will be given to projects which have an element of community participation. **(Admissibility for Govt. and Govt. Aided Schools)**	lakh and the recurring grant is ₹ 0.38 lakh (including E Content and Digital Resources, Charges for Electricity. The state may also use Solar Power-Hybrid solar instead, to ensure Sustainability and Internet connectivity (Tele communications/ satellite communication/ OFC)	PRABHA, etc. at least once a week per class/once a fortnight per class/once a month per class/never ● Percentage of students who use computers/desktops/tablets in school at least once a week/once a fortnight/once a month/never
XIII.	**MONITORING OF THE SCHEME**			
45	**Monitoring Information Systems (MIS)**	● Support to States for various MIS of the Department like	● Assistance up to ₹ 2 per student as per the total enrolment reflected in UDISE+	● Improvement in the adequacy of UDISE+ data ● Improvement in the

SI. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
		UDISE+, Shagun and child tracking etc. ● In order to achieve universal participation in school by carefully tracking students, as well as their learning levels. **(NEP para 3.2)**	● For child tracking of students' up to₹ 3 per student may be provided, once the State/Centre has developed and implemented a comprehensive and robust system for the same. **(Admissibility for Govt. and Govt. Aided Schools)**	MIS in the States/UTs • Percentage of qualified and trained MIS Personnel • Upload of Videos, Case Studies, Testimonials & Images on SHAGUN Repository ● Percentage of children tracked with learning levels identified by the State/UT
XIV.	**NATIONAL COMPONENT**			
46	**Support to central institutions like NIEPA, NCERT, NCPCR/PARAKH/ TSG/ NIC/ PMU for FLN et**	● Support to National Institutions like NIEPA, NCERT, PSSCIVE, NCPCR, NIC etc. for National level programmes related to quality of education, assessments, data management, and digital education, Swacch Vidyalaya Puraskar etc. ● Project based Support for activities of National Assessment Centre PARAKH for School Education ● Technical Support Group for monitoring of the Scheme ● Support for PMU for FLN at National Level for effective implementation and monitoring of Foundational Literacy and Numeracy Mission. ● Support for Bi-annual Comprehensive Review Mission (CRM) to review the progress of the Scheme. ● Support for Monitoring Institutions to monitor the scheme implementation in States & UTs.	Up to 1% of the Budget Outlay	

Sl. No	Activities	Programmatic Norms	Financial Norms	Key Performance Indicators (KPIs)*
47	Establishment of National Institute of Teacher Education (NITE)	**May be deleted as all Teacher Education Programmes will gradually be moved into multidisciplinary colleges and universities. (NEP Para 5.22)**		
XV.	**Management, Monitoring, Media, Evaluation & Research (MMMER)**			
48	MMMER	●Support States in Management, Monitoring, Media, Evaluation& Research activities. The research activities should also include impact analysis of interventions related to Gender, equity and inclusive education. ●Support for Social Audit covering 20% of schools per year so that all schools are covered in a period of Five years. These audits will help in monitoring the implementation of the scheme and ensuring transparency, accountability at all levels.	The Management costs shall not exceed 3.5-5% of the State Outlay. In the districts of NE States and Union Territories without Legislature, where district plan size is very small, the management cost could be budgeted upto ₹ 40 Lakh per district.	● Percentage of funds used for Project Management activities ● Percentage of funds used for Monitoring & Supervision activities ● Percentage of funds used for Media related activities ● Percentage of funds used for Research & Evaluation activities

*Note: The KPIs mentioned are at draft stage, the same are subject to change and will be finalized at the time of updation of framework of Samagra Shiksha.