



**Ministry of Education  
Government of India**

**STRENGTHENING TEACHING-LEARNING AND RESULTS FOR STATES**

**STATE INCENTIVE GRANT MANUAL**

## LIST OF ABBREVIATIONS

AWPB	Annual Work Plan and Budget
BRC	Block Resource Center
CCE	Continuous and Comprehensive Evaluation
CRC	Cluster Resource Center
DIET	District Institute of Education and Training
DIKSHA	National Digital Infrastructure for Teachers
DoSEL	Department of School Education and Literacy
ECE	Early Childhood Education
GER	Gross Enrolment Ratio
Gol	Government of India
ICT	Information and Communications Technology
IVA	Independent Verification Agency
LEP	Learning Enhancement Program
MIS	Management Information System
MoE	Ministry of Education
NCERT	National Council for Education Research and Training
NGO	Non-governmental Organization
NROER	National Repository of Open Educational Resources
OoSC	Out of School Children
PAB	Project Approval Board
PGI	Performance Grading Index
PRI	Panchayati Raj Institution
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
SBA	School Based Assessment
SCERT	State Council for Education Research and Training
SIG	State Incentive Grants
SHG	Self Help Group

SIS	State Implementation Society
SMC	School Management Committee
SMDC	School Management and Development Committee
SSA	Sarva Shiksha Abhiyan
SSDM	State Skill Development Mission
STARS	Strengthening the Teaching-Learning and Results for States
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering and Mathematics
TLM	Teaching Learning Material
UDISE	Unified District Information System for Education
VEC	Village Education Committee

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## INTRODUCTION TO THE STRENGTHENING TEACHING-LEARNING AND RESULTS FOR STATES (STARS) PROGRAM

Education is viewed as key to reducing poverty and increasing overall prosperity levels in India. With a relatively young and socio-culturally diverse population, public provision of education plays a key role in providing opportunities for human development. Through its centrally sponsored schemes for school education – *Sarva Shiksha Abhiyan (SSA)* and *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*, the Government of India (GoI) has considerably improved access to elementary and secondary education over the last decade. Some 248 million children between the ages of 6 and 17 now attend 1.5 million government, government-aided, and private schools in the 28 states and 8 Union Territories that form India’s federal system.

The education sector in India is substantially decentralized. Education is a concurrent subject of the Indian constitution. The federal government through the Ministry of Education (MoE) is the policy-setting body; and the 28 state governments and 8 Union Territories are the implementing arms. States have the flexibility to undertake reforms as per their contexts through the district and sub-district level institutions and community-based organizations that are open to stakeholder ownership and social audit.

There have been significant gains in school enrolment and attendance in the last decade. As of 2018-19 (UDISE+ Provisional), the elementary Gross Enrolment Ratio (GER) was almost 91.64 percent while the secondary GER stood at 79.55 percent, up from 58 percent in 2009-10. The government’s recent decision to merge SSA, RMSA, and teacher education into one integrated scheme (*Samagra Shiksha*) is a step toward creating a seamless K-12 system with a focus on enhancing learning at every level. *Samagra Shiksha* builds on the spirit of cooperative, competitive federalism in India and provides greater flexibility to states for school education planning and budgeting, with a view to (a) support interventions and innovations that align with the local context and improve education outcomes, (b) facilitate clear development objectives and results by using evidence-based decentralized planning, (c) adopt a whole-school approach, (d) strengthen both vertical and horizontal accountability, and (e) create opportunities for peer learning. The scheme is being implemented by the MoE, through a single State Implementation Society (SIS), at the state level.

Despite these achievements, the MoE’s Performance Grading Index (PGI) 2018-19 shows deficiencies in school retention and completion, learning outcomes, and education sector governance, with deep, inter- and intra-state variations in all areas. These deficiencies are linked to a limited focus on Early Childhood Education (ECE), and foundational learning in general; teacher shortages in key geographic locations and subject areas; and overall weaknesses in teacher preparation and accountability. Further, the education system’s ability to act on evidence is limited by the weak institutional capacity to design, administer, and analyze data from learning assessments at national and state levels.

The Strengthening Teaching-Learning and Results for States (STARS) Program reflects the background and leverages on global knowledge and best practices. It focuses on key factors expected to have a transformational impact on service delivery through improved decentralized planning and management.

Embodying tenets of the National Education Policy (NEP) 2020, the key Program components covered under STARS include greater focus on foundational learning; improving learning assessment systems; strengthening classroom instruction and remediation; improving teacher development and school leadership; facilitating school-to-work/higher education transition; and strengthening governance and decentralized management. In this regard, using India’s powerful federal structure, STARS will focus on enhancing state capability. The Program will use a results-based financing approach by disbursing funds on the achievement of key outputs and outcomes. In doing so the Program will:

- Ensure a sharper focus on the most important results that Gol wants to achieve by linking World Bank funding directly to the achievement of those results rather than to inputs;
- Leverage and strengthen the country systems (including financial management, procurement management, and social and environmental systems management) that are needed for the Program to achieve its objectives;
- Incentivize states to focus on delivering results, while providing the flexibility to innovate and develop their systems.

STARS (a) provides support at the federal level to critical areas for improving education outcomes nationally, such as learning assessment systems and governance; and (b) strategically engages with states to foster innovative approaches that will help in improving educational outcomes and state-level governance processes. This could be through improving existing reform initiatives or financing the expansion of successful endeavors. The Program focuses on a limited number of states that cover the variations in school education ecosystems and their development needs. For this, the Performance Grading Index (PGI) 2017-18 has been used to select six-states – Himachal Pradesh, Kerala, Rajasthan, Madhya Pradesh, Maharashtra, and Odisha. Depending on their state-level context and needs, the Program offers flexibility to the states to choose from among the five state components covered under the Program. Also, the project requires states to focus on implementing a core set of key activities in the areas they choose to focus on.

National Component	State Component
<ol style="list-style-type: none"> <li>1. Improving and tracking secondary school completion rates</li> <li>2. Fostering reforms in governance and monitoring improvement in states’ governance scores through the SIGs</li> <li>3. Strengthening learning assessment systems at the national level</li> </ol>	<ol style="list-style-type: none"> <li>1. Strengthening Early Childhood Education</li> <li>2. Improving learning assessment systems</li> <li>3. Improving teacher performance and classroom practice</li> <li>4. Strengthening the school-to-work/higher education transition</li> <li>5. Strengthening governance and decentralized management</li> </ol>

## STATE INCENTIVE GRANTS AND RESULTS-BASED FINANCING

### Purpose

The State Incentive Grants (SIG) is the result of a series of consultations between the MoE, the states, and the World Bank. It contains the development priority areas (Components and Sub-Components) and corresponding outputs that the states can choose from, and focus upon under the STARS Program. In doing so, the SIG mechanism recognizes variations in states' school education sector development priorities. Further, by linking funding to achievement of targets under each component or sub-component chosen by the state, the SIG aligns with the spirit of cooperative, competitive federalism in India.

### State Incentive Grant Matrix

To receive funding, the details of the various outputs that the states would need to achieve under each component are listed in the SIG matrix given below. Each output area has been assigned overall points which are further disaggregated against the various milestones under the output area. The overall SIG score for a state is computed out of 100 points.

#	Indicator	Score
<b>Component I: Strengthened Early Years Education</b>		<b>0-20</b>
1.1	Percentage of teachers trained (cumulative) in Early Childhood Education (ECE): <ul style="list-style-type: none"> <li>ECE training modules for teachers/facilitators developed – 2 Points</li> <li>20 to 39 percent of teachers/facilitators trained using modules developed – 4 points</li> <li>40 to 59 percent of teachers/facilitators trained using modules developed – 6 points</li> <li>60 to 74 percent of teachers/facilitators trained using modules developed – 8 points</li> <li>At least 75 percent of teachers/facilitators trained using modules developed – 10 points</li> </ul>	0-10
1.2	Percentage of teachers trained (cumulative) in Early Reading and Numeracy: <ul style="list-style-type: none"> <li>Early reading and numeracy teacher training modules developed – 2 Points</li> <li>20 to 39 percent of teachers trained using modules developed – 4 points</li> <li>40 to 59 percent of teachers trained using modules developed – 6 points</li> <li>60 to 74 percent of teachers trained using modules developed – 8 points</li> <li>At least 75 percent of teachers trained using modules developed – 10 points</li> </ul>	0-10
<b>Component 2: Improved Learning Assessment Systems</b>		<b>0-20</b>
2.1	Strengthened learning assessment systems and capabilities at the state level (5 points each): <ul style="list-style-type: none"> <li>State assessment cell notified, and budget approved</li> <li>Learning outcomes based online item banks developed for use by teachers</li> </ul> State Assessment Cell led training of teachers (cumulative) on Continuous and Comprehensive Evaluation (CCE) and classroom assessment <ul style="list-style-type: none"> <li>20 percent to 49 percent of teachers trained on CCE and classroom assessment – 5 points</li> </ul>	0-20



	<ul style="list-style-type: none"> <li>• At least 50 percent of teachers trained on CCE and classroom assessment – 10 points</li> </ul>	
<b>Component 3: Improved Teacher Performance And Classroom Practice</b>		<b>0-20</b>
3.1	<p>(a) Strengthened in-service teacher training (cumulative) and teacher knowledge (elementary):</p> <ul style="list-style-type: none"> <li>• Online menu of need-based teacher training modules developed – 1 point</li> <li>• 20 to 39 percent of primary and upper primary teachers provided with need-based training(s) selected from an online portal providing a menu of training modules – 2 points</li> <li>• At least 40 percent of primary and upper primary teachers provided with need-based training(s) selected from an online portal providing a menu of training modules – 3 points</li> </ul> <p>(b) Assessment of teacher subject knowledge has been conducted and used to revise in-service training modules (elementary):</p> <ul style="list-style-type: none"> <li>• At least 1 assessment of teacher subject knowledge conducted to inform in-service training modules – 1 point</li> <li>• At Least 2 assessments of teacher subject knowledge conducted to inform in-service training modules – 2 points</li> </ul>	0-5
3.2	<p>(a) Strengthened in-service teacher training (cumulative) and teacher knowledge (secondary):</p> <ul style="list-style-type: none"> <li>• Online menu of need-based teacher training modules developed – 1 point</li> <li>• 20 to 39 percent of secondary teachers provided with need-based training(s) selected from an online portal providing a menu of training modules – 2 points</li> <li>• At least 40 percent of secondary teachers provided with need-based training(s) selected from an online portal providing a menu of training modules – 3 points</li> </ul> <p>(b) Assessment of teacher subject knowledge conducted and used to revise in-service training modules (secondary):</p> <ul style="list-style-type: none"> <li>• At least 1 assessment of teacher subject knowledge conducted to inform in-service training modules – 1 point</li> <li>• At Least 2 assessments of teacher subject knowledge conducted to inform in-service training modules – 2 point</li> </ul>	0-5
3.3	<p>Learning Enhancement Program (LEP) for upper primary and secondary grades:</p> <ul style="list-style-type: none"> <li>• Existing learning enhancement program(s) reviewed, and revised program prepared for roll out – 2 point</li> <li>• Revised LEP covers 20 to 39 percent of schools with upper primary and secondary sections – 4 points</li> <li>• Revised LEP covers 40 to 59 percent of schools with upper primary and secondary sections – 6 points</li> <li>• Revised LEP covers 60 to 74 percent of schools with upper primary and secondary sections – 8 points</li> <li>• Revised LEP covers at least 75 percent of schools with upper primary and secondary</li> </ul>	0-10

	sections – 10 points	
<b>Component 4: Strengthened Service Delivery *</b>		<b>0-30</b>
4.1	<p>Strengthened planning and management capacities for decentralized management (cumulative training of Block Resource Center (BRC) officials and Cluster Resource Center (CRC) officials):</p> <ul style="list-style-type: none"> <li>• Leadership training plan for BRCs and CRCs prepared and finalized by state-level nodal institution for education management and training – 2 points</li> <li>• 20 to 39 percent of BRCs and CRCs trained as per plan prepared – 3 points</li> <li>• 40 to 59 percent of BRCs and CRCs trained as per plan prepared – 5 points</li> <li>• 60 to 74 percent of BRCs and CRCs trained as per plan prepared – 7 points</li> <li>• At least 75 percent of BRCs and CRCs trained as per plan prepared – 8 points</li> </ul>	0-8
4.2	<p>Strengthened school management (cumulative training of school principals and head teachers):</p> <ul style="list-style-type: none"> <li>• Leadership training plan for Head Teachers and Principals prepared and finalized by state-level nodal institution for education management and training – 2 point</li> <li>• 20 to 39 percent of Head Teachers and Principals trained as per plan prepared – 3 points</li> <li>• 40 to 59 percent of Head Teachers and Principals trained as per plan prepared – 5 points</li> <li>• 60 to 74 percent of Head Teachers and Principals trained as per plan prepared – 7 points</li> <li>• At least 75 percent of Head Teachers and Principals trained as per plan prepared – 8 points</li> </ul>	0-8
4.3	<p>Partnerships initiated for improved education service delivery:</p> <ul style="list-style-type: none"> <li>• Draft regulatory framework developed for the involvement of non-state actors in education service delivery – 2 points</li> <li>• At least 2 partnerships established, and implementation initiated to pilot non-government agency and/or private service provider supported innovations – 6 points</li> <li>• At least 4 partnerships established, and implementation initiated to pilot non-government agency and/or private service provider supported innovations – 12 points</li> <li>• Evaluation of non-state actor partnership supported pilots completed and report submitted – 14 points</li> </ul>	0-14
<b>Component 5: Vocational Education And Training</b>		<b>0-10</b>
5.1	<p>Career guidance program for improved transition from school to further education and careers:</p> <ul style="list-style-type: none"> <li>• Career guidance program with trade specific and educational level specific information created – 1 point</li> <li>• 20 to 39 percent of secondary school students provided with career guidance – 2 points</li> <li>• 40 to 59 percent of secondary school students provided with career guidance – 3 points</li> <li>• 60 to 74 percent of secondary school students provided with career guidance – 4 points</li> </ul>	0-5

	<ul style="list-style-type: none"> <li>• At least 75 percent of secondary school students provided with career guidance – 5 points</li> </ul>	
5.2	<p>School campus-based vocational education for out of school children:</p> <ul style="list-style-type: none"> <li>• State institution designated for initiating, managing and monitoring pilot intervention – 0.5 point</li> <li>• Baseline established for number of 14 to 18-year-old Out of School Children (OoSC) and schools identified for pilot – 1 point</li> <li>• Pilot initiated in at least 50 schools – 2 points</li> <li>• Pilot initiated in at least 100 schools – 3 points</li> <li>• Pilot initiated in at least 200 schools – 4 points</li> <li>• Pilot assessed, and strategy developed for upscaling – 5 points</li> </ul>	0-5

*\* Mandatory Component*

### Eligibility and Funding

States are eligible to receive a total of up to US\$ 475 million<sup>1</sup> as SIG. The funding will be made available to a state only after it submits its consent to participate in STARS to Department of School Education and Literacy (DoSEL), Ministry of Education (MoE), GoI. This consent would be signaled by providing an official agreement to commit 40 percent of state share (10 percent in the case of Himachal Pradesh) against 60 percent funding from the central government, as per the fund-sharing pattern of centrally sponsored schemes of the GoI. The following volume of funds from the central government will be available to each state for each Program component:

- i. For the component on ‘Strengthened Service Delivery’, US\$ 5 million per 20 percentage points scored as per the component scorecard in the SIG matrix.
- ii. For any of the other four components (Strengthened Early Years Education, Improved Learning Assessment Systems, Improved Teacher Performance and Classroom Practice, and Vocational Education and Training), US\$ 3 million per 20 percentage points scored as per the component scorecard in the SIG matrix.

**There are no restrictions on the number of components under which a state can seek funding after achieving the required score as per the SIG matrix. The ‘Strengthened Service Delivery’ (component 4) is the only mandatory component for all states. Funding for any of the other four components where a state demonstrates progress of at least 20 percent, between 20-40 percent, between 40-60 percent, between 60-80 percent, or between 80-100 percent will only be made available upon first achieving a similar progress on the ‘Strengthened Service Delivery’ component. Further, the results/milestones to be achieved are not annual or time-bound. States can achieve the required coverage and/or results under any sub-component as early as the first year of implementation, up to the final year of Program implementation.**

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<sup>1</sup> Cumulative for all six states

## COMPONENT I: STRENGTHENED EARLY YEARS EDUCATION

### Implementation Focus

STARS will provide funding to ensure that all children are provided the right start and are prepared and motivated to learn at school. STARS will support activities and initiatives that are compatible with the ECE service delivery models adopted by individual states. The unifying focus will be on providing students in each state with learning opportunities that cater to their individual needs.

In particular, STARS will assist states to improve the quality of their foundational learning by providing support for:

- a. Enhanced classroom processes that are child-friendly, developmentally appropriate, and stimulating;
- b. Development of standardized Teaching Learning Material (TLM) kits including activity-based learning at the foundational levels;
- c. In-service professional development opportunities and training programs for ECE teachers, pre-primary teachers, *Anganwadi* workers and education functionaries aimed at building human capacity for meaningfully implementing ECE at the state, district, sub-district, and school-level. States may also develop digital content for ECE training programs; conduct a need analysis and plan for enhancing the quality of training institutions.
- d. Parental engagement strategies to enhance parents' awareness of the importance of ECE. Where possible, states could even encourage Self Help Groups (SHGs) to partner in the production, procurement of kit components as well as monitoring of ECE delivery
  - States will be encouraged to use technology-enabled solutions for monitoring classroom processes in the early years to ensure that developmentally appropriate practices are being followed in the classrooms.

**A detailed guideline on planning for early learning and development of effective classrooms is available at Annexure 1.**

### SIG Matrix - Component Scorecard

#	Indicator	Score
<b>Component I: Strengthened Early Years Education</b>		<b>0-20</b>
1.1	Percentage of teachers trained (cumulative) in ECE: <ul style="list-style-type: none"> <li>• ECE training modules for teachers/facilitators developed – 2 Points</li> <li>• 20 to 39 percent of teachers/facilitators trained using modules developed – 4 points</li> <li>• 40 to 59 percent of teachers/facilitators trained using modules developed – 6 points</li> <li>• 60 to 74 percent of teachers/facilitators trained using modules developed – 8 points</li> <li>• At least 75 percent of teachers/facilitators trained using modules developed – 10 points</li> </ul>	0-10
1.2	Percentage of teachers trained (cumulative) in Early Reading and Numeracy: <ul style="list-style-type: none"> <li>• Early reading and numeracy teacher training modules developed – 2 Points</li> </ul>	0-10

<ul style="list-style-type: none"> <li>• 20 to 39 percent of teachers trained using modules developed – 4 points</li> <li>• 40 to 59 percent of teachers trained using modules developed – 6 points</li> <li>• 60 to 74 percent of teachers trained using modules developed – 8 points</li> <li>• At least 75 percent of teachers trained using modules developed – 10 points</li> </ul>	
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### Score Requirements for Accessing Grant Funding

Component Score		Funding	
Percentage Points	Absolute (Cumulative)	On Achievement	Cumulative
At least 20 percentage points	4 points	US\$ 3 million	US\$ 3 million
Between 20 and 40 percentage points	8 points	US\$ 3 million	US\$ 6 million
Between 40 and 60 percentage points	12 points	US\$ 3 million	US\$ 9 million
Between 60 and 80 percentage points	16 points	US\$ 3 million	US\$ 12 million
Upto 100 percentage points	20 points	US\$ 3 million	US\$ 15 million

### Key Concepts, Requirements and Results Verification

#### Subcomponent 1.1: Training of teachers on ECE

- Based on the model being supported by the state department of education/school education, ECE refers to one year or two years of preschool in government schools, *Aanganwadis* co-located on government school premises, or a combination of the two models of service provision.
- ECE training module(s) developed by the states need to align with the preschool curriculum prepared and published by the National Council for Education Research and Training (NCERT). Alternatively, the states can adopt an existing training module(s)/ manual(s) if the same already aligns with the preschool curriculum prepared and published by NCERT. For verification, states would need to send an official communication to MoE mentioning the module(s)/manual(s) developed/adopted by the state; and confirming that the same align with the preschool curriculum prepared and published by NCERT. The module(s)/manual(s) would need to be shared as an attachment.
- The ECE module(s) developed or adopted by the state should support at least 10 days of in-service teacher training. This would be a one-time training. States could choose between an in-person and a digital channel for delivering the training. An in-person or blended approach would be preferred. States would be encouraged to organize follow up/refresher trainings. Depending on the approach to training, the module(s) could be administered in one or multiple phases, to be ideally completed in a single academic year. Spreading the training across two years may create academic disruptions due to teacher transfers/promotions.
- The universe (denominator) to be considered while calculating the percentage of teachers trained using the modules developed would be arrived at using the following method:

- If the state offers one year of preschool education, two years of preschool education in a single classroom with a single teacher, or is following the *Aanganwadi* co-location model, then for every primary school, add '1' to the denominator. In case due to enrolment strength, any primary school has more than one preschool classroom or co-located *Aanganwadi*, the state would be required to provide a list of these schools along with the number of classrooms/centers running in each. In these cases, each additional classroom/center will add '1' to the denominator.
- If the state offers two years of preschool education in a single classroom with two teachers, then add '2' to the denominator. In case due to enrolment strength, a primary school has more than one classroom, the state would be required to provide a list of these schools along with the number of classrooms running in each. In these cases, each classroom will add '2' to the denominator.
- If the state offers two years of preschool education in two separate classrooms with two separate teachers, then add '2' to the denominator. In case due to enrolment strength, a primary school has more than one set of two classrooms, the state would be required to provide a list of these schools along with the number of sets running in each. In these cases, each set will add '2' to the denominator.

For results verification, the states would be required to officially submit the list of schools offering primary education along with their UDISE code. Further, a teacher will only be considered as trained when s/he completes the 10+ days module(s). States would need to maintain an electronic spreadsheet with details of teachers trained during the academic year. The data fields to be recorded in the spreadsheet would need to include the teacher's name, gender, UDISE code of school where s/he teaches, date of training completion, email ID, and contact number.

- From year 2 onwards, the states would also be required to maintain a list of all teachers trained thus far, and who by the end of the academic year have either retired, been assigned non-teaching assignments, or have been assigned a senior grade. This list will be used to adjust while arriving at the percentage of teachers trained on ECE.

### **Subcomponent 1.2: Training of teachers on early reading and arithmetic**

- Aligned with the *Padhe Bharat Badhe Bharat* initiative, early reading and arithmetic focuses on teaching-learning transaction in grades 1 and 2.
- Training modules developed by the states need to align with the grade-wise learning competencies the National Council for Education Research and Training (NCERT) has developed for language and mathematics. Alternatively, the states can adopt existing training module(s)/manual(s) that are aligned with the grade-wise learning competencies. For verification, states would need to send an official communication to MoE mentioning the module(s)/manual(s) developed/adopted by the state. The communication sent would need to confirm that the module(s)/manual(s) align with the grade-wise learning competencies prepared and published by NCERT. The module(s)/manual(s) would need to be shared as an attachment.

- The module(s) developed or adopted by the states should support at least 10 days of in-service teacher training and cover early reading and arithmetic. This would be a one-time training. States could choose between an in-person and a digital channel for delivering the training. An in-person or blended approach would be preferred. States would be encouraged to organize follow up/refresher trainings. Depending on the approach to training, the module(s) could be administered in a single phase or multiple phases, ideally to be completed in a single academic year. Spreading the training across two years may create academic disruptions due to teacher transfers/promotions.
- The universe (denominator) to be considered while calculating the percentage of teachers trained using the modules developed would be arrived at using the following method:
  - If the number of teachers in the schools is equal to the number of grades, then add '2' to the denominator.
  - If the number of teachers in the schools is less than the number of grades, then add '1' to the denominator.

For results verification, the states would be required to officially submit the list of schools with their UDISE code, the level of education being offered at the school (primary only, primary and upper primary, primary to secondary, primary to higher secondary), and the number of total number of teachers in each school.

- Further, a teacher will only be considered as trained when s/he completes the 10+ days module(s). For verification, the states would need to maintain an electronic spreadsheet with details of teachers trained during the academic year. The data fields to be recorded in the spreadsheet would need to include the teacher's name, gender, UDISE code of school where s/he teaches, date of training completion, email ID, and contact number.
- From year 2 onwards, the states would also be required to maintain a list of all teachers trained thus far, and who by the end of the academic year have either retired, been assigned non-teaching assignments, or have been assigned ECE or a senior grade. This list will be used to adjust while arriving at the percentage of teachers trained on early reading and arithmetic.

## COMPONENT II: IMPROVED LEARNING ASSESSMENT SYSTEM

### Implementation Focus

STARS will provide funding for the states to strengthen their assessment systems to enable them to use learning metrics to guide interventions and policy iterations. STARS will support:

- a. The creation of a state-level assessment cell;
- b. Development of technical standards for state-level assessment exercises;
- c. Development of high-quality test items aligned with competency-oriented learning standards developed and released by NCERT; and
- d. Setting up of statistically sound samples and development of standardized procedures and operational manuals for test administration. Setting up of state assessment cells with required technical capabilities is expected to help states in training their teachers on classroom-based assessment and CCE.

### SIG Matrix - Component Scorecard

#	Indicator	Score
<b>Component 2: Improved Learning Assessment Systems</b>		<b>0-20</b>
2.1	<p>Strengthened learning assessment systems and capabilities at the state level (5 points each):</p> <ul style="list-style-type: none"> <li>• State assessment cell notified, and budget approved</li> <li>• Learning outcomes based online item banks developed for use by teachers</li> </ul> <p>State Assessment Cell led training of teachers on CCE and classroom assessment</p> <ul style="list-style-type: none"> <li>• 20 percent to 49 percent of teachers trained on CCE and classroom assessment – 5 points</li> <li>• At least 50 percent of teachers trained on CCE and classroom assessment – 10 points</li> </ul>	0-20

### Score Requirements for Accessing Grant Funding

Component Score		Funding	
Percentage Points	Absolute (Cumulative)	On Achievement	Cumulative
At least 20 percentage points	4 points	US\$ 3 million	US\$ 3 million
Between 20 and 40 percentage points	8 points	US\$ 3 million	US\$ 6 million
Between 40 and 60 percentage points	12 points	US\$ 3 million	US\$ 9 million
Between 60 and 80 percentage points	16 points	US\$ 3 million	US\$ 12 million
Upto 100 percentage points	20 points	US\$ 3 million	US\$ 15 million



## Key Concepts, Requirements and Results Verification

### Subcomponent 2.1: Strengthened learning assessment systems and capabilities at the state level

- States would be required to issue a formal notification for establishing an assessment cell and make a budget provision to finance the same. The notification issued by the states should specify that the cell would have at least 15 staff – four language experts (including English) and two experts each for Mathematics, Science and Social Science, two psychometricians, and one statistician. The notification issued would need to be shared with MoE.
- States may set up their assessment cell as an autonomous body, or an autonomous group housed within an existing body such as the State Council for Education Research and Training (SCERT). Accordingly, states would need to set up a separate budget line for the new body/institution being set up; or make a provision of funds within the budget line of the existing institution. Proof of financial allocation/budgetary provision would need to be shared with MoE.
- States may already have an operational assessment cell that is autonomous, has the required, minimum count of experts, and is funded through a separate budget line or a clear provision under the budget line of an existing institution. If this is the case, an official communication confirming the same may be shared with MoE. In case a state has an operational assessment cell which has inadequate staff, and/or not autonomous, the state may issue a formal notification for the required changes. The notification issued would need to be shared with MoE.
- Once set up and operationalized, the assessment cell would be responsible for developing the online item bank that teachers can use for classroom-based assessments or CCE. The development and maintenance of online item banks should support teachers' formative, diagnostic, and summative assessment activities by aligning with key learning outcomes/competencies/benchmarks. Crowd sourcing of ideas for teaching, learning to build knowledge banks may be formalized with a self-correction mechanism in place. Computerized item banks are crucial for storing multiple items such as E-Books, content, videos, audio, animation, puzzles, games. States could also adopt digital initiatives of the Government of India like the DIKSHA Platform; E-Pathshala; E- Learning portal; *Swayam Prabha* and the NROER (National Repository of Open Educational Resources).
- The item bank could be created as a mobile phone application, website, portal or a set of digital spreadsheets that can be continuously updated, and accessed at convenience by teachers. It would need to include at least 20 items for every grade and subject-wise learning competency. All grades up to at least Grade 8 would need to be covered. For verification, states will share the link/login credentials to access the online item bank.
- The assessment cell will develop a module for the training of teachers on classroom-based assessment and CCE using the online item bank for support. The module developed should support at least 10 days of training. This would be a one-time training. States could choose between an in-

person and a digital channel for delivering the training. An in-person or blended approach would be preferred. States will be encouraged to organize follow up/refresher trainings. Depending on the approach to training, the module(s) could be administered in a single phase or in multiple phases, ideally to be completed in a single academic year. Spreading the training across two years may create academic disruptions due to teacher transfers/promotions.

- The assessment cell may also be used to facilitate tracking of student progress on regular basis through the adoption of School Based Assessment (SBA), focusing on strengthening peer to peer assessments; classroom assignments and assessments; conducting weekly exams; generating Monthly Progress Report etc.
- For results verification, the states would be required to submit details of the number of teachers in active service. Further, the states would need to maintain an electronic spreadsheet with details of teachers trained during the academic year. The data fields to be recorded in the spreadsheet would need to include the teacher's name, gender, UDISE code of school where s/he teaches, date of training completion, email ID, and contact number.
- From year 2 onwards, the states would also be required to maintain a list of all teachers trained thus far, and who by the end of the academic year have either retired, been assigned non-teaching assignments, or have been assigned ECE, secondary grades, or senior secondary grades. This list will be used to adjust while arriving at the percentage of teachers trained in classroom assessment and CCE.

### COMPONENT III: IMPROVED TEACHER PERFORMANCE AND CLASSROOM PRACTICES

#### Implementation Focus

STARS will provide funding for building teachers' skills through the provision of relevant opportunities for professional development. The Program will support states in developing ICT-enabled approaches (online and offline) to improve teachers' access to grade, subject, and learning competency specific pedagogical training. These training opportunities may be self-paced or provided at regular intervals by the SCERT, District Institute of Education and Training (DIET), and/or Block Institutes of Teacher Education/BRC. However, they would need to be followed up with periodic teacher assessments that can in turn inform future trainings. STARS will also support learning enhancement programs for academically weak students. The focus would be to facilitate the roll out of a new program or further strengthen an existing initiative in a way that is relevant to each state's context.

#### SIG Matrix - Component Scorecard

#	Indicator	Score
<b>Component 3: Improved Teacher Performance And Classroom Practice</b>		<b>0-20</b>
3.1	<p>(a) Strengthened in-service teacher training (cumulative) and teacher knowledge (elementary):</p> <ul style="list-style-type: none"> <li>• Online menu of need-based teacher training modules developed – 1 point</li> <li>• 20 to 39 percent of primary and upper primary teachers provided with need-based training(s) selected from an online portal providing a menu of training modules – 2 points</li> <li>• At least 40 percent of primary and upper primary teachers provided with need-based training(s) selected from an online portal providing a menu of training modules – 3 points</li> </ul> <p>(b) Assessment of teacher subject knowledge has been conducted and used to revise in-service training modules (elementary):</p> <ul style="list-style-type: none"> <li>• At least 1 assessment of teacher subject knowledge conducted to inform in-service training modules – 1 point</li> <li>• At least 2 assessments of teacher subject knowledge conducted to inform in-service training modules – 2 points</li> </ul>	0-5
3.2	<p>(a) Strengthened in-service teacher training (cumulative) and teacher knowledge (secondary):</p> <ul style="list-style-type: none"> <li>• Online menu of need-based teacher training modules developed – 1 point</li> <li>• 20 to 39 percent of secondary teachers provided with need-based training(s) selected from an online portal providing a menu of training modules – 2 points</li> <li>• At least 40 percent of secondary teachers provided with need-based training(s) selected from an online portal providing a menu of training modules – 3 points</li> </ul> <p>(b) Assessment of teacher subject knowledge conducted and used to revise in-service training modules (secondary):</p>	0-5

	<ul style="list-style-type: none"> <li>• At least 1 assessment of teacher subject knowledge conducted to inform in-service training modules – 1 point</li> <li>• At least 2 assessments of teacher subject knowledge conducted to inform in-service training modules – 2 point</li> </ul>	
3.3	<p>Learning Enhancement Program (LEP) for upper primary and secondary grades:</p> <ul style="list-style-type: none"> <li>• Existing learning enhancement program(s) reviewed, and revised program prepared for roll out – 2 point</li> <li>• Revised LEP covers 20 to 39 percent of schools with upper primary and secondary sections – 4 points</li> <li>• Revised LEP covers 40 to 59 percent of schools with upper primary and secondary sections – 6 points</li> <li>• Revised LEP covers 60 to 74 percent of schools with upper primary and secondary sections – 8 points</li> <li>• Revised LEP covers at least 75 percent of schools with upper primary and secondary sections – 10 points</li> </ul>	0-10

### Score Requirements for Accessing Grant Funding

Component Score		Funding	
Percentage Points	Absolute (Cumulative)	On Achievement	Cumulative
At least 20 percentage points	4 points	US\$ 3 million	US\$ 3 million
Between 20 and 40 percentage points	8 points	US\$ 3 million	US\$ 6 million
Between 40 and 60 percentage points	12 points	US\$ 3 million	US\$ 9 million
Between 60 and 80 percentage points	16 points	US\$ 3 million	US\$ 12 million
Upto 100 percentage points	20 points	US\$ 3 million	US\$ 15 million

### Key Concepts, Requirements and Results Verification

#### Subcomponent 3.1 and 3.2: Strengthened in-service teacher training and teacher assessment

- To provide teachers with need-based training, states would be required to create an online menu where each teacher can login and select the trainings programs s/he wishes to participate in. As a minimum requirement, states would be required to ensure that the menu provides the option for teachers to request training on any elementary or secondary grade-wise, subject-wise, learning competency prepared and published by the NCERT. From the list, each teacher should be able to select at least ten options.
- Mobile phone applications or websites can be used for collecting the required information. This exercise should take place at least once a year. A gradual shift towards a delivery approach that also provides the teachers with the option of on-demand, need-based training delivered through online

platforms would be encouraged. For verification, states would need to share with MoE the login credentials for accessing the website, the mobile phone application's backend database or the online platform.

- States would also be encouraged to develop alternative, ICT-enabled approaches (online and offline) to enhance teachers training in the use of skills such as Augmented Reality, Artificial Intelligence and also leveragetechnology to improve Education Management and assess digital competencies of teachers and teacher educators.
- The state could choose to use digital or in-person channels for delivery of need-based training. A blended approach would be preferred. In-person training programs would naturally cover multiple topics/learning competencies.
- For verification, the states would need to maintain an electronic spreadsheet with details of all elementary and secondary level teachers (in active service). The data fields to be recorded in the spreadsheet would need to include the teacher's name, gender, UDISE code of school where s/he teaches, options s/he selected for need-based training, the options on which s/he received training, date of completion of each training delivered, email ID, and contact number. To be successfully counted in the list of teachers provided with need-based training, in the given academic year, a teacher should have received training (online or in-person) support on at least five of the ten options s/he chose.
- Through the course of Program implementation, states would be required to undertake at least two teacher subject knowledge assessments each for elementary and secondary level. The purpose of the assessments would be to better identify teachers' learning needs. As a result, an assessment based on a sample of teachers would suffice. However, states could choose to cover all teachers. The development and delivery of these assessments should ideally be managed by the state assessment cell.
- To establish comparability of results between assessments, states would need to repeat a sample of test items and maintain a consistent sampling and scoring methodology.
- Each assessment cycle would need to cover all grade-wise, subject-wise, learning competency prepared and published by the NCERT. To achieve this, the state could develop multiple test booklets and administer each to a sub-sample of teachers.
- For verification, states would need to share with MoE, the test booklets used for the assessment with each test item tagged with the relevant grade-wise, subject-wise, learning competency. States will be required to share details on the overall sample size for the assessment and the sub-sample for each test booklet. Finally, states will be required to share with MoE, a report with the grade, subject, and learning competency wise assessment results.

**A guideline for in-service training is available at Annexure 2.**

### **Subcomponent 3.3: Learning Enhancement Programs (LEP) for upper primary and secondary grades**

- All states have an existing learning enhancement (remedial education) program. As a first step, states would be required to commission a third-party evaluation of their LEP. For this purpose, states could engage a technical expert, group of technical experts, an academic institution, NGO or private sector organization with relevant experience in areas like remedial education, teaching-learning material development, teacher training, and learning outcome assessment (especially CCE and classroom-based assessment).
- Areas of evaluation must cover aspects related to tools/approaches used for identification of students to be covered under LEP, and for tracking their subsequent progress; availability and quality of TLM and workbooks; and teacher capacity to deliver the program. Clear recommendations would need to be documented for addressing any areas of improvement identified. For verification, states would be required to share the final evaluation report with MoE.
- Based on the results of the evaluation report, the states will restructure and revise their LEP. For verification, the state will share the details of their revised LEP package (materials/workbooks, TLM, teacher training modules, diagnostic tools etc.). This package will subsequently be rolled out across schools in a phased manner. For verification of coverage, states would be required to maintain and share the details of the school principal, head teacher, or nodal teacher-in-charge of LEP from every school offering upper primary and/or secondary education. The data fields to be recorded in the spreadsheet would need to include the school UDISE code, level of education offered (i.e. upper primary, secondary, or upper primary and secondary), name of the teacher, gender, email ID, and contact number.

## COMPONENT IV: STRENGTHENED SERVICE DELIVERY

### Implementation Focus

Strengthening governance systems for improved service delivery would be a key area of funding support under the STARS Program. BRC officials, CRC officials, school principals, and head teachers will be provided with capacity building support and ICT enabled tools to help them improve the efficiency and effectiveness with which they deliver their administrative and academic responsibilities. States will receive financial support for strengthening their education MIS and facilitate school-level data entry; ICT enabled planning, and management.

Development of ICT enabled solutions to increase the School Management Committee and School Management and Development Committee participation in school management, and monitoring will be encouraged. A key area of focus for the Program would be to facilitate non-state actor partnerships to improve service delivery. These could include partnerships with national and international not for profit organizations and research institutions.

There will also be emphasis on an incentives and provisions-based approach to outcomes, especially focused on improving service delivery for marginalized communities, fostering inclusivity at the state and district levels, including within the school space.

### SIG Matrix - Component Scorecard

#	Indicator	Score
<b>Component 4: Strengthened Service Delivery</b>		<b>0-30</b>
4.1	<p>Strengthened planning and management capacities for decentralized management (cumulative training of BRC and CRC):</p> <ul style="list-style-type: none"> <li>• Leadership training plan for BRCs and CRCs prepared and finalized by state-level nodal institution for education management and training – 2 points</li> <li>• 20 to 39 percent of BRCs and CRCs trained as per plan prepared – 3 points</li> <li>• 40 to 59 percent of BRCs and CRCs trained as per plan prepared – 5 points</li> <li>• 60 to 74 percent of BRCs and CRCs trained as per plan prepared – 7 points</li> <li>• At least 75 percent of BRCs and CRCs trained as per plan prepared – 8 points</li> </ul>	0-8
4.2	<p>Strengthened school management (cumulative training of school principals and head teachers):</p> <ul style="list-style-type: none"> <li>• Leadership training plan for Head Teachers and Principals prepared and finalized by state-level nodal institution for education management and training – 2 point</li> <li>• 20 to 39 percent of Head Teachers and Principals trained as per plan prepared – 3 points</li> <li>• 40 to 59 percent of Head Teachers and Principals trained as per plan prepared – 5 points</li> <li>• 60 to 74 percent of Head Teachers and Principals trained as per plan prepared – 7 points</li> </ul>	0-8

	<ul style="list-style-type: none"> <li>• At least 75 percent of Head Teachers and Principals trained as per plan prepared – 8 points</li> </ul>	
4.3	<p>Partnerships initiated for improved education service delivery:</p> <ul style="list-style-type: none"> <li>• Draft regulatory framework developed for the involvement of non-state actors in education service delivery – 2 points</li> <li>• At least 2 partnerships established, and implementation initiated to pilot non-government agency and/or private service provider supported innovations – 6 points</li> <li>• At least 4 partnerships established, and implementation initiated to pilot non-government agency and/or private service provider supported innovations – 12 points</li> <li>• Evaluation of non-state actor partnership supported pilots completed and report submitted – 14 points</li> </ul>	0-14

### Score Requirements for Accessing Grant Funding

Component Score		Funding	
Percentage Points	Absolute (Cumulative)	On Achievement	Cumulative
At least 20 percentage points	6 points	US\$ 5 million	US\$ 5 million
Between 20 and 40 percentage points	12 points	US\$ 5 million	US\$ 10 million
Between 40 and 60 percentage points	18 points	US\$ 5 million	US\$ 15 million
Between 60 and 80 percentage points	24 points	US\$ 5 million	US\$ 20 million
Upto 100 percentage points	30 points	US\$ 5 million	US\$ 25 million

### Key Concepts, Requirements and Results Verification

#### Subcomponent 4.1: Strengthened planning and management capacities for decentralized management

- States would be required to develop a capacity building plan for BRCs and CRCs. This plan would need to be developed based on a diagnostic of these education functionaries’ roles and responsibilities, current capacity, and self-reported learning and development needs. The diagnostic would be used to create a capacity building plan that would at least cover the domains of academic and administrative leadership, coaching, and mentorship; school-level administrative (including financial) and academic planning, management, and monitoring; change management and conflict resolution. The plan would need to include module(s)/manual(s) to support at least 20 days (or 160 hours) of training support for BRCs and CRCs. This would be a one-time training. However, states will be encouraged to organize follow up/refresher trainings.
- For verification, states would need to submit to MoE, the report of the diagnostic study, and the resulting leadership training plan, and training module(s)/manual(s).
- Depending on the approach to training, the module(s) could be administered in a single phase or in



multiple phases, ideally to be completed in a single academic year. Spreading the training across two years may create disruptions due to transfers. States could choose to use digital or in-person channels for delivery of the training. A blended approach would be preferred.

- For verification, the states would need to maintain an electronic spreadsheet with details of trainings provided to BRCs and CRCs. The data fields to be recorded in the spreadsheet would need to include the BRC/CRC's name, gender, date of training completion, email ID, and contact number. The total number of BRC/CRCs' eligible to receive training would be the total number of sanctioned BRC/CRC positions in the states. Vacant positions will be included in the count.
- From year 2 onwards, the states would also be required to maintain a list of all BRCs/CRCs trained thus far, and who by the end of the academic year have either retired or have returned to regular teaching assignments. This list will be used to adjust while arriving at the percentage of BRCs/CRCs trained using the capacity building plan developed.

#### **Subcomponent 4.2: Strengthened school management training for school principals and head teachers**

- States would be required to develop a training plan for school principals and head teachers. This plan would need to be developed based on a diagnostic of their roles and responsibilities, current capacity, and self-reported learning and development needs. The diagnostic would be used to create a training plan that would at least cover the domains of academic and administrative leadership, coaching, and mentorship; school-level administrative (including financial) and academic planning, and management; and change management and conflict resolution. The plan would need to include module(s)/manual(s) to support at least 10 days (or 80 hours) of training support. This would be a onetime training. However, states will be encouraged to organize follow up/refresher trainings.
- For verification, states would need to submit to MoE, the report of the diagnostic study, and the resulting leadership training plan, and training module(s)/manual(s).
- Depending on the approach to training, the module(s) could be administered in a single phase or in multiple phases, ideally to be completed in a single academic year. Spreading the training across two years may create disruptions due to transfers. States could choose to use digital or in-person channels for delivery of the training. A blended approach would be preferred.
- For verification, the states would need to maintain an electronic spreadsheet with details of trainings provided to school principals and head teachers. The data fields to be recorded in the spreadsheet would need to include the school principal or head teacher's name, gender, UDISE code of school which s/he leads, date of training completion, email ID, and contact number. States would also need to submit the number of schools eligible to have a school principal or head teacher as per norms set under the Right to Education Act (2009). This number would be considered as the minimum number of school leaders to be provided with leadership training. Vacant positions will be included in the count.
- From year 2 onwards, the states would also be required to maintain a list of all school principals and

head teachers trained thus far, and who by the end of the academic year have either retired or have returned to regular teaching assignments. This list will be used to adjust while arriving at the percentage of school principals and head teacher trained using the training plan developed.

#### **Subcomponent 4.3: Partnerships initiated for improved education service delivery**

- States would be required to develop a draft regulatory framework for the involvement of non-state actors. The framework should specify the criteria used for identification of service delivery areas where the state would benefit from the involvement of non-state actors; the process that the state will use for selecting partners; the process that will be used to agree upon the results that the partner would deliver; and the mechanism that will be used to monitor/evaluate progress/results. States would be encouraged to finalize the framework basis results from the partnerships they enter under the STARS Program. For verification, states would be required to share the framework (draft) developed with MOE.
- The four partnerships that may be initiated under the STARS Program could allow for pilots that involve:
  - **Direct Benefit Transfers for School Choice:** School vouchers or other direct benefit transfer mechanisms could be explored to allow parents and students to choose a well-functioning and accountable school.
  - **Whole School Approach:** Working with an aggregator or network of school operators, this would involve the provider (not-for-profit) supporting the school management and operation. These partnerships would follow the national curriculum but have the flexibility to use their own pedagogic approaches and teacher training while retraining government schoolteachers.
  - **Statewide interventions that involve outsourcing specific services associated but not limited to the delivery of results under any of the components or sub-components under the SIG matrix –** (a) training of teachers in ECE and/or early reading and arithmetic, (b) capacity building support for setting up of state assessment cell, development of online item banks for teachers, and/or training of teachers on CCE and classroom-based assessment, (c) provision of need-based teacher training (especially for the development of online modules/platforms), for assessing teachers' subject knowledge, and/or for development and roll-out of enhanced LEP (d) diagnosis of training needs of BRCs, CRCs, and school leadership, and subsequent provision of training, and (e) for development of career counseling modules/systems, and provision of career counseling support.
- For verification, states would be required to share with MOE a formal contract issued to the partner organization or a Memorandum of Understanding (MoU) with the partner organization, involving financial payout from the state and/or pro-bono arrangements. The contract must clearly state the nature of technical support to be provided by the partner. It should specify if the level of coverage under the partnership is limited to a few schools (pilot) or is statewide. In case the partnership aligns with a sub-component or activity included in the SIG matrix, then the same should be mentioned.

- Before Program completion, states would be required to evaluate the results delivered by the partner organization. This would need to be a third-party evaluation. For verification, states would be required to submit the evaluation report to MOE.

STARS would also encourage the development of a framework and models for:

- Engaging Panchayati Raj Institutions (PRIs) in school management and the enhancement of academics through:
  - Management and operations by the Village Education Committee (VEC) appointed by the *Gram Sabha*.
  - Investments in initiatives related to capacity building of SMCs and VECs in planning, management and monitoring functions.
  - Rollout of various school level initiatives in the areas of foundational learning, remedial education and vocational education.
  - Need-based mobilization of additional funds for infrastructure or initiatives at school levels.
  - Quarterly review of functioning of schools by *Gram Panchayats*
  - Identification of bottlenecks, which make it difficult for poor children particularly girls from staying in schools, and gradually introduce reforms in the school governance system
- Community participation in educational development with community models to bring different stakeholders together for problem solving and decision-making in academic institutions in areas such as:
  - Enrolment and attendance
  - Teaching-learning process: community members will be encouraged to support with children's foundational learning by taking part in (a) story telling centered on local folklore/tales; and (b) learning activities that facilitate learning through observations of various local professions, sports, culture and craft.
  - Contributing labor, materials, land and funds for schools
- Participation of Self-help Groups to use their knowledge, skills and various techniques in strengthening vocational education and other activities to enhance learning and life skills. SHGs may be leveraged for education in finance - savings and credit, empowerment/ rights, mutual support groups etc. As an example, a local potter could help children develop motor skills by engaging them in basic clay modeling. For children enrolled in vocational education, the community could provide valuable opportunities for a first level exposure to the world of work. During holidays/vacations, children could intern with local retailers, artisans and other informal micro-enterprises.

## COMPONENT V: VOCATIONAL EDUCATION AND TRAINING

### Implementation Focus

Vocational education and school-to-work transition is still at a nascent stage in India. In a modest effort, STARS will provide states with financial support for designing and implementing a career guidance programs with appropriate curriculum development leading to exposure to the broad world of work for secondary students. Well-designed provision of career guidance and counseling is a critical development tool that would be supported to enable students to systematically plan their movement towards their future vocations or livelihoods, and guide the institutional leadership in curricular planning and evaluation.

The Program will also support states in providing vocational education to out of school children. The initiative, to be piloted at a small scale, will help in providing an alternate track of school-based education that can help unlock better career opportunities for out of school children. Program finances will help states in setting up training laboratories, hiring the trainers, and engaging employer-led Sector Skills Councils on aspects related to training materials, assessments, and placements. Given low female labor force participation rates in India, this component will maintain a substantial focus on career counseling and vocational education for adolescent girls.

### SIG Matrix - Component Scorecard

#	Indicator	Score
<b>Component 5: Vocational education and training</b>		<b>0-10</b>
5.1	Career guidance program for improved transition from school to further education and careers: <ul style="list-style-type: none"> <li>• Career guidance program with trade specific and educational level specific information created – 1 point</li> <li>• 20 to 39 percent of secondary school students provided with career guidance – 2 points</li> <li>• 40 to 59 percent of secondary school students provided with career guidance – 3 points</li> <li>• 60 to 74 percent of secondary school students provided with career guidance – 4 points</li> <li>• At least 75 percent of secondary school students provided with career guidance – 5 points</li> </ul>	0-5
5.2	School campus-based vocational education for out of school children: <ul style="list-style-type: none"> <li>• State institution designated for initiating, managing and monitoring pilot intervention – 0.5 point</li> <li>• Baseline established for number of 14 to 18-year-old OoSC and schools identified for pilot – 1 point</li> <li>• Pilot initiated in at least 50 schools – 2 points</li> <li>• Pilot initiated in at least 100 schools – 3 points</li> <li>• Pilot initiated in at least 200 schools – 4 points</li> <li>• Pilot assessed, and strategy developed for upscaling – 5 points</li> </ul>	0-5

## Score Requirements for Accessing Grant Funding

Component Score		Funding	
Percentage Points	Absolute (Cumulative)	On Achievement	Cumulative
At least 20 percentage points	2 points	US\$ 3 million	US\$ 3million
Between 20 and 40 percentage points	4 points	US\$ 3 million	US\$ 6 million
Between 40 and 60 percentage points	6 points	US\$ 3 million	US\$ 9 million
Between 60 and 80 percentage points	8 points	US\$ 3 million	US\$ 12 million
Upto 100 percentage points	10 points	US\$ 3 million	US\$ 15 million

## Key Concepts, Requirements and Results Verification

### Subcomponent 5.1: Career guidance program

- States would be required to develop a program that provides one-on-one guidance to students based on their aspirations and academic interests including training on Soft Skills and STEM/STEAM (Science, Technology, Engineering, Art, and Math) related skills like AI, Coding & Robotics. The model of career counseling would need to involve psychometric assessments. Technology can be used to gauge students' aptitude, personality and interests. As a bare minimum, the guidance provided would need to provide information to the student on the types of jobs/employment that would cater to her/his interests; further studies (higher education and vocational education) required to access those jobs; and information on the institutions offering the required courses. States would be encouraged to explore methods to engage parents in the process. This would be especially important in the case of adolescent girls.

#### Key Components of Successful Career Guidance and Counseling Programs

- A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning
- Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations); balancing quality and effectiveness
- Qualified leadership and supervision
- Effective management to support comprehensive career guidance programs
- A team approach where certified counselors are central to the program
- Adequate facilities, materials, resources
- Strong professional development activities so counselors can regularly update their professional knowledge and skills; promotes counselor training and retraining
- Several approaches to deliver the program such as outreach, assessment, counseling, curriculum, program and job placement, follow-up, consultation, referral etc.

- States could deploy the program through in-person counseling or an online tool self-administered by the child under assistance from a dedicated education functionary (BRC or CRC official) or the school principal/head teacher. For verification, states would need to share with MoE a document (or online platform link) detailing the design, counseling tools, and implementation arrangements for their program.
- States are expected to systematically build up to at least 75 percent annual student coverage. For verification, states would need to submit to MoE details on the number of students enrolled in government-managed secondary schools. In the case of an in-person counseling model, states would be required to maintain hard copies or scanned images (for at least one year from academic year completion) of each student's assessment/counseling sheet. In case the state uses an online platform, states would be required to maintain a spreadsheet with information on student name, gender, grade, counseling completion date, and career recommendations.

#### **Subcomponent 5.2: School-based vocational education for out of school children**

- For the pilot intervention on the provision of vocational education for out of school children, states would be required to designate a nodal institution for managing the same. States would be encouraged to do this by deputing a dedicated cell within an existing state-level nodal institution. The pilot would begin with the nodal institution carrying out and/or commissioning a baseline study to determine the district-wise number of out of school children in the state. Based on the results of the study, the state would be required to develop selection criteria, and use the same to select the district, blocks, and schools where the pilot will be implemented.
- The courses to be offered in each district selected would need to be based on the district skill gap study and/or state skill gap study carried out by the State Skill Development Mission (SSDM) of the state government. States would be encouraged to facilitate greater choice and it will be more likely that an out of school child would be able to choose a course of her/his liking. In this regard, states could also provide them with counseling support to choose from the options available. Where required, transport allowance/assistance may need to be provided to them. States may explore opportunities to enhance entrepreneurship with on the job experience through internships and developing tie-ups for apprenticeships. The focus will remain on bringing the child back to regular schooling. However, if the child is not interested in doing so, states would be encouraged to enroll them in open schooling so that they would have a chance to simultaneously complete their secondary education and preferably their higher secondary education.
- For verification, states would need to share with MoE, an official notification designating an entity as the nodal institution for implantation of the pilot, the baseline study report, the criteria used for selection of district(s), the list of vocational education course being offered in each block selected, and the skill gap study for each district selected or for the state.
- States would be encouraged to also use the training facilities developed for vocational education

being offered to students enrolled in regular schooling.

- States are expected to systematically build up to a total coverage of at least 200 schools. For verification, states would be required to maintain a spreadsheet with the name of the student enrolled, gender, UDISE code for school where s/he is enrolled, course opted for, date of formal assessment (or projected date in case of students currently in training). States would be required to maintain an electronic image of the post-assessment certificate issued to the student.
- In the final year of pilot implementation, states would be required to commission and complete an assessment of the pilot. A third-party assessment would be preferred. The assessment would need to trace the labor market outcomes for the out of school children supported by the pilot and compare the same with the outcomes experienced by those who did not enroll in the pilot. The study would also seek to ascertain the number of children who simultaneously completed their secondary education through open schooling. If the assessment finds the pilot to be effective, it would need to conclude with a model for upscaling the same. For verification, states would be required to submit the assessment report to MoE.

## ANNUAL WORK PLAN, BUDGETING (AWPB) AND FUNDS FLOW

The AWPB for STARS will take place alongside *Samagra Shiksha*. States would be required to ensure that there is no duplication of activity level funding requests between the two programs. However, this does not mean that funding under similar budget heads (ECE, foundational learning, vocational education, teacher training, LEP, state-level assessments) cannot be simultaneously sought from under the two programs. Only the interventions/activities should not be duplicated.

The results envisioned under the SIG framework are basic requirements, which need to be a focus for the state(s). However, conditional on MoE's approval of AWPBs, states can leverage Program funds to invest in additional activities that align with the STARS results areas.

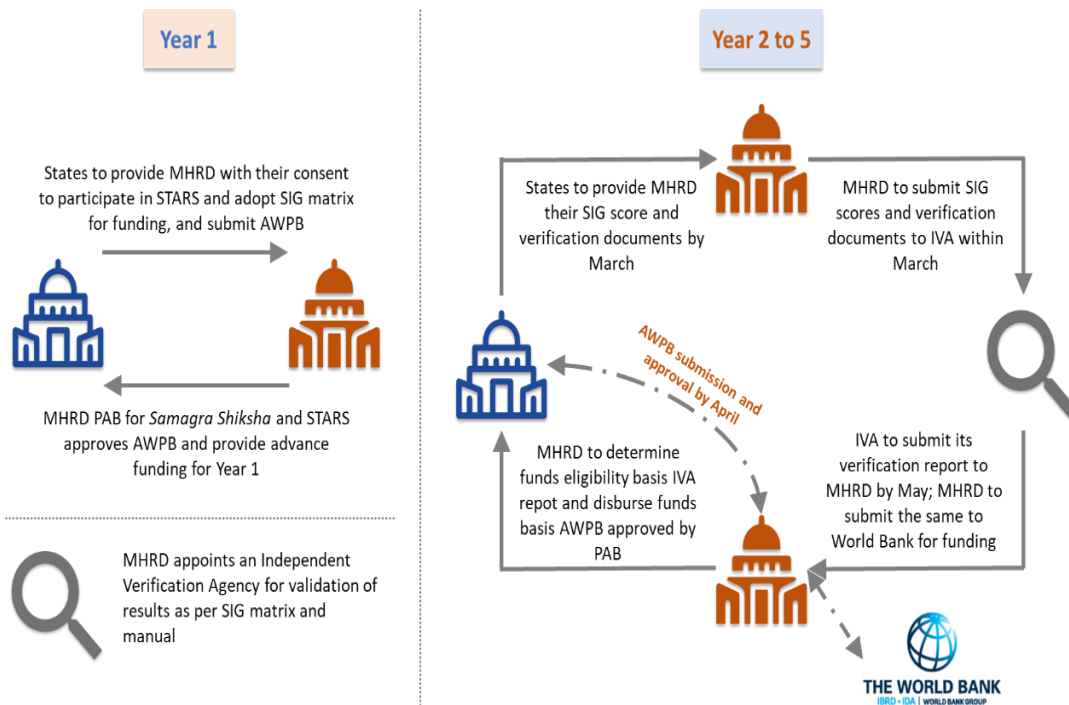
The results/milestones to be achieved are not time-bound. States can achieve the required coverage and/or end-line target under any sub-component/indicator as early as the first year of implementation, and up to the final year of Program implementation.

For funding under STARS, preference would be given to activities/initiatives that would enable the state to deliver the results under the SIG matrix components and sub-components it has decided to focus on. Once budgeted for, the remaining finances available under the component or sub-component can be used for supporting additional funding requirements under other SIG matrix components and sub-components. These remaining finances can also be used to undertake other innovative activities and initiatives aligned with the components/sub-components.

In year 1, the funding for various activities/initiatives discussed and approved by the *Samagra Shiksha* and STARS Project Approval Board (PAB) would be provided within 30 days of approval. This would be an advance against the SIG matrix results that states would be agreeing to deliver upon during the year. This amount will not exceed US\$ 17million per state; US\$ 5 million for activities and initiatives associated with Component IV and US\$ 3 million each for any of the other 4 components that the state plans to work on.

However, from year 2 onwards, the actual disbursement of funding against the AWPB approved by the PAB will depend on the delivery of results by the states during the preceding year. Herein, the delivery of results would be verified by an Independent Verification Agency (IVA) appointed by MoE. Actual funding released to states from year 2 onwards would be capped at the amount of funds the state would be able to unlock through the delivery of results as specified in the SIG matrix. The resulting funds flow arrangement is illustrated below.





## REPORTING FORMAT

#	Indicator	Progress	Means of Verification
<b>Note: Progress on indicators related to sub-components not being pursued by the state should be marked as 'Not Applicable'.</b>			
<b>Component I: Strengthened Early Years Education</b>			<b>Score: ___/20</b>
1.1.A	Module(s) developed for training of teachers/facilitators on ECE	Yes/No	Attach Module(s)
1.1.B	Percentage of teachers/facilitators trained using ECE training module(s) developed/adopted by the state	_____%	Template 1.1
1.2.A	Module(s) developed for training of teachers on early reading and arithmetic	Yes/No	Attach Module(s)
1.2.B	Percentage of teachers trained on early reading and arithmetic using the training module(s) developed/adopted by the state	_____%	Template 1.2
<b>Component II: Improved Learning Assessment Systems</b>			<b>Score: ___/20</b>

2.1.A	State assessment cell notified, and budget approved	Yes/No	Attach notification, and approved budget of assessment cell
2.1.B	Learning outcomes based online item bank(s) developed for use by teachers	Yes/No	Share login credentials to access online item bank
2.1.C	Percentage of teachers training on CCE and classroom-based assessment	_____%	Template 2.1
<b>Component III: Improved teacher performance and classroom practice</b>			<b>Score: ___/20</b>
3.1.A	ICT enabled platform developed with a menu of need-based teacher training options for government schoolteachers – elementary	Yes/No	Share login credentials to access the online platform
3.1.B	Percentage of primary and upper primary level government schoolteachers provided with need-based training	_____%	Template 3.1
3.1.C	Assessment of primary and upper primary level government schoolteachers completed	_____/2	Attach Test booklets, sampling plan used, and assessment report.
3.2.A	ICT enabled platform developed with a menu of need-based teacher training options for government schoolteachers – elementary	Yes/No	Share login credentials to access the online platform
3.2.B	Percentage of secondary level government schoolteachers provided with need-based training	_____%	Template 3.2
3.2.C	Assessment of secondary level government schoolteachers completed	_____/2	Attach Test booklets, sampling plan used, and assessment report.
3.3.A	Existing learning enhancement program reviewed, and program revised	Yes/No	Attach final report and share the revised program package
3.3.B	Percentage of government schools (offering upper primary and secondary education) covered under the new (revised) learning enhancement program	_____%	Template 3.3
<b>Component IV: Strengthened Service Delivery</b>			<b>Score: ___/30</b>

4.1.A	Plan developed for the training of Block and Cluster Resource Center officials	Yes/No	Attach diagnostic study, leadership training plan, and module(s)
4.1.B	Percentage of Block and Cluster Resource Center officials trained using the plan developed	_____%	Template 4.1
4.2.A	Plan developed for the training of school principals and head teachers	Yes/No	Attach diagnostic study, leadership training plan, and module(s)
4.2.B	Percentage of Block and Cluster Resource Center officials trained using the plan developed	_____%	Template 4.2
4.3.A	Draft regulatory framework developed for the involvement of non-state actors in education service delivery	Yes/No	Attach framework
4.3.B	Number of non-state actor partnerships initiated by the state	_____4	Attach contract issued or memorandum of understanding
4.3.C	Non-state actor partnership supported pilots/initiatives evaluated by third party	_____4	Attach evaluation report
<b>Component V: Vocational education and training</b>			<b>Score: ___/10</b>
4.1.A	Career guidance program with trade specific and educational level specific information created	Yes/No	Share login details if digital, otherwise share design document
4.1.B	Percentage of government secondary school students provided with career counseling	_____%	Template 5.1
4.2.A	State institution designated for initiating, managing and monitoring pilot intervention on vocational education for out of school children	Yes/No	Attach notification issued
4.2.B	Baseline established for number of 14 to 18-year-old out of school children, and schools identified for pilot	Yes/No	Attach baseline report and criteria for selection

4.2.C	Number of pilot schools providing vocational education to out of school children	_____/200	Template 5.2
4.2.D	Pilot assessed, and strategy developed for upscaling	Yes/No	Attach assessment report

**DATA TEMPLATES**

**Template 1.1**

Model for Service ECE Provision (Choose One)	
One year of preschool education, two years of preschool education in a single classroom with a single teacher, or <i>Aanganwadi</i> co-location model	Yes/No
Two years of preschool education in a single classroom with two teachers	Yes/No
Two years of preschool education in two separate classrooms with two separate teachers	Yes/No
Total number of government schools offering primary education	

Information on Schools with Additional ECE Learning Centers/Classrooms	
School UDISE Code	Number of Additional <i>Aanganwadis</i> /Classrooms/Sets of Classroom <sup>2</sup>

ECE Teacher Training - Teacher Details						
Name	Gender	School UDISE Code	Date of Completion	Email ID	Phone Number	Current Status
			DD/MM/YY			Active/Retired/ Assigned Senior Grade

**Template 1.2**

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<sup>2</sup> In case of a two teacher, two classroom model for provision of two years of preschool education; record the additional number of sets of two classrooms running in the school

Grade to Teacher Ratio		
School UDISE Code	School Type	Number of Teachers
	Primary only; primary and upper primary; primary to secondary; and primary to higher secondary	

Early Reading and Arithmetic Teacher Training - Teacher Details						
Name	Gender	School UDISE Code	Date of Completion	Email ID	Phone Number	Current Status
			DD/MM/YY			Active/ Retired/ Assigned ECE or Senior Grade

**Template 2.1**

Size of Teacher Workforce	
Number of teachers employed for elementary education in government-managed schools	
Number of teachers employed for secondary education in government-managed schools	

Continuous and Comprehensive Evaluation and Classroom-Based Assessment - Teacher Details						
Name	Gender	School UDISE Code	Date of Completion	Email ID	Phone Number	Current Status
			DD/MM/YY			Active/ Retired/ Assigned ECE or Higher Secondary Classes

**Template 3.1**

Size of Teacher Workforce	
Number of teachers employed for elementary education in government-managed schools	

Need-Based Teacher Training - Teacher Details											
Name	Gender	School UDISE Code	Need-Based Training Option Selected - 1		Date of Training Completion - 1	Need-Based Training Option Selected - 10	Training Completed - 10	Date of Training Completion - 10	Email ID	Phone Number	Current Status
				Yes/No	DD/MM/YY		Yes/No	DD/MM/YY			Active/ Retired

Repeat from 1 to 10

**Template 3.2**

Size of Teacher Workforce	
Number of teachers employed for secondary education in government-managed schools	

Need-Based Teacher Training - Teacher Details
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Name	Gender	School UDISE Code	Need-Based Training Option Selected - 1	Date of Training Completion - 1	Need-Based Training Option Selected - 10	Training Completed - 10	Date of Training Completion - 10	Email ID	Phone Number	Current Status
			Yes/No	DD/MM/YY		Yes/No	DD/MM/YY			Active/ Retired

Repeat from 1 to 10

Template 3.3

LEP Coverage	
Number of government-managed schools offering upper primary and/or secondary education	

LEP Coverage–Details of Teacher In-Charge							
School UDISE Code	Level of Education Offered	Name of Teacher In-Charge	Upper Primary Level LEP Operational	Secondary Level LEP Operational	Gender	Email ID	Phone Number
	primary and upper primary; upper primary only, primary to secondary; upper primary to secondary, secondary only,		Yes/No/NA	Yes/No/NA			



	primary to higher secondary, upper primary to higher secondary						
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**Template 4.1**

LEP Coverage	
Number of sanctioned BRC positions in the state	
Number of occupied BRC positions in the state	
Number of sanctioned CRC positions in the state	
Number of occupied CRC positions in the state	

Details of BRC Training					
Name	BRC or CRC	Gender	Date of Training Completion	Email ID	Phone Number
	BRC/CRC		DD/MM/YY		

**Template 4.2**

School Leadership Development Program	
Number of schools eligible to have a school headteacher as per RTE and/or <i>Samagra Shiksha</i> norms	
Number of schools with a head teacher	

Number of schools eligible to have a school principal as per RTE and/or <i>Samagra Shiksha</i> norms	
Number of schools with a school principal	

Details of School Leadership Training						
Name	Principal/Head Teacher	Gender	School UDISE Code	Date of Training Completion	Email ID	Phone Number
	Principal/Head Teacher			DD/MM/YY		

Template 5.1

Career Counseling – Student Information				
Name	Gender	Grade	Counseling Completion Date	Career Recommendation
			DD/MM/YY	

Note: In case the state uses an online counseling portal, the table should be autogenerated. In case the state uses an offline model, it would be required to retain documentary proof for each student covered.

Template 5.2

Vocational Education for Out of School Children – Student Information				
Name	Gender	School UDISE Code	Vocational Trade/Course	Assessment Date
				DD/MM/YY

Note: States would be required to maintain an electronic image of the post-assessment certificate issued to each student.

## ANNEXURE 1:

### COMPONENT I: STRENGTHENED EARLY YEARS EDUCATION

STARS will focus on ensuring more students achieve and surpass minimum proficiency.

*Example: Grade level minimum proficiency in reading and language is as below:*

- Grade 2 - Students read and comprehend most of the written words in an instrument given to them, particularly familiar ones, and extract explicit information from sentences.
- Grade 3 - Students read aloud written words accurately and fluently. They understand the overall meaning of sentences and short texts. Students identify the texts' topic.
- Grades 4 to 6 - Students interpret and give some explanations about the main and secondary ideas in different types of texts. They establish connections between main ideas in a text and their personal experiences as well as general knowledge.
- Grades 8 to 9 - Students establish connections between main ideas on different text types and the author's intentions. They reflect and draw conclusions based on the text.

#### 1. Planning for early literacy and writing

Children at pre-school, bring with them their own experiences of using language at home and with their family and community. These skills should be valued and should be used as the starting point for further development of language skills. The diversity of children's families, and their linguistic backgrounds should also be respected and kept in mind while designing activities for children. Children should be encouraged to be proficient in their home language or mother tongue. School language (regional language/English) should be introduced gradually through exposure to some commonly used words. Multiple languages may be permissible in the classroom for expression by children.

Children need to be provided with holistic experiences including:

- Development of oral language:** Oral language is used to communicate with people. Children should be provided with opportunities to use language through listening, speaking and acquiring new vocabulary, helping children communicate effectively by expressing their needs, ideas, thoughts and feelings. Opportunities for oral expression such as circle time or large group time must be provided to children to share feelings, ideas, ask and answer questions, take part in conversation, sing rhymes/songs, listen to music, stories, explain and make predictions, recall a sequence of instructions or events in a story, create story, play memory games, etc.  
Children can also be involved in dance, drama or pretend play, which provides opportunities for non-verbal communication through gestures, body language, and expressions, in addition to verbal communication.
- Print awareness for early literacy and writing:** Print awareness refers to the ability to recognize print and understand that it carries meaning. Children must be able to understand functions of letters, words, pictures and printed text and how these relate to oral language. Signs and labels are an essential ingredient for print awareness. Creating a meaningful print rich environment is the first

step for implementing early literacy program as this is a necessary pre-reading skill and pre-writing skill. Pre-school classrooms should have print-rich environments with plenty of books and written words. For examples, label words on various objects in the room such as “door”, “window”, and “almirah”. Keep letter magnets, foam letters, and letter blocks available in the language area.

- c. **Bonding with books:** children need to be provided variety of books for book handling, turning pages, looking at picture/ print and developing an understanding of what a book is and how it is to be used or read. Bonding with books helps children understand that print carries meaning; reading of print goes from left to right and from top to bottom. Students may also be made aware of - the parts of the book. For instance, a book has a front and back cover, a title page, and an author; a story has a beginning, middle and end and a text can be factual.
- d. **Phonological awareness:** Phonological awareness is the recognition that language is made up of words, syllables, rhymes, and sounds (phonemes). Phonemic awareness refers to a child’s ability to manipulate, classify and listen to each speech sound or phoneme. This knowledge occurs initially in oral language; children need not necessarily know how to name letters or their corresponding sounds in order to demonstrate phonological awareness.
- e. **Early writing:** Children reflect their developing phonemic awareness and letter sound knowledge in their first attempts in writing by making marks or scribbles on the page which progress to random letter or number like forms. The teacher needs to help children in developing writing skills by:
  - i. **Shared writing:** Teacher and children compose a story or a message together. The teacher models by writing on the board. She may say “I know how to write ‘mat’ but how to write ‘pat’? Children give their answers. Teacher then rubs ‘m’ and writes ‘p’. She then sounds out /p/a/t.
  - ii. **Independent writing:** Daily writing experiences help children explore words and sounds. Initially children may be at different stages of writing, some may be drawing instead of writing or copying print from the classroom, other may begin writing random letters or letter sound associations to reflect their thoughts. As children learn few letters and sounds they start beginning to use them in writing if they can segment the sound in the word. Therefore use of invented spellings should be encouraged.

## 2. **Creating Child Friendly Learning Environments and Effective Classrooms**

Effective school classrooms are places where children feel well cared for and safe. They are places where children are valued as individuals and where their needs for attention, approval, and affection are supported. They are also places where children can be helped to acquire a strong foundation in the knowledge and skills needed for school success.

- Young children need teachers who welcome all children to their classrooms, including children from various cultures, whose first language is not English and children who have disabilities.
- Young children need teachers who take time to work with them individually, in small groups, and sometimes with the entire class—to help them develop their cognitive and social skills, their language abilities, and their interest in learning new things about the world.

- Young children need instruction to develop the thinking, language, and early literacy skills needed for continued school success.

Effective schoolteachers and child care providers:

- Know when children can figure out new ideas and concepts on their own and when it is important to explain things to them step-by-step.
- Encourage children to participate in classroom activities and to honor the classroom rules.
- Listen to what the children say and expand upon their language, building their vocabulary and background knowledge.
- Know when to teach directly, when to provide time for exploration and discovery, when to practice skills, and when to encourage creativity.
- Plan activities that have a purpose and that challenge children.
- Know how to help children learn to work together and to resolve their conflicts.
- Encourage children to respect each other's time and personal belongings.
- Provide many opportunities for conversations between and among children and with adults.
- Know how to establish and maintain order in a classroom but in a manner that permits the children to learn how to participate in and enjoy learning.
- Arrange the classroom in a way that enhances their work with children and how the children spend their time.

Teachers may come across various academic, personal and socio-emotional needs of early and elementary stage learners that they can facilitate and support. These include:

- Smooth transition from home/playschool to formal school and schooling.
- Taking responsibility of one's own action, particularly academic.
- Building awareness about one's physical, emotional and social self and understand that she/he is unique.
- Developing healthy habits (eating healthy, cleanliness and organization of personal belongings).
- Development of self-image and self-esteem.
- Establishing healthy peer relationships and building appropriate social skills to nurture healthy social relations.
- Developing understanding of the diversity in classrooms.
- Develop appreciation and respect for all those with whom they interact with irrespective of their caste, religion, gender, etc.
- Developing team spirit, problem solving and decision making skills as a team member, etc.; learning to identify conflict arousing situations and people.

## ANNEXURE 2:

### COMPONENT III: IMPROVED TEACHER PERFORMANCE AND CLASSROOM PRACTICES

STARS will focus on enhancing teacher capacity

All teachers with professional responsibilities for young children need to know about:

- How a child develops and learns, including cognitive development, specific content knowledge and skills, general learning competencies, socio-emotional development, and physical development and health.
- The importance of consistent, stable, nurturing, and protective relationships that support development and learning across domains and enable children to fully engage in learning opportunities.
- Biological and environmental factors that can contribute positively to or interfere with development, behavior, and learning (for example, positive and ameliorative effects of nurturing and responsive relationships, negative effects of chronic stress and exposure to trauma and adverse events, positive adaptations to environmental exposures).

#### **Guiding features for training programs to improve the teacher performance and classroom practice:**

##### **a. Target Groups for In-service training program:**

Training programs must cover teachers, headmasters, teacher educators, principals, state boards and key resource persons

##### **b. Need Assessments conducted for in-service training programs could:**

- Include focus group discussions
- Be on-demand
- Include Questionnaire
- Factor in Field experiences
- Have workshops with functionaries
- Incorporate feedback
- Include classroom observations
- Facilitate interactions with stake holders
- Have an online test

##### **c. Process of Development/Procurement of Training Material could:**

- Include an in-house Workshop and/or an expert workshop
- Procurement from NCERT constituencies
- Procurement from other Agencies/Institutions
- Adaptation of existing materials

#### **d. Time and Duration**

In most of the in-service training programs, time should be adequate as different participants may require different levels of individual attention to answer their doubts, and also for learning (both content and innovative pedagogical methods). It is thus important that the State Government Educational Department may plan in-service training programs of 1, 3 or 6 months training programs on specific areas where these expertise are available. For example, courses such as language education, mathematics education, life science, physical science education, assessment and evaluation, psychology of teacher and teaching, or text book writing etc., can be considered. Face-to-face interaction, project work, assignment or field evidence may be taken into consideration. Further, refresher programs of longer duration at higher secondary level need to be conducted frequently.

#### **e. Modalities of the Programs**

- Training should include a blended model of content, pedagogy and technology. There should be more emphasis on practical exercises, group work, demonstration, hands on experiences, presentation by the participants and problem-solving approaches.
- Videography of a few important sessions of important programs (wherever possible) may be done. These recordings may facilitate measures for reflections and course-correction can be undertaken and videos may be placed on NROER.gov.in for further dissemination and use.

#### **f. Conduct of Pre- And Post-tests**

- Pre and post-training tests may be administered to examine the effectiveness of training programs
- Feedback and follow up should be an integral part of the training design. An institutional mechanism needs to be developed for follow-up of programs. Clear feedback loops, follow up plans and modalities of utilizing training inputs by the participants need to be in-built in the program proposal.

#### **g. Preparation of Database of Trainees**

The database of trainees should be uploaded on the website. The States may be informed about this resource pool for utilization for training and there should be on-line tracking systems of the participants with adequate follow up measures. There may be customized software for managing the database of training programs with dedicated online data entry forms.

#### **h. Thematic areas of in-service training could include**

- Pedagogy and Subject knowledge - Science, Mathematics, English, Hindi, Social studies etc.
- ICT and e- Learning
- ECCE/ Early literacy
- Elementary Teacher Education
- CCE
- Psycho-social issues
- Education of special needs children
- Understanding Gender Issues
- Problems of adolescence
- Issues related to SC, ST and Minority
- Teacher's Education

- Constructivist Approach
- Guidance counselling
- Librarian
- Theatre craft, Printing, Tour to Heritage places
- Theatre Education, Value Education & Peace Education
- Project Planning and Evaluation
- Micro and Macro Economics
- Action Research
- Educational Research
- Geographical Information System Economics
- Educational Psychology
- Communicative skills
- Art Education or Art Integrated Learning

**i. Including Life Skills in teacher training (reference drawn from CBSE Teachers Manual)**

Life Skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in a healthy and productive manner.

Life Skills Development is a life-long process that helps individuals grow and mature; build confidence in one's decisions taken on the basis of adequate information and thought, and discover sources of strength within and outside. It is noteworthy that, from times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives. The Life Skills Program can be effectively provided to young adolescents by teachers, peer educators, parents, counselors, psychologists, health workers and social workers.

All these program providers or facilitators of Life Skills Education should:

- Be warm, caring, supportive and enthusiastic
- Be resourceful
- Be competent enough to guide and counsel students effectively
- Have adequate knowledge about adolescence
- Be positive role models for the students

The schools should promote Life Skills Education by:

- Creating a friendly, supportive, stimulating and structured learning environment
- Catering to the needs of all the students
- Promoting mutual respect and individual empowerment
- Encouraging collaboration among teachers, disciplines and students
- Strengthening community action by involving parents and outside agencies in schools.