



एक कदम स्वच्छता की ओर

Maneesh Garg
Joint Secretary (SS.II)
Tele: 011-23386232



सूचना का
अधिकार

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. No. 18-10/2022-IS-15

Dated: 1st February, 2022

Respected Ma'am/Sir,

COVID-19 pandemic has caused an unprecedented public health emergency that has led to severe disruptions in normal life, including closure of schools. Extended school closures have interrupted the learning process of children and caused learning gaps at every stage. Several initiatives have been taken up by the Department in the year 2021-22 to ensure that the school going students do not lag behind in their studies during this COVID-19 pandemic. In this regard, a comprehensive COVID action plan had been shared with the States and UTs on 4th May 2021, outlining the role of local bodies, formation of nodal group at village/town level, conducting door-to-door/helpdesk-based/app based survey to identify out of school children, their mainstreaming and resource sharing.

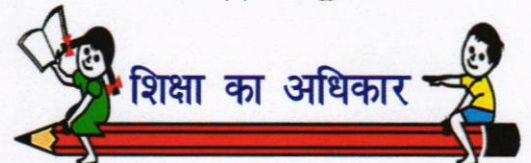
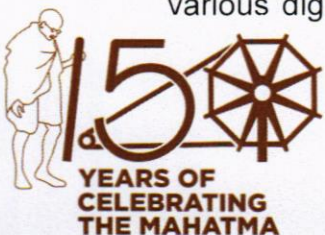
2. National Achievement Survey has also been conducted on 12th November 2021 to analyze the health status and learning gaps of education system. Based on the results of NAS schools will have to prepare a focused strategy and re-imagine the teaching learning process and introduce a suitable method of delivering quality education in this period.

3. Further, in order to mitigate the impact of the pandemic, there is an imperative need to have an urgent and appropriate strategy to ensure continuum of learning. We have taken a multipronged and holistic approach to ensure that children received suitable support.

4. Keeping in view the above, a comprehensive learning recovery plan (LRP) has been prepared which delineates the action to be undertaken by each stakeholder, indicative annual calendar of activities, existing interventions which can be utilized and additional support with funding as a onetime measure. The states and UTs may prepare their AWP&B 2022-23 and include following interventions in their PAB proposal:

1) Learning Enhancement Programme (LEP) for all students: All children will be provided this package in the beginning of the academic session of 2022-23. Financial support @ Rs. 500 per student for all students at Upper primary and secondary level will be provided. Grades 1-5 are already covered under NIPUN Bharat mission.

2) Teacher Resource Package (TRP): To continue with the hybrid mode of learning, the usage of tablets will enable teachers to use the resources and content on various digital portals and show them to the students. Financial support @ Rs.



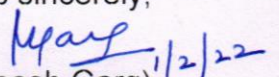
10000 per teacher for tablets will be provided for the 25 lakh teachers at the primary level.

- 3) Oral Reading Fluency Study (ORF): ORF is the ability to read age-appropriate known as well as unknown text at a certain minimum pace, accurately, and with comprehension. Support will be provided for conducting this study. Financial support @ Rs. 20.00 lakh per State/UT will be provided covering all States and UTs.
- 4) ICT facility to BRCs: ICT facilities at BRC level will enable them to take up a substantial load of teacher capacity building with the help of face-to-face as well as online teaching-learning techniques, tools, content and resources aimed at improving the quality and efficiency of the teaching learning process. Financial support of @ Rs. 6.40 lakh non-recurring and Rs 2.40 lakh recurring cost including for tablets will be provided for ICT facility in each BRC.
- 5) Strengthening of CRCs - Mobility support to CRCs: The CRCs need to undertake regular visits and organise monthly meetings to discuss academic issues and design strategies for better school/student performance. Financial support of @ Rs. 1000 per CRC will be provided as mobility support for visit by CRCs to provide support during the COVID pandemic.

5. I would request you to initiate the process of implementing the above plan and ensure that all stakeholders participate in the process of mitigating the learning loss caused by the pandemic. The detailed learning Recovery Plan is enclosed for further necessary action at your end.

With regards,

Yours sincerely,


(Maneesh Garg) 1/2/22

To

Education Secretaries, SPDs, Director SCERTs of all the States/UTs

GUIDELINES FOR PAB FOR INCLUDING LEARNING RECOVERY PLAN FOR 2022-23

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. The extended school closures have interrupted the learning process of children and caused learning loss at every stage. Consequently, the Department has taken several initiatives to ensure that the school going students do not lag behind in their studies during the pandemic. The important measures taken up are as detailed below:

I. GUIDELINES ISSUED: The following are the guidelines that were issued in this regard:

1. PRAGYATA guideline on Digital Education
(https://mhrd.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf)
2. Learning Enhancement Guidelines for Continuous Learning
(https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf)
3. Guidelines for Children of Migrant Labourers
(https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf)
4. Guidelines for School re-opening on Learning with Social Distancing
(https://www.mhrd.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf)
5. Continuous Learning Plan (CLP)
(https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf)
6. NCTE guidelines for TEIs
(https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_6373353206722976_62.pdf)
7. Guidelines for Out of School Children issued on 7th January 2021.
(https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf)
8. COVID Action plan dated 4th May 2021
(https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf)
9. Alternative Academic Calendar
(https://www.education.gov.in/sites/upload_files/mhrd/files/pr_aac_0.pdf)
10. Guidelines for Parents for Home based Learning
(https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/MoE_Home_Learning_Guidelines.pdf)
11. Guidelines for VidyaPravesh
(<https://ncert.nic.in/pdf/vidyapravesh.pdf>)
12. NDEAR
(<https://www.ndear.gov.in/resources.html>)
13. Guidelines on School Safety and Security
(https://dse.education.gov.in/sites/default/files/update/guidelines_sss.pdf)
14. Library guidelines
(https://dse.education.gov.in/sites/default/files/update/revised_guidelines_for_promotion_Library_Reading%20.pdf)
15. Guidelines of Reading Campaign
(https://dse.education.gov.in/dsel2/sites/default/files/guidelines/Guidelines_on_Reading_Campaign.pdf)

II. ROLE OF VARIOUS STAKEHOLDERS:

In order to ensure learning recovery to mitigate the gaps caused by the pandemic, the following stakeholders have a pivotal role to play in taking tangible actions. The following minimum level of actions for each stakeholder have been identified and collated from all previous guidelines already issued by DoSEL:

1. States and UTs:

Access

- Ensuring every child has access to grade appropriate textbooks and teaching learning materials
- Tracking and monitoring – of data being collected to measure impact, such as, Track drop outs grade wise, Track CWSN; mainstream/provide educational support, number of students reached in each class, number of teachers associated, general achievement levels, students requiring remediation, etc.
- Identify OoSC; mainstream them and upload data on PRABANDH portal
- Get child registry prepared from school to cluster, block, district and state levels

Teachers and Teacher Education

- Ensure capacity building of teachers through NISHTHA and other specialized trainings.

Teaching Learning Material

- Adapt or adopt bridge courses prepared by NCERT for elementary classes at the beginning of each class
- Adapt or adopt VidyaPravesh for students entering class I
- Preparation of School readiness module for secondary classes
- Preparation of e-content in local languages and its uploading on DIKSHA
- Content dissemination physically or through various platforms – WhatsApp, App, Website, TV, radio, Community

Achieving Learning Outcomes

- Prepare a district wise strategy for Post NAS interventions based on NAS 2021 results
- For grades 1-3, full teacher support for literacy and numeracy proficiency
- Plan class-based targeted outreach activities for teaching-learning in case of school closures; such activities should be engaging and joyful and LO based
- Divide curriculum into three parts for class 4 onwards – self-learning portion, activity-based portion to be done at home/school with teacher support, basic concepts to be taught by teacher

Enable

- Create a safe and enabling environment for studies in school/mohalla/cluster
- Ensure POSHAN implementation as per guidelines

2. School:

Enable

- Ensure textbooks/uniform reach all eligible children in time,
- Ensure all learning material reaches the learners
- Prepare child registry for all children of all grades compliant with NDEAR framework.

Plan teaching-learning

- Pedagogical Lesson Planning exercise to be conducted with teachers by Principal/CRC/BRC
- Based on the District-wise results of NAS, post-NAS remediation to be designed as per specific learning gap for each District, as a structured intervention in each school from 2022-23.
- Initiate VidyaPravesh for all grade 1 entrants
- Ensure all concerned teachers are enrolled and undertaking NISHTHA 3.0 on FLN
- Learn from best practises

Resourcing

- Twinning/clustering of schools with private/KVS/JNV for learning from each other
- Meeting of twinned schools/cluster schools every month to discuss innovative pedagogy, teaching of disabled children, joint sports/quiz/public speaking activities, etc.
- Consolidate available resources with neighbourhood schools

Peers and parents

- Form buddy/peer groups for peer learning
- Keep a database of parents,
- engage with parents through regular PTMs and by involving the volunteers among them in school activities,
- Inform them about the learning goals to be achieved by their wards, guide them in facilitating learning at home

3. Teacher:

Track each child

- Tracking each child – prepare child registry at school level and available till district level

Teacher training and on-site support

- Teacher training -NISHTHA as a standardised intervention
- Teacher training - By CRC/BRC/DIETs/SCERT as per local requirements
- Mentoring and on-site academic support by CRC/BRC

TLM

- Teacher Manuals, Guidelines, bite-sized videos explaining each Learning Outcome
- Use FLN tools on DIKSHA and benchmark each child
- Prepare weekly timetable of Learning Outcome to be achieved

Parents

- Parent teachers meeting – once every month – take help of parents to achieve learning outcomes
- Training of parents by teachers on the learning outcomes to be achieved by their children

4. Students:

- Students to remain in touch with peer group
- For grade 4 and above – complete self-learning portion and take peer/teacher support wherever required
- Remain in the habit of reading and writing

5. Parents and Community:

- Parents to facilitate home-based schooling in case of school closures
- Parents to remain in touch with teachers/school
- Parents to take guidance from teachers on how to facilitate learning
- Parents to volunteer as a teacher in your neighbourhood for group of children in consultation with school
- Attach volunteers/volunteer parents to each school – to help in remediation and following up learning outcomes
- Community with the help of SMCs may ensure that all children are enrolled in school and strive for zero drop out at panchayat/village/ward levels, etc.
- A list of local volunteers, retired teachers/govt servants/youth may be prepared at community level and they may be engaged for activity-based learning at habitation level.

- Parents/SMCs can monitor the delivery of text books and other resource material to students.

6. Educational Administrators (SCERT, DIET, BITE, BRC, CRC):

- Mentoring and onsite academic support for teachers
- Ensuring continuum of learning during the school closures through various mediums such as TV, Radio, WhatsApp, Regular visit by teachers, etc.
- Have walk-in sessions on fixed date and time in CRC/BRC/DIETs for teachers to clear doubts
- Training of local self-government by teachers/CRC/BRC on how the local-govt can participate
- Training of educational administrators at block and district level

III. LEARNING RECOVERY PACKAGE 2022-23:

Several initiatives have been taken up by the Department in the year 2021-22 to ensure that the school going students do not lag behind in their studies during this COVID-19 pandemic. In this regard, a comprehensive COVID action plan had been shared with the States and UTs on 4th May 2021, outlining the role of local bodies, formation of nodal group at village/town level, conducting door-to-door/helpdesk-based/app based survey to identify out of school children, their mainstreaming and resource sharing.

This learning recovery plan delineates the action to be undertaken by each stakeholder, indicative annual calendar of activities, existing interventions which can be utilised and some additional components with funding as a onetime measure.

1. Existing Interventions:

- To mitigate the effect of COVID-19, the Department had allocated a total of Rs. 8593.34crore under SamagraShikshain 2021-22 to promote online learning through digital initiatives; online teacher training to ensure continuous professional development of teachers; training of members of School Management Committees (SMC)/ School Management and Development Committees (SMDC) to make them aware of Covid-19 situation and to create awareness amongst the students and parents, media and community mobilization; Safety and Security at school level as per Covid-19 Guidelines; orientation of teachers on safety and security; and composite school grant which inter-alia includes safe school operations, sanitization and ensuring basic wash facilities, safe drinking water, availability of essentials like alcohol rub/sanitizer disinfectant, cleaning material, thermal screening facilities, etc.
- Moreover, SamagraShiksha being an integrated centrally sponsored scheme for school education is playing a pivotal in delivering the objective of access to quality education for all,for which a total of Rs. 14234 crore was sanctioned in 2021-22 to ensure continuity of the various initiatives.

- Specifically, the following components of SamagraShiksha have been built into special and focused interventions in view of the present pandemic situation:
 - ✓ Learning enhancement/enriching programme to provide supplementary material to children
 - ✓ Library grant to be utilized for ensuring availability of reading material to students
 - ✓ Special Training for Out of school children and Children with Special Needs.
 - ✓ Support for out of school children of age group 16 to 19 years belonging to SEDG through NIOS/State open schools.
 - ✓ SMC training to be utilized for ensuring community participation, parental support
 - ✓ Teaching learning Material at ECCE and primary grade may be utilized for FLN kit which can be prepared by the NCERT/SCERT
 - ✓ MMRER funds can also be utilized for setting-up a help desk at Panchayat level and creating awareness among masses, through use of mass media. It can also be used for conducting online learning and content dissemination over electronic media.
 - ✓ Child tracking funds may be utilized for preparing student registry in NDEAR compliant mode
 - ✓ Special Grants to schools for sanitization and hygiene even for limited opening/attendance of teachers etc.
 - ✓ Teachers grants for awareness on safety and security in online mode and for enabling them to use online means of education.
 - ✓ Grants for online content development and dissemination.
 - ✓ In-service training grants for teachers for accessing NISHTHA training modules over DIKSHA platform.
 - ✓ Composite school grants to be used by the schools flexibly to ensure continuity of learning and at least 10% of it to be used for Water, sanitation and hygiene in schools.

The above interventions will continue for the year 2022-23 as well, however, in order to ensure smooth road for filling the gaps in learning, several additional interventions as a one-time measure will be provided to strengthen the capacities of teachers, students, and BRCs/CRCs

2. Mitigating learning loss:

Due to the adverse effect of Covid-19 pandemic on the education sector, the schools could not open for most part of this academic year and large migrations took place all over the country. After a prolonged closure, many States/UTs have now started reopening schools in a phased manner by following SOPs of COVID guidelines. Towards this effort to mitigate learning loss, the following interventions are suggested to be taken up in a planned manner:

- 1) NCERT has developed a **bridge course for Out of School Children (OoSC)** from Preschool to Class VIII aims to bridge the learning gaps and help OOSC to be mainstreamed in the regular school. States and UTs may adopt this course for proper mainstreaming of OOSC.
- 2) **Alternative Academic Calendar:** The new Alternative Academic Calendar contains week-wise plan consisting of interesting and challenging activities, with reference to learning outcome/theme/chapter taken from syllabus or textbook. It maps activities for both – children with devices and children with no access to devices. States and UTs may adopt this for giving weekly guidance to schools, parents, teachers and students to ensure continuity of education.
- 3) **Post NAS intervention:** NAS was recently held on 12th November 2021 and will reflect the learning gaps of pandemic period. The National/state and district reports will soon be out, however, states and UTs are requested to plan for the post-NAS interventions based on the findings and ensure appropriate interventions.
- 4) **Expansion of DIKSHA(Digital Infrastructure for Knowledge Sharing):** DIKSHA can be accessed by learners and teachers across the country and currently supports 30+ languages and the various curricula of NCERT, CBSE and SCERTs across India. In the context of COVID-19 related disruption of schooling, DIKSHA made it possible for all states/UTs to enable learning/education at home through innovative state programs. Hence, states and UTs may ensure further increasing the usage of DIKSHA, including development and uploading of quality e-resources and disseminating the same to the school and student level.
- 5) **100 Days Reading Campaign:** The Department has launched a 100 days reading campaign for children studying in Balvatika to Class VIII on 1st January 2022. In this regard a detailed guideline with weekly calendar of activities has been shared on 9th December 2021. States and UTs are requested to participate by involving all Stakeholders for making this Campaign a huge success.
- 6) **Ensuring age appropriate books in the Libraries and intensive use of Libraries:** The National Education Policy, 2020 has emphasised the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country. Keeping in view the recommendations of the National Education Policy, 2020 on the importance of libraries and books by highlighting on various aspects, the guidelines was further revised and shared with States and UTs on 28th October, 2021. (https://dse.education.gov.in/sites/default/files/update/revised_guidelines_for_promotion_library_reading%20.pdf). States and UTs may follow the revised guidelines and ensure that age appropriate books are available in the libraries, and borrowing of books for reading by students is 100%.
- 7) **Capacity Building of Teachers:** In the year for 2021-22, NISHTHA 2.0 has been extended to Secondary/senior teachers and NISHTHA 3.0 for Foundational

Literacy and Numeracy has been launched for covering all pre-primary and primary grade teachers in Government and Government Aided schools. **State and UTs need to share the results of the pre-training assessment for the appraisal and post training assessment with DoSE&L, Ministry of Education (MoE) after the implementation. SCERTs may be entrusted with this task of carrying out the impact evaluation study. Consequently, in 2022-23, NISHTHA training will also be extended to :**

- Senior secondary level teachers with a focus on improvement in quality of teachers and learning outcomes of students;
- Master Trainers for Anganwadi Workers in collaboration with the Department of Women and Child Development;
- Educational Administrators; and
- Skill Development in collaboration with Ministry of Skill Development.

8) **Training Need Analysis:** As NEP 2020 mandates 50 hrs of CPD every year for teachers based on their requirement, SCERTs may conduct a training need analysis for teachers at all levels to prepare customized training programmes accordingly. The training can be conducted online or in blended mode as per the prevalent situation.

IV. ADDITIONAL SUPPORT:

As a part of the learning recovery package for 2022-23, in addition to the existing interventions, some additional components have been identified for funding as a onetime measure. The additional components identified are:

1) Learning Enhancement Programme (LEP) for all students under Quality and Innovation:

The primary objective of the Learning Enhancement Programme (LEP) is to help continue learning as the first step towards the restoration of normal learning following this emergency situation. This package will consist of areas like classroom based interventions/remedial teaching, provision of educational resources like worksheets/workbooks, 15-20 age appropriate storybooks, supplementary materials and individualised learning interventions for continuing the learning process for all children including children with special needs (CWSN). Since availability of devices and internet is still a major issue , workbooks, worksheets, activity material and additional books for higher classes becomes all the more important for continuity of learning. States and UTs may prepare grade wise material and ensure their delivery to the students. All children must be provided this package in the beginning of the academic session of 2022-23. Financial support @Rs. 500 per student for all students at Upper primary and secondary level will be provided. Grades 1-5 are already covered under NIPUN Bharat mission.

2) Teacher Resource Package (TRP) under Innovation:

To continue with the hybrid mode of learning, the usage of tablets will enable teachers to use the resources and content on various digital portals and show them to the students. It will assist them to undertake NISHTHA and other on-line trainings. It will also help them to upload and monitor the various data/records, track the progress of each child and provide academic help to students during this pandemic. Financial support @ Rs. 10000 per teacher for tablets will be provided for the 25 lakh teachers at the primary level.

3) Oral Reading Fluency Study (ORF) under NIPUN Bharat:

ORF is the ability to read age-appropriate known as well as unknown text at a certain minimum pace, accurately, and with comprehension. It is one of several critical components required for achievement of foundational literacy skills. It is proposed to have an assessment in Oral Reading Fluency for establishing minimum reading benchmarks in different Indian languages for children at Grade 3 level and assessing performance against the same, so as to take remedial steps. Support will be provided for conducting this study. Financial support @ Rs. 20.00 lakh per State/UT will be provided covering all States and UTs.

4) ICT facility to BRCs under Innovation:

The initiative of ICT in School Education has tremendous potential for enhancing outreach and improving quality of education. ICT at BRC level will enable them to take up a substantial load of teacher capacity building with the help of face-to-face as well as online teaching-learning techniques, tools, content and resources aimed at improving the quality and efficiency of the teaching learning process. These ICT labs available in these blocks will also be utilised as nodal resource centres for identification of CWSN so that parents will be able to reach the schools to get the benefits. Financial support of @ Rs. 6.40 lakh non-recurring and Rs 2.40 lakh recurring cost including for tablets will be provided for ICT facility in each BRC.

5) Strengthening of CRCs - Mobility support to CRCs

The Cluster Resource Centres are the most critical units for training and on-site support to schools and teachers. The CRCs need to undertake regular visits and organise monthly meetings to discuss academic issues and design strategies for better school/student performance. During this pandemic, CRCs need to conduct periodic visits and supervision of schools/localities to observe the learning facilities. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuous professional up gradation of teachers. In this context, each Cluster Resource Coordinator should visit the schools/locality of learning centres in case the schools are closed and provide onsite academic support under his/her

jurisdiction. Financial support of @ Rs. 1000 per CRC will be provided as mobility support for visit by CRCs to provide support during the COVID pandemic.

I. Annual Calendar of Activities:

Sl. No.	Plan of Action/Roadmap 2022-23		
	Action plan	Time Line	Responsibility
1.	ORF survey and other Rapid surveys – these surveys could be offline, telephonic or online depending on the pandemic situation	March- April	NCERT
2.	Identify out of school children and drop outs from each grade and locate them - - states	March- April	States/UTs
3.	Ensure implementation of VidyaPravesh, Bridge Courses and School Readiness Module for Secondary Classes	April	States/UTs
4.	Ensure all concerned teachers have completed NISHTHA 2.0 on secondary and NISHTHA 3.0 on FLN	April	States/UTs
5.	Use District Report card of NAS 2021 as benchmark for the district to build remediation programme around it.	April	States/UTs
6.	Twinning/clustering of schools with private/KVS/JNV for learning from each other	April-May	States/UTs
7.	Create district wise strategy for post NAS interventions based on NAS results	May-June	States/UTs
8.	Meeting of twinned schools/cluster schools every month to discuss innovative pedagogy, teaching of disabled children, joint sports/quiz/public speaking activities, etc.	From June onwards	States/UTs
9.	Ensure 100% delivery of Textbooks and Uniforms.	July	States/UTs
10.	Distribute additional/supplementary FLN TLM to all students	July	States/UTs
12.	Conduct training need analysis of teachers	July	SCERTs
13.	Initiate NISHTHA Training of BRC, CRC by state	July-August	NCERT
14.	Enrol BRCs and CRCs in NISHTHA training	July-August	States/UTs
15.	Begin mainstreaming of OoSC	July-August	States/UTs

Sl. No.	Plan of Action/Roadmap 2022-23		
	Action plan	Time Line	Responsibility
16.	Tracking each child – prepare child registry at school level and available till district level	July-August	States/UTs
17.	Preparation and roll out of customized training programmes for teachers	August-October	States/UTs
18.	CRC visit per school to be initiated at least twice per month	Throughout the year	States/UTs
19.	BRC visit per cluster/few schools to be initiated at least once a month	Throughout the year	States/UTs
20.	Monitor PM POSHAN	Throughout the year	States/UTs
21.	Prepare weekly timetable of Learning Outcome to be achieved	Throughout the academic session	States/UTs
22.	Begin Parent teachers meeting – once every month – take help of parents to achieve learning outcomes	Throughout the year	States/UTs
23.	Meeting of local self-government to participate and contribute – infrastructure, monitoring student/teacher attendance, etc	Throughout the year	States/UTs
24.	School Management Committee meetings	Throughout the year	States/UTs
25.	Use FLN tools on DIKSHA and benchmark each child	Throughout the year	States/UTs
