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GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

NEW DELHI, THE 1ST JANUARY, 2014

OFFICE MEMORANDUM

SUBJECT:- Sarva Shiksha Abhiyan (SSA) change-in certain SSA norms

In pursuance of the powers delegated to the Executive Committee of the National Mission for SSA, norms for various activities under SSA have been further revised by the Executive Committee of the National Mission for SSA in its meeting held on 5th December, 2013. The revised programme norms are at Annexure-I. The new paras inserted in Chapter 4 of the SSA Framework are at Annexure-II.

Sd/-
(RAJENDER PRASAD)
UNDER SECRETARY TO THE GOVT. OF INDIA
☎ : 23381662

To

All the Education Secretaries of States/UTs
All the State Project Directors of States/UTs of SSA
All Divisional Heads in EE-II Bureau
Dir(MKD)/ Dir(MAA)/ Dir(MJ)/ DS(VS)
Sr. PPS to Secy(SE&L)
PPS to AS(SE)
Sr. PPS to EA(SE&L)
PM(SSA) TSG, EdCIL – Please circulate among all consultant of SSA – by email.
SSA Norms File – No.2-3/2005-EE.3(Pt.)

NORMS FOR INTERVENTIONS

Sl.	Activity	Programmatic Norms	Revised Norms
4	Conversion of EGS centres into schools	a) All existing EGS centers which have been functioning under SSA for two years shall be converted to regular schools, or closed down when children are mainstreamed into neighborhood schools. The process of upgradation of EGS centres to regular schools must be completed within two years from the date of commencement of the RTE Act. No new EGS centers will be sanctioned from 2010-11 onward.	Deleted
7	Transport/Escort Facility	<p>a) Provision for transport /escort facility will be made as an 'exception' measure. This provision will be available at the National level for support in exceptional circumstances as per proposals presented by the States to the PAB for:</p> <p>(i) Children in remote habitations with sparse population where opening of schools is unviable, and</p> <p>(ii) Urban deprived children,/ children without adult protection in urban areas where schools are not opened because availability of land is a problem.</p> <p>b) State RTE Rules must notify the area/limits of neighborhood in which transport/escorts facility is to be provided to the specified categories of the children and categories it as an entitlement.</p> <p>c) Appraisal of district specific proposals from the State, justifying the need for transportation /escort facility</p>	<p>Following point is inserted:</p> <p>d) Preference should be given to bus passes/ arranging for public transport in the areas, for the duration of school months.</p>
8	Additional teachers	<p>(a) Additional teachers will be provided as per the RTE norms to all Government and Local Body schools; however SSA assistance will not be available for filling up State sector vacancies that have arisen on account of attrition and retirement vacancies.</p> <p>(b) The practice of recruiting 50% female teachers under SSA will continue.</p> <p>(c) The States shall rationalize the deployment of existing teachers to ensure that there is no urban-rural imbalance in teacher deployment.</p> <p>(d) The States shall maintain the prescribed PTR for each School</p> <p>(e) Vacancy of teachers in a school shall not exceed 10% of the total sanctioned strength</p> <p>(f) States shall appoint teachers with minimum qualifications as notified by NCTE under section 23 of RTE Act.</p>	<p>The following points are inserted:</p> <p>h) Support for additional teachers can be availed by a State/ UT under SSA only after teacher vacancies in the State sector have been filled first.</p> <p>i) The States should maintain unified teaching cadres and no separate 'SSA cadre' is permissible, as all teachers are ultimately to be borne on the</p>

Sl.	Activity	Programmatic Norms	Revised Norms
		(g) In case the State does not have trained persons in adequate numbers, it will seek relaxation from the Central Government under the relevant provisions of the RTE Act. While seeking such relaxation the State shall make a commitment with a detailed time bound programme for training of untrained teachers within the time frame prescribed under the RTE Act.	State/UT Government.
11	Learning Enhancement Programme	<p>a) SSA will provide support under Learning Enhancement Programme (LEP) for States to initiate and institute curricular reform, including development of syllabi, textbooks and supplementary reading material in keeping with the child centric assumptions in NPE-1986/92, NCF- 2005 and section 29 of the RTE Act based on NCF – 2005.</p> <p>b) LEP funds may also be utilized for developing modules and exemplar material for teaching-learning, teacher training and continuous and comprehensive evaluation.</p> <p>c) LEP should seamlessly integrate with normal classroom processes during school hours without adding to the additional learning load on children.</p> <p>d) States/UTs may also execute District/ State specific LEPs for Language, Science, Mathematics, Environment Studies and Social Science. In doing so, States/UTs may ensure that:</p> <p>(i) The guiding principles of child centred pedagogy enunciated in NCF – 2005 are followed.</p> <p>(i) Outcomes to be achieved through the LEP are clearly articulated.</p> <p>(ii) The total number of children to be covered, number of schools to be covered, block wise are indicated.</p> <p>(iii) Type of teaching learning material proposed to be used for children / teachers / trainers, etc. is specified.</p> <p>(iv) Role of key players like teachers, CRCs, BRCs, DIETs, community etc. in the implementation of the programme is defined.</p> <p>(v) External evaluation for the intervention is included, and</p> <p>(vi) There is no duplication of costs with any other component, including textbooks.</p>	<p>The following points are inserted:</p> <p>e) The States must have a structured approach to the foundation skills of reading, writing, comprehension and mathematics in grades 1 & 2, as well as teaching of science and mathematics at upper primary level.</p> <p>f) For sourcing LEP funds, the States must have a comprehensive quality plan. LEP funds may be used for developing and providing specific learning material like graded readers, and other teaching learning materials textual and other materials for mathematics necessary for foundational programmes in early grades for building reading comprehension and writing skills as well as basic arithmetic and maths & science education for classes 3 to 8.</p> <p>g) The comprehensive programmatic approach reflected other components of the quality work plan i.e. teacher training, evaluation and</p>

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			<p>assessment, academic monitoring etc. in an integrated manner</p> <p>h) For developing bridge materials for early grades to facilitate transition of children from tribal language to State language of instruction in schools through use of bridge material.</p>
12	Training	<p>For Teachers</p> <p>a) In-service training of teachers in Government, Local Body and aided schools, including teachers in Madaras desirous of introducing the State Curriculum, to enable them to see pedagogical practices from the child’s perspective and continuously upgrade their knowledge and teaching skills. In-service training of teachers will also include training for conducting Special Training for out-of-school children.</p> <p>b) Training of untrained teachers to enable them to acquire professional qualifications.</p> <p>c) Pre-service Training for Teachers as provided by DIETs and Teacher Education Institutions</p> <p>For Head Teachers</p> <p>d) To instill new skills and broadened perspective to ensure school functioning from the point of view of children’s rights which need to be protected every day.</p> <p>For Resource Persons</p> <p>e) To understand child centric pedagogy and active classroom processes</p> <p>For Education Administrators</p> <p>f) To move away from an inspectorial approach to that of a mentor</p>	<p>Following points are inserted:</p> <p>c)(i) All in service training programmes for teachers, head teachers, resource persons or educational administrators must be linked to the States’ comprehensive quality improvement plan i.e. learning enhancement programme and school effectiveness programmes and must be an integral to the outcomes expected.</p> <p>For Head Teachers</p> <p>d)(i) Focus on building leadership skills such that they can enable processes for peer learning and collaborative working among teachers</p>
14	Teaching Learning Equipment (TLE) for new primary and upper primary schools	<p>a) Section 19 of the RTE Act stipulates that TLE shall be provided to each class as required.</p> <p>b) TLE will be as per local specific context and requirement/need to be determined by the teachers and/or School Management Committees. States may disseminate an indicative list of basic school requirements, with scope for local contextualization after approval of State SSA</p>	<p>Following point is inserted:</p> <p>e) Centralized procurement of TLE at a level higher than the SMC will not be permissible.</p>

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		Executive Committee. c) Teachers and parents should be involved in the selection and procurement of TLE. d) VEC/SMC, school-village level appropriate body to decide on the best mode of procurement.	
17	Research, Evaluation, Supervision and Monitoring	a) Keeping in view the provisions of the RTE Act, the ambit of REMS has been extended to cover private unaided schools. b) REMS will be utilized for: <ol style="list-style-type: none"> i. Supporting NCPCR/ SCPCR/ REPA to monitor the rights of the child under the RTE Act ii. Instituting regular monitoring systems under SSA. iii. Providing technical resource support to States for promoting innovation, research, case studies and documentation, and capacity building for planning. iv. Instituting a comprehensive child tracking system v. Conducting social mapping c) National level: Provisions under the REMS will be used for: <ol style="list-style-type: none"> 1. Holding six monthly JRMs 2. Conducting research and evaluation studies and national sample surveys, cohort studies, third party evaluations, etc. 3. MIS development, publication and dissemination of DISE data 4. Documentation and dissemination of good practices 5. Quarterly review meetings of programme components 6. Independent field review and monitoring through national level monitoring institutes 7. Concurrent financial review through independent agency 8. Creating pool of resource persons at national, State, district, sub-district level for effective field based monitoring 9. Capacity building of states and districts. 10. Assessment and appraisal teams and their field activities 11. Providing travel grant and a very modest honorarium (as per State norms) to resource persons for monitoring 12. Contingent expenditure like charts, posters, sketch pen, OHP pens etc. for visual monitoring systems. 13. States should give priority to: <ol style="list-style-type: none"> a. Developing School Monitoring Systems 	<p>Point 13 (c) is inserted:</p> <p>To conduct periodic and independent assessment of student learning levels, based on the notified Academic Authority's learning indicators for the specified grades.</p>

Sl.	Activity	Programmatic Norms	Revised Norms
		<p>b. Initiating research, surveys on:</p> <ol style="list-style-type: none"> i. Learning outcomes, ii. Teacher performance iii. Student and teacher attendance iv. Measuring changes in classroom practices v. Impact of teacher training vi. Efficacy of textbooks and reading materials vii. Quality of academic supervision provided by BRCs/ CRCs/ DIETs etc. <p>d) Each State/UT will set up a Research Approval Committee for processing and approving all research and evaluation projects/ studies. Appropriate mechanisms should also be set up for district level.</p> <p>e) State and district provisioning will include support for EMIS, allocations for school mapping/ micro planning, updating household survey data, etc.</p>	
19	Libraries	<p>a) Infrastructure may be provided for setting up school libraries including books</p> <ol style="list-style-type: none"> (i) Provision will be available only for existing Government Schools, which do not already have a library. (ii) These funds will not be accessible for new primary and upper primary schools as they can utilize TLE Grants for this purpose. (iii) Procurement of furniture and books for setting up library will be done in a decentralized manner by the VEC/ SDMC/ SMC or equivalent school body for rural/urban areas. (iv) The State will provide the broad guidelines for selecting appropriate books. The broad guidelines will be enabling, and not restrictive. (v) The guidelines developed by the State will also include the procedure for maintenance of record and stock/asset register with due verification as per prescribed procedures. (vi) The guidelines will also prescribe that time should be provided during teacher training and school timetables for reading in school and develop appropriate mechanism for effective monitoring of Library. 	<p>The following points are inserted:</p> <p>vii). States/UTs should develop and disseminate criteria for selection of children’s literature, grade wise, to be purchased for school libraries.</p> <p>viii). Libraries should preferably be located in classrooms so that children have easy access and the books/material can be used by the teacher for teaching purpose. They can be in the nature of learning corners, a book shelve or almirahs.</p>
24	Provision for children with special needs	<ol style="list-style-type: none"> a) The key thrust of SSA will be on providing inclusive education to all children with special needs in general schools. b) SSA will also support special training, education through open learning system, special schools and home schooling, wherever necessary, 	<p>The following point is inserted:</p> <p>e) To develop through State/UT notified academic authority</p>

Sl.	Activity	Programmatic Norms	Revised Norms
		<p>itinerant teaching, remedial teaching, community based rehabilitation (CBR) and vocational education.</p> <p>c) The following activities will form components of the programme:</p> <ol style="list-style-type: none"> i. Identification of children with special needs. ii. Educational Placement iii. Aids and appliances iv. Support services v. Teacher Training vi. Resource support vii. Individualized educational plan viii. Parental training and community mobilization. ix. Curricular access x. Building synergy with special need. xi. Removal of Architectural Barriers xii. Research xiii. Peer sensitization. <p>d) Involvement of Resource Institutions will be encouraged.</p>	<p>curricular and evaluation adaptations for teaching and assessment of different categories of CWSN and disseminate the same to teachers and supervisory officials/organisations.</p>
26	Training of SMC, VEC, PRI members	<ol style="list-style-type: none"> a) The RTE Act clearly outlines the functions to be performed by SMC. Some of these functions, for example, preparation of school development plans, would require significant investments in capacity building. The role of civil society organizations would be critical in making the SMC an effective democratic space. It needs to be highlighted that the nature of such interventions cannot be one-time training but must necessarily be a long-term involvement. b) Besides capacity building of SMC, on-going support of the PRI (local authority) is also essential. PRIs will have to play a crucial role in provision of facilities mentioned in the Act. c) States should design training modules comprising a mix of residential and non-residential training for all participants. The State shall prepare exemplar material, which will be contextualized at district and block levels to local needs. d) The training must reach out to at least 50% women and proportionate members from disadvantaged sections e) Voluntary and civil society organisations should be involved in conducting community training. f) Training should be conducted in batches not exceeding 30 persons at a 	<p>The following point is inserted:</p> <p>h). States/UTs need to define the role of PRI institutions viz. SMC's with respect to elementary education, so there is no conflict or lack of clarity with the State PR Act and the State RTE Rules.</p>

Sl.	Activity	Programmatic Norms	Revised Norms
		time. g) The State will periodically commission independent evaluation of the impact of training.	
34	Civil works	a) Funds on civil works shall not exceed the ceiling of 33% of the entire project cost b) This ceiling of 33% does not include the expenditure on maintenance and repair of buildings. c) However, in a particular year's Annual Plan, provision for civil works can be considered up to 50% of the District Annual Plan Outlay, subject to the proviso that during overall SSA project period civil works outlay shall be restricted to 33% of the project cost. d) Unit costs will be based on the State Schedule of Rates as notified by State Governments. e) Civil Works costs also include: <ul style="list-style-type: none"> i. Adaptation of existing building at environment to conform with RTE norms ii. Retro-fitting of existing building toward hazard resistance. iii. Construction of building-less schools iv. Reconstruction of dilapidated school buildings which are beyond major repairs and declared unsafe by the competent engineers. f) No expenditure under SSA shall be incurred on construction of office buildings.	<p>The following point is inserted:</p> <p>g) All civil works (except larger multistoried school buildings in urban areas and KGBV residential schools) are to be constructed through the SMCs and no departmental centralization/ use of contractors is permissible.</p>

New paras for insertion in Chapter 4 of the SSA Frame work

4.6 The NCF 2005 and RTE Act 2009 both point to building on the child's knowledge, potential and talent through a child centric approach. It suggests that everything we do in or for the school should be geared towards a measurable development in student's learning level and prepares them for independence of thought and action, life-long learning, democratic values, creativity and life skills.

Under SSA, the States/ UTs are expected to plan and implement interventions to ensure learning enhancement in children. These interventions can be broadly divided into three major categories: **First**, defining class wise subject wise learning outcomes/ indicators; **Second**, planning specialized programmes and interventions including monitoring mechanism and systemic reforms; and **Third**- learning assessment and evaluation of the interventions.

4.6.1 Defining learning indicators for assessing essential levels of learning

The RTE has specified that the teachers will complete the whole curriculum within specified time limit. To facilitate this process, the curriculum may be divided into various smaller units that may be subject to assessments as defined in the CCE modules of the State/ UT. This will also help the teacher provide additional support to children who require the same for achieving learning benchmarks as defined.

The teaching learning should be so phased out over the year so that by the end of the grade the essential levels of learning as laid out in the curriculum are achieved by children of that grade. For instance, as per learning indicators developed by NCERT the curricular expectation of a child at the end of grade third are "Counts, Recognizes, Reads and writes numerals for numbers up to 20. Adds and subtracts single digit numbers would be able to count, recognize, read and write numbers up to 20, add and subtract single digit numbers" hence the teaching learning over the year should cover lessons and activities which result in enhancement of the child's knowledge to this level.

Traditionally, learning outcomes have been inbuilt in the syllabus and textbooks. Some States have now defined grade wise learning indicators and NCERT has also developed an exemplar for guiding the States. Each States/ UTs should ideally define grade wise learning indicators as per their own syllabus. The academic authority must ensure that the text books, learning indicators and CCE module prescribed are aligned with each other. Defining learning indicators will facilitate monitoring of students' learning objectively against expected benchmarks and sharing progress of the child with parents/

guardians. It will help identify the overall performance of a school with regard to learning and teacher effectiveness.

Defined learning outcomes are a point of reference for conducting achievement surveys (e.g., NAS of NCERT). Hence, learning indicators should be measurable so that the data can be analyzed over time to see trends and correlate it to the interventions.

4.6.2 Focussed programmes for ensuring learning:

4.6.2.1 States UTs are expected to strengthen their classroom processes in order to optimize children's learning. There needs to be a holistic plan for learning in which all components (eg: teacher training, LEP, innovation, text books, school grants, teacher grants etc) align, to ensure that children attain essential levels of learning, which can be assessed. Two such focused programmes are suggested below, though States may put in place similar programmes for other classes/ subjects.

4.6.2.2 Foundational programme (for Classes 1 & 2) to ensure that children learn to read with comprehension, write independently and have basic mathematical skills

Learning in Classes 1 & 2 is important for developing the ability to read with comprehension and write with a purpose. Reading is the foundation to other learning activities in the classroom. Children who fail to learn to read in the first two grades of school are likely to fall behind and not catch up with their class peers in higher grades and have difficulty in learning other subjects as well. Poor readers cannot develop proper writing skills and become self-guided learners. Reading includes the entire continuum from the stage of beginning to read to reading independently for enjoyment and for gaining new knowledge.

In order to develop math skills in the first two classes at school include activities that focus on problem solving and reasoning, number concepts, geometry and spatial sense, measurement, and patterns and relationships. Children learn important math skills through their play and routines, and need to experience a lot of doing and saying, using concrete materials that they can manipulate to learn math in the early years. Basic Math Concepts in classes 1 and 2 include the following

- Numbers and Operations
- Shapes and spatial sense
- Measurement
- Patterns
- Data handling

Any foundational programme for reading and mathematics should have the following components

1. As per the RTE Act 2009 teacher pupil ratio in the primary grades should be 1:30; it is desirable that there be **dedicated teachers for classes 1 and 2** as these are foundational grades.
2. An **appropriate instructional design** which clearly lays out the pedagogical approach to teaching of reading and mathematics. The instructional design should have a balance of oral work along with reading and writing every day. The class room activities should be planned around working with the whole class, children working in small groups as well as children getting an opportunity to work on their own. **Instruction and activities must target the child's Zone of Proximal Development (ZPD). A strong scaffolding component is critical.** The teacher helps by offering crucial support to the child to accomplish tasks by providing a sense of direction and/ or supporting the child in the task to make it more manageable.
3. The **instructional design of the program should ensure that children are actively engaged in meaningful learning activities.** This can include opportunities to learn by doing and experiencing, constructing knowledge, and practicing skills. Contrastingly, repeating after the teacher and copying from the board are not active engagement activities and therefore should not be used in class instruction.
4. **Adequate instruction time at school each day.** Developing early proficiency in language requires that adequate time is allocated for language in the time table. Research in reading has shown that in the early primary grades up to 300 – 400 hours (annually) should be set aside for language teaching-learning. **Dedicated time during the school day for children to practice reading is critical.** There should be dedicated time every day for reading books, in addition to textbooks. Such dedicated reading time is essential for students to practice reading, thereby increasing their positive habits of reading.
5. **A mix of oral work, reading, and writing in each class is important.** Oral work, reading, and writing are skills that support each other and are mutually reinforcing. Having a variety of activities in the classroom for each of their literacy components helps to keep students focused and on-task.
6. **A mix of individual, pair, group, and whole class discussions and activities is ideal.** Different activities require different class arrangements. Each arrangement helps to develop different skills. Using a variety of arrangements also keeps the class interesting, thereby increasing students' "time on task".
7. For an early literacy (reading and mathematics) programme classrooms **there must be reading corners / classroom libraries** that contain a variety reading materials of varying genres and of varying reading levels so that it can be used for instruction and independent reading. For mathematics there must be a collection of locally available material like stones, seeds, leaves, beads, twigs, bottle caps etc which can be used for doing problem solving activities.
8. **Print-rich and attractive classrooms are important to encourage reading and learning.** For many children, their world outside the classroom is print-poor and therefore does not expose them to many literacy materials (e.g. children's magazines, charts with children's names, sign boards, written instruction placed on class walls, poem posters, pamphlets etc.) the print material displayed in

class must be used by teachers in their instruction. It is important that all print material for children is placed in the classroom at the eye level of children and is also changed regularly. Teachers must ensure that they provide space in the classroom where children's work (scribbling, drawing, and writing) is displayed. This motivates children and encourages them to attempt independent writing. Activities like children sharing their experience every morning or "show and tell", and one of the statement is written on the blackboard as "Aajkibaat".

9. **Additional support to children who are falling behind** the rest of the class is necessary during the year. Teachers, based on the continuous comprehensive evaluation of students should identify those children who need additional practice. Alongside it is desirable that at the beginning of the new academic session, generally after a long vacation, revision of previously taught areas are revised in class.
10. Teacher **professional development should be ongoing and planned over a long term** period. Ongoing professional development – when accompanied by ongoing on-site support increases the likelihood that new skills and practices are sustained.
11. The **CRC's/ BRP's need to play a critical role in providing academic support** to the teachers. Their support can be classified into five areas of instructional support for teachers: 1. Discuss the theoretical framework based on which the programme is designed; 2. demonstration of activities; 3. observation of teachers in the class; 4. feedback and reflection about instruction, and 5. supporting collaboration among teachers. At monthly meetings there could be practice of examining samples of student work and assessment data of students. Discussions on these information could help teachers in developing their plans for classroom instruction
12. The **school leadership needs to provide a supportive environment to the teachers and students** while also holding teachers accountable to ensure that children show progress in learning. School principals should ensure that teachers regularly share progress of children with parents this could be through community based events or meetings at the school level, creating an educational partnership between the school and the home.
13. From the **state level there should be clearly defined learning goals/ outcomes/ indicators**. Teachers, education administrators, teacher trainers should all be working towards ensuring that classroom processes and resources are targeted towards children achieving these outcomes. Alongside there must be a system of monitoring progress toward the specified goals.
14. The programme intervention should have an aligned component of research and assessment/ evaluation. Through external agencies, States/ UT's should be assessing, for improvements in student learning. The effectiveness of the various components of the programme should be researched and evaluated in order to make necessary improvements / corrections.

4.6.2.3 Mathematics & Science at upper primary level- a focused programme for science and mathematics at upper primary needs to be designed with the belief that every child can and should learn science and mathematics. A consolidation of basic

concepts and skills learnt at primary school is necessary as an initial step at the upper primary level. To enhance learning levels in Mathematics and Science, a focused programme can be woven using components like teacher training, school grants, LEP etc along with a conscious shift in pedagogy. Computer aided learning facilities should be optimized for science and mathematics teaching learning. The pedagogical changes should bring in everyday experiences of children, hands on activities/ experiments using local resources, meaningful investigations, field studies and group activities to make learning of maths and science meaningful.

Since both the subjects at this stage involve concepts having elements of abstraction and yet have a linkage to daily life, mapping of exemplar support activities for the text books may be done by the academic authority . This can be disseminated through teacher training, while at the same time encouraging the teachers to innovate and share through the regular set up of meetings at BRCs and CRCs. Additional interventions for instance, using community as a resource, promotion of science clubs etc. can be used to reinforce teaching of lessons/ concepts that maybe perceived as difficult by use of text books alone.

Apart from completing the syllabus, teachers should flexibly build in time for students to practice problem solving and revise concepts till they are grasped. Monitoring of the practice and reinforcement sessions will need to be specified to ensure effective outcomes of the programme.

4.6.3 State Level Assessment Surveys (SLAS)

Adequate monitoring mechanisms need to be put in place to support all efforts addressing student learning. Presently assessments on learning levels are well established at two levels: The NAS of NCERT at national level provides a snap shot of students learning achievements in different States. Through the CCE at school level teachers track the learning progress of students at regular intervals. The SLAS should be institutionalized at the State level with the following objectives:

1. To enable States to evaluate the learning levels on their own and track them over time and assess regional/ social group variations.
2. The assessments and evaluations should feed into both planning and improvement of implementation of all educational programs. Hence the main difference from NAS is that this will have to be quicker and also diagnostic. For instance a State level assessment may be able to pin point the specific problems/ bottle neck in learning of a particular item (like say fractions in Maths) in achieving class wise competencies in a subject, so as to initiate teacher training/ redoing that item in text books etc. or it can be used to point out areas/ regions which need teacher training to reinforce a particular topic. The analysis of the assessment should essentially lead/ point to areas of strength and weakness in

learning levels across districts/ blocks etc and will lead to changes/ focus on policy, planning and implementation of the program.

3. The State level assessments should also be able to help States in doing quick check of impact of any new intervention / pedagogy tried by the State.

For such diagnostic assessments local capacities will have to be built as these assessments will incrementally improve systems and will themselves evolve over time. Hence giving it to any agency as a turn-key project will not result in capacity building sufficiently to enable States to run assessments on their own. Capacity building will involve creating State level institutional teams of Statisticians, Pedagogy, Psychometrics and Planning persons.

For deciding the technical details of the SALS, NCERT's NAS and its methodology must be considered the guiding principle. However, States/ UTs are free to choose the classes and periodicity of assessment. The analysis of SLAS should essentially feed into the State's annual planning process for AWP & B.

Para 4.6 would be change as Para 4.7