



सूचना का
अधिकार

Maneesh Garg,
Joint Secretary (SS-II),
Tel.- 011-23386232
Email: maneesh.garg@nic.in

भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली – 110 115
GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115

D.O.18-18/2021-IS 15

24th March, 2021

Respected Ma'am/Sir,

I am writing in connection with Annual Work Plan & Budget (AWP&B) exercise for Samagra Shiksha for the year 2021-22. I would like to inform you that the meetings of the Project Approval Board (PAB) for 2021-22 will be held as per the schedule attached at **Annexure I. The AWP&B proposals may be submitted online on the PRABANDH portal at least 15 days prior to the scheduled dates so that the appraisals can be done timely and meaningfully.**

2. The Covid-19 pandemic has presented unprecedented challenges for the education sector as the schools could not open for most part of this academic year and large migrations took place all over the country. In order to mitigate the learning loss, various steps have been taken which include digital initiatives such as PM-e-vidya, DIKSHA, NISHTHA online and other initiatives such as alternative academic calendar, Manodarpan, LEP guidelines, Pragyata guidelines, etc. We have also issued guidelines for migrant children on 13th July 2020 and out of school children on 7th January 2021. It should be our endeavor to conduct door to door survey for identifying all out of school children as mentioned in the guidelines and get them admitted in school.

3. These challenging times have also provided new opportunities to transform, reinvent and innovate, as the newly launched **National Education Policy 2020**, has created lot of enthusiasm among all stakeholders. This Policy proposes the revision of all aspects of education, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The NEP 2020 is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. **It is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability.**

4. **Samagra Shiksha has now been aligned with the recommendations of National Education Policy (NEP) 2020.** The key recommendations of NEP 2020 included in Samagra Shiksha are as follows:

- Introduction of 1 year of Balvatika and TLMs to all children.
- National Mission of Foundational Literacy and Numeracy
- Holistic Progress Card (HPC)



- Introduction of tracking of learning outcomes as well as transition of children
- Induction of qualified counsellors at secondary and senior secondary level in a phased manner
- Language Teachers
- Capacity building of teachers (50 Hrs CPD)
- Bagless days and internships
- Support for OOSC in age group of 16 to 19 years
- Separate stipend for CWSN girl child; provision for identification of CWSN and Resource Centre at block level
- Expansion of schooling facilities including Residential Schools/Hostels, KGBVs.
- Provision for Hub and Spoke model in vocational education
- Provision for Smart classroom and support for DIKSHA
- Support for Assessment Cells in SCERT
- Thrust on universalizing access to quality secondary and senior secondary education.

5. The thrust areas of 2021-22 are:

I. Early Childhood development, Care and Education (ECCE)

NEP 2020 envisages achieving universal provisioning of quality ECCE by 2030. States and UTs may propose interventions for ECCE in their Annual Work Plan related to

- Introduction of 1 year of Balvatika in existing government primary schools, wherever anganwadi centres are not co-located.
- Child centric Teaching Learning Materials, indigenous toys and games, play based activities.
- Training of Master Trainers for training of Anganwadi workers for pre-school education in line with the NCERT Framework
- In-service teacher training for ECCE teachers as per existing norms on art-integrated, sport integrated, story-telling, and experiential and toy-based pedagogies.
- Additional Classrooms (ACR), Toilets, Drinking water facility etc. under the existing strengthening component for starting Balvatika/pre-primary classes.
- Introduction of an interim 3-month play-based 'school preparation module' for all students as soon as they enter Grade 1.

II. Foundational Literacy and Numeracy

In order to focus on foundational literacy and numeracy, it has been decided to launch a National Mission under Samagra Shiksha to ensure that every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III and not later than grade V. The programme will focus on various pedagogical aspects, curriculum, teaching learning materials (TLMs), capacity building of Teachers/Heads of Schools/Principals/Education Administrators and learning assessment. In order to ensure involvement of all stakeholders and generating awareness about the objective and goals of the mission, Information,

Education and Communication (IEC) drive/campaign will be initiated for wider outreach. A robust IT (Information Technology) system embedded with big data analytics will also be an integral part of National Mission on Foundational Literacy and Numeracy. States and UTs may propose interventions related to

- Child centric Teaching Learning Materials, indigenous toys and games, play based activities and supplementary graded material including School Readiness module for class 1 schools.
- Provision of Teacher Manuals, Activity Handbooks, resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies at foundational level.
- Specific training modules under NISHTHA will be developed by NCERT to train Pre-primary and Primary teachers on FLN. Assessment of progress and achievements by students, schools and States/UTs in FL&N will be at four levels (school-based assessment, SAS, third party assessment and NAS). States/UTs may also propose for conducting formative and periodic assessment of the learning outcomes upto Class III.
- Setting-up of PMU at State/District level.

III. Access and Retention:

A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education from pre-school to Grade 12.

- a. Infrastructure Facilities:** Support for infrastructure from Pre-Primary to grade 12 will be provided. In this context, States/UTs need to **prepare comprehensive ten-year projection report on the need for adequate resources in all schools**. The proposals must consist the following:

- New/Upgraded schools from classes Pre-primary (not stand alone pre-primary) to 12th including addition of 1 year of Balvatika in primary schools.
- Addition of new subjects in existing senior secondary schools.
- All new schools/hostels or the existing schools/hostels under strengthening component to include (a) *adequate number of classrooms, labs etc.* (b) *provision of rain water harvesting system* (c) *solar panel/electrification* and (d) *barrier free access.*
- Bridging the gap in toilets, drinking water and hand washing facilities as per UDISE+ 2019-20 or latest source of information to achieve saturation.
- Incinerator and Sanitary pad vending machines in all girls' hostels.
- 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 (starting from primary level), maintenance of toilets, solar panel, ramps and handrails, etc.
- Classroom cum workshop for Vocational Education in schools serving as Hub for other schools in the neighborhood.
- *Under infrastructure/civil works, in order to ensure that sanctioned works are completed on time, central financial assistance will be available for 3 Years and maximum up to 5 years subject to approval of*

the PAB. In case the approved works are not completed in the above-mentioned time frame, it will become the sole responsibility of the respective State/UT to complete the pending works. For civil works approved upto 2020-21, the time limit of 3 years will be calculated from 2021-22.

- b. **Extension of Transport/Escort Facility upto secondary level:** To increase access at the secondary level, transport facility has been 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. States and UTs must provide habitation wise notification and child wise details.
 - c. **Special Training for age appropriate admission of out-of-school children (OoSC):** In addition to the existing provisions at elementary level, State and UTs may propose for covering Out of school children of age group of 16 to 19 years belonging to SEDGs through the Open school system (NIOS/SIOS) at secondary/senior secondary stage.
- IV. Universalization of Secondary and Sr. Secondary Education:** With regard to universalization of Secondary and Sr. Secondary education as envisaged in NEP 2020, focused efforts in mission mode would be undertaken to ensure universal access and affordable quality education for all at secondary stage (for the age group of 14-18 years) in the next 5 years. To ascertain the number of Secondary and Sr. Secondary schools needed to ensure 100% Gross Access Ratio (GAR), this Department has conducted a GIS mapping exercise to find out the requirement of Secondary/Sr. Secondary schools in a scientific and realistic manner. **The States and UTs are requested to send the proposals for opening of new secondary and senior secondary schools based on GIS Mapping done by the MOE.**
- V. Quality and Innovation:** NEP 2020 envisages providing equitable and quality education from the Foundational Stage through Grade 12 to all children.
- a) **Learning Enhancement/Enrichment Programme:** Every student should be given the opportunities necessary to make meaningful progress in acquiring skills/competencies, through a process of continuous improvement in teaching and learning. This intervention would be available for students from Class VI to XII and will be provided for weaker students including CWSN after proper identification based on an assessment done at the beginning of the academic year/end of last academic year. States and UTs may propose for individualized learning interventions for upto 25% of the total strength of the class at each level subject to submission of assessment results.

State and UTs need to share the results of the pre-training assessment for the appraisal and post training assessment with Ministry of Education (MoE) after the implementation.

- b) **Innovative Projects:** Viable & sustainable innovative proposals relating to improvement of quality and access of education not covered elsewhere, may also be submitted by the States and UTs. It may be noted that proposals for innovative projects are formulated with due diligence clearly defining the objectives, processes and outcomes so that the proposals could be appraised on merits. Various new themes/interventions as mentioned in NEP 2020 have

been made part of Innovation i.e. **Bagless days, school complexes, internships with local artisans, curriculum and pedagogical reforms etc.**

Financial Support under innovation will be provided for State Specific Proposals **upto 5% of the total AWP&B approved for the State/UT under the scheme.**

- c) **Shagun portal:** It is requested to upload your success stories and best practices on the Shagun portal to enable cross learning. These success stories and best practices will also be reviewed in the coming PAB meetings and the performance of the States and UTs will be adjudged on the basis of the material uploaded in the portal. The State and UT may also seek funds for creation of videos and documentation of best practices.
- d) **Research Studies:** Research and evaluation studies may be undertaken at state, district level and also at the block, cluster and school level in the form of Action Research for providing greater insight into issues and problems faced in implementation of the various components of the scheme at different levels. States and UTs should give priority to research projects concerned with **quality related issues, such as status and effectiveness of Special training centers; Impact assessment of teacher training (NISHTHA); students' learning outcomes; student's and teachers' attendance rates; efficacy of textbooks and other Teaching-Learning Material (TLM), quality of academic supervision and guidance provided by BRCs/CRCs/DIETs; teaching-learning in classrooms; implementation of CCE in schools; role of SMCs in school management, etc.** The areas of research should be decided by the Resource Groups or Research Advisory Committees at the state level and district level in consultation with SCERTs. **The provision for research studies is made under MMR and SCERTs.**

- VI. **Teacher Salary and deployment:** The Department has been emphasizing that States/UTs should fill up the State vacancies first before proposing funds for the posts approved/continued under Samagra Shiksha. States are advised to assess the situation of demand and supply by considering the issues related to teacher deployment i.e. surplus teachers, single teacher schools and schools with adverse PTR. The issues identified should be addressed through time bound and transparent action on teacher rationalization. Further, recruitment of teachers should only be considered after the need assessment, post rationalization and redeployment. ***The vacancies in the State cadre of teachers should not be more than 10% of the total sanctioned posts, beyond which the vacant posts will be adjusted against filled up posts funded from Samagra Shiksha.***

Samagra Shiksha scheme endeavors to provide every child access to education in a safe, protective school environment which is conducive to growth & development. States and UTs may propose financial support for part time qualified counsellor at the secondary and Sr. Secondary level in a phased manner, who will cater to all schools in the school complex/cluster, as envisaged in the NEP 2020.

- VII. **Appointment of Language Teachers:** As NEP promotes Multilingualism, a new component has been added in the scheme by subsuming the existing Appointment of Language Teacher Scheme. While proposing for appointment of language teachers as per the norms of the scheme, State/UT 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 as prescribed by NCTE. Further, Bilingual teaching learning material and books and Continuous professional development for Hindi and Urdu teachers will also be provided as per the norms of in-service-teacher training.

VIII. Kasturba Gandhi Balika Vidyalaya (KGBV): KGBVs need to be strengthened and upgraded upto class 12, to increase the share of girls completing school education in Educationally Backward Blocks. States may propose for upgradation of all KGBVs in the next 3 years by ensuring proper and timely operationalisation and optimum utilization of capacity. Also, action plan may be given for operationalising all the upgraded KGBVs including Type-IV KGBVs. States and UTs also need to prepare and implement strict safety and security guidelines for girls in KGBVs. Safety and security audit to be done as a part of these guidelines.

IX. Equity: The activities proposed under equity need to be targeted for improving access, enrolment, retention and learning outcomes of all disadvantaged groups and vulnerable children including girls, transgender, Scheduled Castes, Scheduled Tribes, Minority, Migratory and Urban Deprived Children. States and UTs may also plan for innovative and need based projects for Menstrual Hygiene & Health for Girls. Adolescent Education Programme (on themes like Prevention and management of Substance Misuse, Promotion of Healthy Life Style, Reproductive Health and HIV Prevention, Safety and Security against Violence and Injuries, Promotion of safe use of Internet and Social Media Behavior etc.); Career Counselling; Life Skills and any other State/UT specific project, can be taken up.

Detailed write up of all proposed activities giving the need analysis must be provided in the AWP&B. The proposed activities should not be repetitive rather they should be focused and innovative in true sense with clearly defined outcomes. The analysis should be based on the UDISE+, PGI indicators or any research/evaluation conducted.

X. Inclusive Education: Following new interventions in addition to the existing are proposed to ensure equitable and accessible education for all including children with special needs, by 2030 as recommended in the NEP:

- Provision of separate stipend for CWSN girls, for pre-primary to senior secondary level in addition to student component based on database share on PRABANDH.
- Annual Identification camps will be held at block level for early identification 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 centres at Block level with the equipment necessary for rehabilitation and special training of CWSN.

XI. Teacher Training (NISHTHA Online): In the wake of the COVID-19 pandemic, the NISHTHA training programme at elementary level, was contextualised to the needs of teaching-learning during the pandemic. NISHTHA Online has been created by customizing Modules for Online delivery in the format compatible with DIKSHA Platform of NCERT. Hence, NISHTHA Online will help in creating quality cadre of trainers through a robust follow-up mechanism and a common platform/forum for teachers to discuss their initiatives, challenges and solutions. For 2021-22, NISHTHA

Online will be extended to Secondary teachers and a special NISHTHA for Foundational Literacy and Numeracy will be conducted covering all pre-primary and primary grade teachers in Government and Government Aided schools.

- XII. Strengthening of BRCs/CRCs:** The Block Resource Centres and Cluster Resource Centres have a significant role in ensuring the implementation of the National Education Policy, 2020. Further, functional linkages of BRCs and CRCs with DIETs and district level resource groups will also need to be strengthened. In this context, States/UTs should prepare detailed Guidelines for the roles, responsibilities, selection criteria, functioning and reporting by CRC/BRC based on the requirements of the National Education Policy, 2020. These Guidelines will also lay down a rubric of KPIs for assessing the performance of BRC/URC/CRC.
- XIII. Assessment cell (preferably at SCERT):** States and UTs may propose assessment cells to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc.
- XIV. Vocational Education:** In order to strengthen and expand the coverage of vocational education as per vision of NEP 2020, States and UTs may propose the following in addition to the existing provisions:
- Government aided schools may be taken up in addition to Government Schools and grant linked to enrolment.
 - Provision of Training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills, etc.
 - Construction of Workshop/laboratory cum Class room @ State Schedule of Rate /CPWD rates as per requirement of States/UTs for schools serving as hub for vocational education under strengthening component.
 - Recurring support for hub schools for accessing facilities in hub schools.
 - Innovation proposals for extending exposure to vocational education at upper primary level.
- XV. ICT and Digital Initiatives:** As per NEP 2020, new technologies will not just change what students learn in the classroom but how they learn, therefore, the thrust of technological interventions will be for improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc. In this regard, all uncovered upper primary, secondary and senior secondary schools need to be covered in a time bound manner over next 5 years. States and UTs may propose the non-recurring/recurring grant under 'ICT and Digital Initiatives' for schools as per the given norms.
- XVI. Monitoring of the Scheme:** Financial support for child tracking for students of Government and Government aided schools will be provided, once the State/Centre has developed and implemented a comprehensive and robust system for the same for both transition and learning outcomes.
- XVII. Management, Monitoring, Media, Evaluation & Research (MMMER):** States/UTs may include the following components under MMMER:

- Social Audit to cover 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.
- Media has been included under this component so that objectives and achievements of the scheme are properly disseminated.
- State level portal for creating a database of literate volunteers, retired scientists/government/semi government employees, alumni, and educators.
- Involvement of parents, 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.
- Preparation of online training modules for volunteers to understand how they can be involved in school education.
- IEC for vocational education.

XVIII. Focus on Aspirational Districts

The Aspirational Districts have been identified on different Key Performance Indicators across five sectors. Education is one of the sectors with 30% weightage and 8 Key Performance Indicators. NITI Aayog is monitoring these indicators regularly. States should give more focus on various interventions to improve the quality of education and ensure saturation in some interventions in these districts for which key focus areas have been identified. States/UTs to prepare district specific plans based on these identified focus areas and prepare disaggregated data for these aspirational districts for 2021-22.

Focus areas for saturation in Aspirational Districts

Interventions	Key Focus Areas
I. Universalizing Pre-primary education	i. Pre-Primary Section with infrastructure and teacher in all schools having primary section.
II. Expanding Access and providing infrastructure facilities	ii. Functional Boys and Girls Toilets in all elementary and secondary schools.
	iii. Functional drinking water facility in all elementary and secondary schools
	iv. Functional electricity facility in all elementary and secondary schools
III. Improving quality of learning	v. Reading materials to be provided under library grant in all primary schools for promotion of Foundational Literacy.
	vi. Sports equipment to be provided in all schools: all schools to be certified as Fit India Schools.
	vii. Holistic report card for every learner based on peer/self/teacher assessment.

Interventions**Key Focus Areas**

- | | |
|-----------------------------|---|
| | viii. DIETs in all Aspirational Districts |
| | ix. Training of all teachers at elementary and secondary level |
| IV. ICT /Digital Facilities | x. ICT facilities in all Upper Primary and secondary schools |
| V. Equity and Inclusiveness | xi. Up gradation of KGBVs up to class XII or New KGBVs in uncovered EBBs. |
| | xii. Self-Defence training for all girls in KGBVs and schools. |
| | xiii. Fully functional Block Resource Room for CWSN at all Blocks. |
| | xiv. Access to part time counsellors in secondary schools. |

XIX. Convergence architecture with other central government schemes

Other Schemes which would supplement/contribute to the objectives of the integrated Scheme are as below:

- ECCE through the Anganwadi centres under the Umbrella of Integrated Child Development Scheme (ICDS) of the Ministry of Women & Child Development.
- National Rural Drinking Water Programme and Swachh Bharat Mission under the Ministry of Drinking Water and Sanitation for providing drinking water facilities in schools.
- National Child Labour Project (NCLP) of the Ministry of Labour to promote successful mainstreaming into regular schools of all children who have been withdrawn from child labour and rehabilitated.
- Residential facilities for SC and ST children by the Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs.
- Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP Scheme) and Scheme for Implementation of Persons with Disabilities Act, 1995 (SIPDA) by Ministry of Social Justice and Empowerment.
- School Health Programme (SHP) under Ayushman Bharat, which is a joint initiative of the Ministry of Health & Family Welfare (MoHFW) and the Ministry of Education (MoE).
- Convergence with Department of Rural Development for provision of playgrounds, boundary walls in schools and provision of school uniforms through SHGs.
- Convergence with Department of Panchayati Raj/Urban Development for use of Finance Commission funds for maintenance of school premises as required locally.

The states/UTs should dovetail and attempt convergence with the schemes of other Ministries and State Governments. Such convergence should be ensured at the time of preparation and approval of the proposals for Annual Work Plan and

Budgets (AWP&B) to avoid overlapping in coverage, for which a specific provision has been made in the revised Programmatic norms.

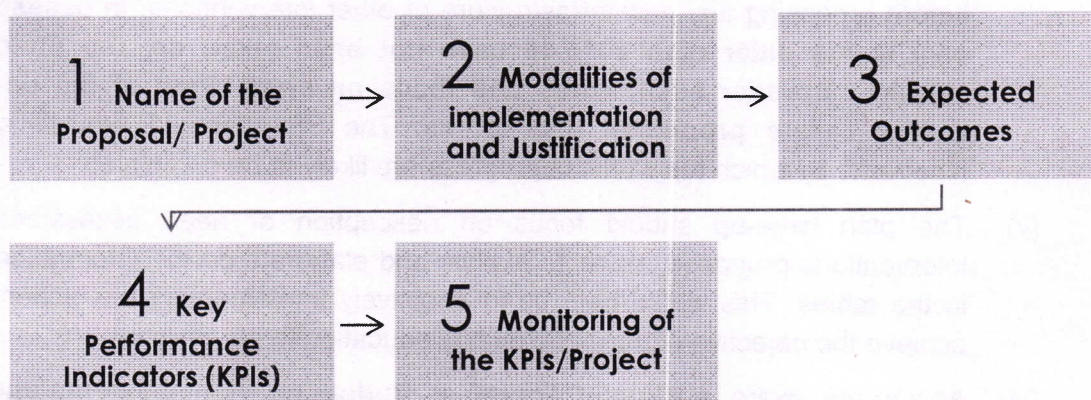
7. Additional Points:

- (i) It is important to note here that **data available on UDISE+ 2019-20, SHAGUN portal and PRABANDH** would be the reference data for the Annual Work Plan & Budget 2021-22 planning and appraisal.
- (ii) Please ensure that the AWP&B 2021-22 including the **District AWP&B, State component and costing is approved by your State Executive Committee** before it is sent for consideration of the PAB of Government of India.
- (iii) PAB shall also review the **action taken against the commitments for 2020-21**, both in respect of State specific commitments as well as standard commitments. **The progress against expected outcomes and the suggestions given by MoE in the PAB meetings of 2020-21 will also be reviewed.**
- (iv) Please note that strict performance criteria will be adopted in appraising the proposals for 2021-22. During finalization of your AWP&B outlay, due attention will be paid to the committed liabilities under Non-Recurring head, and other financial demands etc. Priority should be given for completion of ongoing works before proposing any new infrastructure or other interventions. **In cases where civil works older than 2015-16 have not been taken up, the States/UTs should surrender such works and focus on completion of the on-going works, before proposing new works.** The State should provide a clear timeframe by which the works in progress are likely to be completed.
- (v) The plan write-up should focus on description of need assessment and interventions proposed, so as to explain and elaborate on the information given in the tables. This would help us in effectively implementing the Scheme and achieve the objective of universal quality education to our children.
- (vi) As you are aware, a **Project Appraisal, Budgeting, Achievements and Data Handling System (PRABANDH)** has been developed for Samagra Shiksha which is used for uploading of AWP&B proposals, online appraisal, issue of sanction orders and for physical and financial monitoring of the scheme. In the PRABANDH portal, uploading of budget e-costing sheet from District level has now been activated. The States and UTs may use this facility to get the district level budget e-costing sheet on PRABANDH using option AWP&B E-Costing. The States and UTs can download the integrated budget sheet uploaded by all the districts for further addition and modification before submitting to the National Level.
- (vii) **Implementing Society under Samagra Shiksha:** Please ensure that the process of formation of Single Society or designating any one of the existing Society (of the erstwhile schemes of SSA & RMSA) and making it fully functional is completed, **failing which the PAB meeting for the state will not be held and no funds will be released in 2021-22.** Further, the Expenditure Management Commission had recommended the integration of Schemes of School Education and also to find ways to rationalize the expenditure as a result of integration. All States and UTs are also requested to send a report on the Status of Rationalization of Expenditure under Samagra Shiksha.

(viii) **Status of Outstanding advances:** The settlement of outstanding advances is pending for a long time for the previous years and all old advances (both under General and Capital) should be settled forthwith and a report on status of advances pending for each year and the cumulative advances upto the current year along-with the reasons for long pending advances should be spelt along-with the AWP&B proposal.

(ix) **Public Financial Management System (PFMS):** As per the directions of Finance Ministry, all types of transactions (Expenditure, Advances and Transfer) relating to Central Grant under all Centrally Sponsored Schemes have to be affected through PFMS only. Therefore, it is requested to provide details of operationalisation of PFMS upto the school level. Further, the completion of Internal Audit and maintenance of separate individual accounts for SC/ST component and **timely submission of Annual Reports** should be done.

8. **During the year 2021-22, the thrust of the appraisal exercise will be on implementing NEP 2020 in letter and spirit.** In order to ensure efficient and effective monitoring of NEP implementation, each and every component/intervention of Samagra Shiksha has been defined with monitorable goals and Key Performance Indicators(KPIs). The proposals for each component/intervention must be developed in the given pattern (**not more than 1000 words each**) in order to appraise and monitor which is as follows:



These Key Performance Indicators (KPIs) will be strictly monitored for each component/intervention as mentioned in the proposals during the year.

9. The **draft revised Programmatic and Financial norms of Samagra Shiksha** along with the KPIs are enclosed at **Annexure-II**. It is requested to go through the guidelines very carefully and prepare your plan accordingly.

10. The tentative allocation of funds and estimates of the plan is enclosed at **Annexure-III**. It is requested that the overall plan proposal from the State/UT should not exceed 125% of the estimated plan outlay indicated in the annexure. However, additional grant may be given to the States based on review of their mid-term performance.

11. **Annual Calender:** In order to achieve the objectives of the scheme, the States/UTs should formulate an action plan laying down timelines for implementation of activities in 2021-22. Overall results can only be improved through a monitorable time bound implementation.

In this regard, we have developed an indicative calendar for implementation which is enclosed herewith at **Annexure-IV** which should be submitted alongwith the plan proposal.

Any activity other than the mentioned items may be included against the concerned component.

12. We look forward to your active participation in finalizing the Annual Work Plan & Budget proposals for Samagra Shiksha for the year 2021-22 in a timely manner.

With Regards,

Yours sincerely,

Maneesh
(Maneesh Garg) 24/3/21

To:

1. Education Secretaries of all States and UTs
2. SPDs (Samagra Shiksha) of all States and UTs
3. Directors (SCERT) of all States and UTs
4. Heads of autonomous bodies of Ministry of Education
5. All Joint Secretaries in Ministry of Education (Department of School Education and Literacy)