Ministry of Education
Government of India

Inception Report

of the Independent Verification Agency for STARS (Part I)

Submitted to Ministry of Education

सिद्धिमूलं प्रबन्धनम्

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<u>Inception Report</u>

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Contents

LIST OF ABBREVIATIONS

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BEO	Block Education Officer
DEO	District Education Officer
DLI	Disbursement Linked Indicator
DLR	Disbursement Linked Result
ECE	Early Childhood Education
ECCE	Early Childhood Care and Education
ECEC	Early Childhood Education and Care
IBRD	International Bank for Reconstruction and Development
IDA	International Development Association
IIMI	Indian Institute of Management Indore
ICT	Information and Communication Technology
IVA	Independent Verification Agency
IVRS	Interactive Voice Response System
MIS	Management Information System
MoE	Ministry of Education
MHRD	Ministry Of Human Resource Development
NAS	National Achievement Survey
NCERT	National Council of Educational Research and Training
NCTE	National Council for Teacher Education
NGO	Non-Governmental Organisations
NIC	National Informatics Centre
NIEPA	National Institute of Educational Planning and Administration
PAB	Project Approval Board
PforR	Program for Results
PGI	Performance Grading Index
PISA	Programme for International Student Assessment
PMS	Project Monitoring System
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SIS	State Implementation Society
SMCs	School Management Committee
SMDCs	School Management and Development Committee
SSA	Sarva Shiksha Abhiyan
STARS	Strengthening Teaching-Learning and Results for States
TE	Teacher Education
TSG	Technical Support Group
UDISE	Unified District Information System for Education
VE	Vocational Education
WB	World Bank Group

INTRODUCTION

Introduction

Education plays a significant and remedial role in balancing the socio-economic fabric of the country. Since citizens of our country are its most valuable resource, our billion plus strong nation needs to be provided basic education that will help them achieve a better quality of life. The all-round development of our human resources can be achieved only by building strong foundations in education. The need for educational reforms has been felt for a long time and are addressed in the new national education Policy, 2020. Excerpts of the speech by Honourable Prime minister of India, Shri Narendra Modi's speech delivered on 11th September 2020, at the Conclave on "School Education in 21st Century" under NEP 2020 is given below.

Under the National Education Policy, the development of Foundational Literacy and Numeracy will be taken up as a national mission. Knowledge of elementary language, knowledge of numbers, development of the ability to read and understand general articles in children, this is very essential. Friends, we have to ensure that the child can easily read 30 to 35 words in a minute when he passes the third grade. You call it Oral Reading Fluency. Under the National Education Policy, emphasis has been laid on Holistic report card instead of a mark-sheet. Holistic report card will be a wide sheet of unique potential, aptitude, attitude, talent, skills, efficiency, competency and possibilities of students. A new National Assessment Center "Parakh" will also be established for the overall improvement of the evaluation system.

A nation's competitiveness can be enhanced drastically if it invests in early education and skill development of its young population. The Ministry of Education is constantly making efforts to achieve this and is also responsible for the implementation of the National Policy on Education. The Ministry has two main departments.

- Department of School Education & Literacy
- Department of Higher Education

A snapshot of the evolution of education system in the country is presented in figure 1.

Figure 1: History of Education system in India

Source: Adapted from British Council Report – The School Education System in India: An Overview
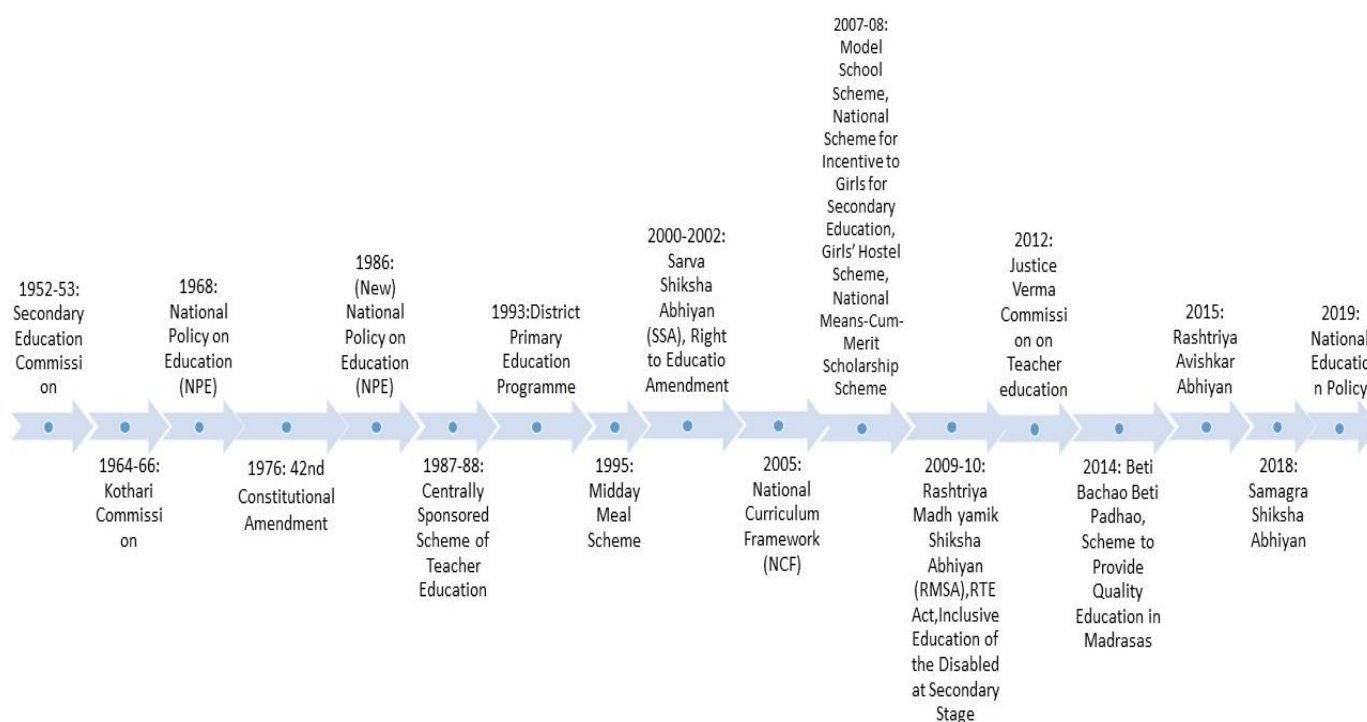
School education lays the foundation for building skills, capabilities, and innovative thinking. It is seen that children who attend minimum two years of Early Childhood Education and Care (ECEC) perform higher on Programme for International Student Assessment (PISA). In addition to education on subjects like mathematics, language and science, it is important that skills like collaboration, critical thinking, creativity, and communication are also built into the school curriculum.

The Government of India has been introducing various schemes to improve the quality of education. In 2001, it launched the Shiksha Abhiyan (SSA), aimed at achieving universal primary education by adding new schools, strengthening existing school facilities, increasing teacher capacity and providing support to improve teaching-learning materials. Later, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programme was launched in 2009, with an aim of achieving a gross enrolment ratio of 75 percent within five years, universal access by 2017, and universal retention by 2020.

In 2018, the Samagra Shiksha Abhiyan ('Composite Education Campaign') was launched and allocated Rs 30,254 crore. It aims to bring together SSA (Sarva Shiksha Abhiyan) and RMSA (Rashtriya Madhyamik Shiksha Abhiyan) along with Teacher Education (TE) under one scheme that views education more holistically from preschool to higher secondary education. The initiatives under Samagra Shiksha Abhiyan include the 'Happiness Curriculum' launched in over 1,000 Delhi government schools in 2018.

Strengthening Teaching-Learning and Results for States (STARS)

STARS

Strengthening Teaching-Learning and Results for States (STARS) is a project being implemented by the Ministry of Education, Government of India. The total project cost is approximately Rs 5583 crores with a World Bank assistance of US$ 500 million (approximately Rs. 3613 crore). The implementation period for the project is from 2020-21 to 2024-25. This project is considered the crucible for driving quality and innovation in education beyond the existing schemes. Its objective is to bring systematic reforms for improved quality and enhanced accountability in school education. As such the project will also support innovation and flexibility to improve learning outcomes.

The project is being implemented in six states viz. Himachal Pradesh, Maharashtra, Odisha, Rajasthan, Madhya Pradesh and Kerala. Out of these six states, three are identified as Learning States and the other three are identified as Lighthouse States. These are identified based on the Performance Grading Index (PGI) developed by the Department of School Education and Literacy, MoE. This project intends to shift the focus to actual outcomes from inputs and links the receipts and disbursement of funds to these outcomes. The project can be scaled up and implemented in other states.

The Program has two results areas: a National component and the States component.

Results Area1: National Component:

- Improving and tracking secondary school completion rates.
- Fostering reforms in governance and monitoring improvement in states' governance scores through the SIGs.
- Strengthening learning assessment systems at the national level.

Results Area 2: State Component:

- Strengthening ECE.
- Improving learning assessment systems.
- Improving teacher performance and classroom practice.
- Strengthening governance and decentralized management.
- Strengthening the school-to-work/higher education transition

Objectives of STARS

The project shifts focus from the provision of inputs to actual outcomes by linking the receipts and disbursement of funds to these outcomes. In this regard, some of the measurable outcomes of the project linked to the result areas mentioned above are:

- Increase in percentage of students achieving minimum proficiency in Grade 3 language.
- Increase in secondary school completion rate
- Improved governance of the education system (as measured by select indicators from Performance Grading Index)
- Training of teachers in early childhood education (ECE) and early reading and numeracy.

- Implementation of learning enhancement program for upper primary and secondary grades.
- Improved education service delivery through partnerships and school monitoring
- Supporting Introduction of career guidance programs for improved transition from school to further education and world of work.
- Development of Partnerships to facilitate cross-learning between States.

It envisages a State Incentive Grant to incentivize the States for undertaking governance reforms and demonstrating actual improvement in learning outcomes and retentions. The STARS project explicitly identifies Information and Communication Technologies (ICT) both as a key lever in the transformation of the education system and for improving the learning outcomes.

Salient features of STARS

- The Program is managed by the Department of School Education and Literacy (DoSE&L),
- The program will focus on strengthening school education in every district of the six states
- The educational needs of girls and marginalised groups is an important focus area of this project.
- Providing training to teachers and education administrators and leaders.
- Upgrading the environment for learning and development

STARS will concentrate on factors that are projected to have a transformative effect on service delivery as a result of more decentralised planning and management. Some of the operational components identified with the help of analysis during the project planning stage are strengthening early education, improving learning appraisal systems, strengthening classroom instruction and remediation, improving teacher growth and school leadership; promoting school-to-work/higher education transition, strengthening governance and decentralisation of management STARS will concentrate on improving state capability by leveraging India's federal framework. While the central government will support some aspects of the transformational national scheme, the balance will require state support.

In order to support the key initiatives of the project, the Government of India has entered into a credit agreement with the World Bank. The Ministry of Education is responsible for implementation and evaluation the program, including verifying and reporting on DLI achievements. The Independent Verification Agency (IVA) is responsible for verification of the performance under STARS across six DLIs through appropriate qualitative and /or quantitative methods. The IVA will initially carryout the verification for three years.

STARS Stakeholders

- **World Bank Group (WBG)**- With 189 member countries, staff from more than 170 countries, and offices in over 130 locations, the World Bank Group is a unique global partnership with the following five institutions working for sustainable solutions that reduce poverty and build shared prosperity in developing countries: -

- o The International Bank for Reconstruction and Development
- o The International Development Association
- o The International Finance Corporation
- o The Multilateral Investment Guarantee Agency
- o The International Centre for Settlement of Investment Disputes
- **Department of School Education & Literacy, Ministry of Education**- The Ministry of Education (MoE) was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Earlier, the ministry was called the Ministry of Human Resource Development. The Department of School Education & Literacy, under MoE has the responsibility of planning and managing the activities related to school education at the national level.
- **State governments involved in the project**- Six states have been selected for the project and the government of these states will be actively involved in the project. They are the Governments of Himachal Pradesh, Maharashtra, Odisha, Rajasthan, Madhya Pradesh and Kerala.
- **PMU**-PMU is the nodal agency, who will coordinate and monitor the project and will carry out all procurement under TA component. The procurement of goods and services will be mostly carried out by PMU following Bank Procurement Regulations.
- **Indian Institute of Management, Indore**- is an institute established in 1996 with the objective of imparting high-quality education in the area of management. IIM-I will be the Independent Verification Agency (IVA) for the project.

Institutional and Implementation Arrangements

The Institutional and implementation arrangements work at four different levels. National level, State level, district level and block level.

Samagra Shiksha reorganizes the existing management structures of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) into a unified administrative mechanism, pooling together existing and additional personnel at national and sub-national levels. At the centre, *Samagra Shiksha* is overseen by a Governing Council chaired by the Minister of Education, a Project Approval Board (PAB), and the Bureau of School Education. The Council provides policy direction and facilitates centre state coordination, while the PAB, chaired by the Secretary, School Education and Literacy, MoE, maintains full financial power to approve state plans, sanction budgets, and implement the program. The Bureau of School Education, chaired by the Additional/Joint Secretary, School Education and Literacy, appraises, evaluates, finances, and supervises planned interventions at the national, state, and district levels. Other institutions of MoE that comprise the administrative structure and provide technical and academic input at the national level are the NCERT, NIEPA, National Council for Teacher Education, National Council for Protection of Child Rights, and Technical Support Group (TSG).

Figure 2: Administrative Governance Structure of *Samagra Shiksha**
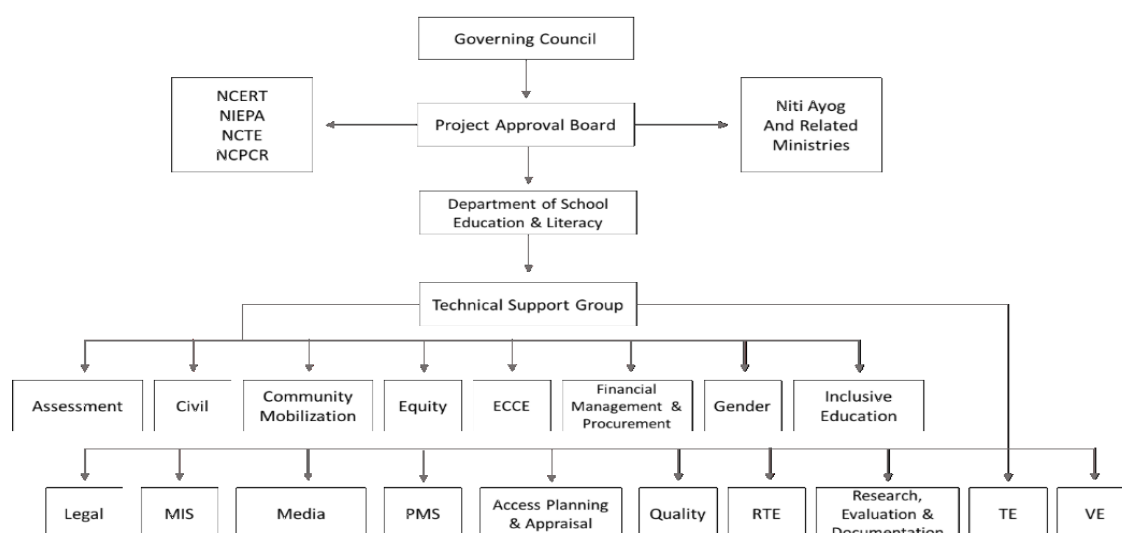
*ECCE: Early Childhood Care and Education; MIS: Management Information System; PMS: Project Monitoring System; RTE: Right to Education; TE: Teacher Education; VE: Vocational Education.

The project is administered at the State level is administered by the State Implementation Society (SIS), which is responsible to a Governing Council. The Council is led by the Chief Minister/State Education Minister, and its Executive Committee is chaired by the State/Union Territory's Chief Secretary/Commissioner/Education Secretary. The District Project Office is in charge of implementing and monitoring the program's success at the district level. The District Project Office is led by the District Education Officer (DEO) and includes members from district education agencies, non-governmental organisations (NGOs), and technical experts. At the Block level, the administrative structure is headed by the Block Education Officer (BEO), who is responsible for facilitating the creation of a School Development Plan in coordination with the block/cluster resource persons, SMCs/SMDCs, headmasters, teachers, etc.

World Bank PforR and DLI Framework

Program for Results (PforR) is a financing instrument used by the World Bank to align the financing of a project to the achievement of predefined results. The unique features of PforR include using the country's own institutions & processes and linking disbursement of funds directly to the achievement of specific program results. This approach helps build capacity within the country, enhances effectiveness & efficiency, and leads to achievement of tangible and sustainable program results. It also supports government programs and helps leverage World Bank development assistance by fostering partnerships and aligning development partner goals and results to national programs.

Disbursement Linked Indicators (DLIs)

STARS has been designed to use the Program for Results (PforR) instrument of the World Bank and funds will be disbursed based on achievement of the results. The DLIs are supplemented with a Verification Protocol that defines how achievement of each DLI will be verified. Disbursement from

World Bank to Government of India will be based on achievements of Disbursement Linked Results (DLRs). Further, the MoE will use a performance-based approach to disburse funds to the implementing agencies mirroring a similar fund disbursement relationship between the World Bank and the GoI.

Indian Institute of Management, Indore (IIMI) has been contracted by MoE to carry out the Independent Verification of achievements against the DLIs and is the Independent Verification Agency (IVA) for the STARS project.

This inception report presents the understanding of the IIMI team and details how the verification exercise would be carried out based on the approach and methodology broadly already agreed upon in the contract, aligned to the World Bank PAD and accepted by MoE.

The Program has six specific DLIs as follows:

DLI-1: Increase in students achieving minimum proficiency in grade3 language in selected states.

DLI-2: Improvement in secondary school completion rate in selected states.

DLI-3: Improvement in governance index scores in selected states.

DLI-4: Strengthened learning assessment systems.

DLI-5: Partnerships developed to facilitate cross learning between states.

DLI-6: State level improved service delivery.

DLI-WISE VERIFICATION PROTOCOL

DLI1: - <u>Increase in students achieving minimum proficiency in grade 3 language in selected states.</u>

DESCRIPTION

The indicator's initial focus is on the release of the NAS 2017 Report which would furnish the subject wise scaled scores for grade 3. In the subsequent years, it tracks the administration of a national standardized assessment for grade 3 in language to establish baselines for percentage of students achieving the minimum proficiency in language in each of the selected states. The indicator requires the assessment results to be used for development of time bound action plans for the improvement of learning levels. Year wise DLR (targets) and their corresponding allocated amount are given in the table no. 1 below.

DLR, SCALABILITY, ALLOCATED AMOUNT AND BASELINE FOR THE DLI

- Total Financing Allocated to DLI: <u>US$ 50 million</u>
- As % of total financing Amount: <u>10 percent</u>
- Scalability of the DLRs: <u>ALL DLRs are scalable</u>
- DLI Baseline: <u>Baseline not available, to be computed in Year 2</u>

Table1: Year Wise DLRs for DLI 1.

Year	DLR	Unit of Measure	Total Allocated Amount (USD)	Formula
Year I 2020-21	National Report for NAS 2017 with state and subject wise scaled scores for Grade 3 published by NCERT.	Milestone achievement /Activity completed	7,000,000.00	On target achievement
Year II 2021-22	First administration of national standardized assessment for grade 3 in language and baseline established for percentage of students achieving minimum proficiency in language in each selected state.	Milestone achievement /Activity completed	7,000,000.00	On target achievement
Year III 2022-23	Assessment results analysed, published, and findings used to prepare a timebound action plan for each selected state	Milestone achievement /Activity completed	6,000,000.00	On target achievement
Year IV 2023-24	NO DLR		0.00	
Year V	Second administration	Milestone	30,000,000.00	$2.5 M per state

2024-25	of national standardized assessment for grade 3 and at least 2 percentage points increase in students achieving minimum proficiency in language over baseline in each selected state.	achievement /Activity completed /Percentage		percentage point

VERIFICATION PROTOCOL

The verification protocol would adopt the approach and methodology proposed in the technical proposal and agreed to in the contract to the extent the protocols are aligned with the World Bank PAD. The inception report details the verification protocol finalized based on inputs from the MoE and World Bank and accepted by MoE.

As per the protocol, verification would be carried out based on documents and data provided by the MoE to support their claim of achievement of the DLRs. The claim is expected to be supported by the NAS report, details of the administration of national standardised assessment for grade 3 in language and the use of the analysis of the results of the assessment in developing a time bound action plan for each of the selected state.

Year 1: 2020-21 DLR

National Report for NAS 2017 with state and subject wise scaled scores for Grade 3 published by NCERT.

DATA /DOCUMENTS REQUIRED

- MoE's claim on achievement of the DLR.
- Copy of the report of NAS 2017 with state wise and subject wise scaled scores for grade 3 or Link to The NAS 2017 report if available on MoE or NCERT website.
- MoE's official communications/ documents confirming the NAS 2017 report has been published by NCERT and officially shared with the selected states.

INTERNAL VALIDITY CHECK

- Documents provided by MoE will be perused to check whether the National Report for NAS 2017 has been published and shared with the selected states.
- Verification of the soft copy of the report to check whether the state wise and subject wise scaled scores for grade 3 is published.

EXTERNAL VALIDITY CHECK

- No external verification is required.

PHYSICAL VERIFICATION

- No Field Verification is required

Year 2: 2021-22 DLR

First administration of national standardized assessment for grade 3 in language and baseline established for percentage of students achieving minimum proficiency in language in each selected state.

DATA /DOCUMENTS REQUIRED

- MoE's claim on achievement of the DLR
- A copy of the assessment framework for the first administration of the national standardized assessment for grade 3 in language.
- Documents providing details of the assessment carried out like date(s) of assessment, agency through which the assessment was carried out etc.
- A copy of the assessment report.
- Baseline scores established for percentage of students achieving minimum proficiency in language in each selected state.

INTERNAL VALIDITY CHECK

- Check the documents provided by MoE for details on when the first administration of national standardized assessment for grade 3 was conducted.
- Check the documents if the baseline percentage of students achieving the minimum proficiency in language in each selected state has been established for each of the selected states.

EXTERNAL VALIDITY CHECK

- No External verification is required.

PHYSICAL VERIFICATION

- No Field Verification is required.

Year 3: 2022-23 DLR

Assessment results analysed, published, and findings used to prepare a time bound action plan for each selected state.

DATA REQUIREMENT

- MoE's claim on achievement of the DLR
- Official documents which confirm that the results of first national survey have been published.
- Copy of the report of the National standardized assessment for grade 3 and the review and analysis of the assessment results.
- Copy of the Time bound action plan for each state based on the above analysis duly signed /approved by competent authority.

INTERNAL VALIDITY CHECK

- Verify the documents/information provided by MoE for details on the date of publications of the assessment results and review and analysis of the assessment results.
- Check if the action plans have been developed by MoE in partnership with the 6 selected states.

EXTERNAL VALIDITY CHECK

- No external verification is required.

PHYSICAL VERIFICATION

- No field verification is required.

Year 4: 2023-24 DLR

No DLI target

Year 5: 2024-25 DLR

Second administration of national standardized assessment for grade 3 and at least 2 percentage points increase in students achieving minimum proficiency in language over baseline in each selected state.

DATA REQUIREMENT

- MoE's claim on achievement of the DLR.
- A copy of the assessment framework for the second administration of the national standardized assessment for grade 3 in language.
- Documents providing details of the assessment carried out like date(s) of assessment, agency through which the assessment was carried out etc.
- A copy of the assessment report with the results.
- Details on the number and percentage of students achieving minimum proficiency in language in each selected state.

INTERNAL VALIDITY CHECK

- Check the documents provided by MoE for details on when the second administration of national standardized assessment for grade 3 was conducted.
- Check the claimed scores for at least 2 percentage points increase in students achieving minimum proficiency in language over baseline in each selected state.

EXTERNAL VALIDITY CHECK

- No External verification is required.

PHYSICAL VERIFICATION

- No Field Verification is required.

PROPOSED DELIVERABLE OF VERIFICATION

The above verification exercise will enable the IVA to verify the claims made by MoE. The final report is expected to contain the result in the following table format for each year of verification:

Table 2: Verification Results for Year 1

DLR (Target) for Year 2020-21	Claim by MoE	Date & Reference number of documents relating to the achievement of the target or weblink.	Whether the target has been achieved	Remarks
National Report for NAS 2017 with state and subject wise scaled scores for Grade 3 published by NCERT.				

Table 3: Verification Results for Year 2

DLR (Target) for Year 2021-22	Claim by MoE	Date & Reference number of documents relating to the achievement of the target or weblink	Whether the target has been achieved based on the verification by IVA	Remarks
First administration of national standardized assessment for grade 3 in language				
States for which baseline scores for students achieving the minimum proficiency in language has been finalized				

Table 4: Verification Results for Year 3

DLR(Target) for Year 2022-23	Date of Publication of the Assessment results	Name of the states that have developed the time bound action plan	Date & Reference number of documents relating to the achievement of the target or weblink	Whether the target has been achieved	Remarks
Assessment results analysed, published, and					

findings used to prepare a time bound action plan for each selected state				

Table 5: Verification Results for Year 5

DLR(Target) for Year 2024-25	Claim by MoE	Date & Reference number of documents relating to the achievement of the target or weblink	Whether the target has been achieved	Remarks
Second administration of national standardized assessment for grade 3 in language				
Increase in the Percentage of students achieving minimum proficiency in language over the baseline in each selected state by at least 2%.				

TIMELINE

It is expected that the verification exercise would require 30 days from the date MoE provides the claims with all the data / documents required for verification.

DLI 2: -Improvement in secondary school completion rate in selected states.

DESCRIPTION

The indicator focuses on the secondary school completion rate and their improvement in each selected state. For year 1 of the indicator requires the release of the UDISE Flash statistics for the year 2017-18 and an increase in secondary school completion rate by 0.4 percentage points over baseline (for year 1). The DLRs (targets) for the subsequent years require an improvement in the secondary school completion rates by 1.1 percentage points for year 3 and 2.0 percentage for year 5.

DLR, SCALABILITY, ALLOCATED AMOUNT AND BASELINE FOR THE DLI.

- Total Financing Allocated to DLI: $30 million
- As % of total financing Amount: 6 percent
- Scalability of the DLRs: All DLRs are scalable
- DLI Baseline: Secondary School Completion Rate: Himachal Pradesh 81.1%, Kerala 87.3%, Madhya Pradesh 61.9%, Maharashtra 81.7%, Odisha 74.2% and Rajasthan 77.5%

Table 6: Year Wise DLRs for DLI 2.

Year	DLR	Unit of Measure	Total Allocated Amount (USD)	Formula
Year I 2020-21	(i) UDISE Flash Statistics for 2017-18 with latest data on secondary school completion rate published and made available for public access; and (ii) 0.4 percentage points improvement over baseline in each selected state	Milestone achievement /Activity completed	10,800,000.00	For (i) $6 M & For (ii) $0.2 M per 0.1 percentage point increase per state
Year II 2021-22	No DLR		0.00	
Year III 2022-23	1.1 percentage point improvement over baseline in each selected state	Milestone achievement /Activity completed	8,400,000.00	$0.2 M per 0.1 percentage point increase per state
Year IV 2023-24	No DLR		0.00	
Year V 2024-25	2.0 percentage points improvement over baseline in each selected state.	Milestone achievement /Activity completed /Percentage	10,800,000.00	$0.2 M per 0.1 percentage point increase per state

VERIFICATION PROTOCOL

The verification protocol would adopt the approach and methodology proposed in the technical proposal and agreed to in the contract to the extent the protocols are aligned with the World Bank PAD. The inception report details the verification protocol finalized based on inputs from the MoE and World Bank and accepted by MoE.

As per the protocol, verification would be carried out based on the proof of achievement provided by MoE, which would be made available to the IVA in summary form along with the data and documents used for making the claim. The verification claim is expected to be based on UDISE statistics, reports by states on improvement in school completion rates over baseline along with supporting documents.

Year 1- 2020-21 DLR

(i) UDISE Flash Statistics for 2017- 18 with latest data on secondary school completion rate published and made available for public access.

(ii) 0.4 percentage points improvement over baseline in each project state.

DATA REQUIREMENT

- MoE's claim on achievement of DLR
- MIS/Data set containing the information on the school completion rate for the selected states for the year. If this is to be downloaded from UDISE, access for the same to be provided.
- Documents from MoE confirming the release of UDISE statistics for year 2017-18

INTERNAL VALIDITY CHECK

For Part (i)

- The IVA will check if MoE has publicly released the UDISE Flash Statistics (2017-18) by checking the websites /documents/link provided by MoE.

For Part (ii)

- Availability of MIS Data from UDISE for State wise secondary school completion rate will be checked.
- The school completion rate will be then compared with the baseline percentage to calculate the percentage improvement and verify the claim.

EXTERNAL VALIDITY CHECK

- No external verification is required.

PHYSICAL VERIFICATION

- No field verification is required.

Year 2: 2021-22 DLR

No Target

Year 3: 2022-23 DLR

1.1 percentage point improvement over baseline in each project state

Same as year 1 part (ii)

Year 4: 2023-24 DLR

No Target

Year 5: 2024-25 DLR

2.0 percentage points improvement over baseline in each project state

Same as year 1 part (ii)

PROPOSED DELIVERABLE OF VERIFICATION

The above verification exercise will enable the IVA to verify the MoE claim of whether the UDISE Flash statistics were published and there is an increase in school completion rate for selected states as specified in the DLRs. The final report is expected to contain the result in the following table format for each year of verification.

Table 7: Verification Results for Year 1

DLR(Target) for Year 2020-21	Claim by MoE	Date & Reference number of documents relating to the achievement of the target or weblink.	Whether the target has been achieved	Remarks
i) UDISE Flash Statistics for 2017-18 with latest data on secondary school completion rate published and made available for public access.				
ii)0.4 percentage points or higher improvement in school completion rates over baseline in each project state				

Table 8: Verification Results for Year 3 and Year 5

Similar to the Year 1 part (ii)

TIMELINE

It is expected that the verification exercise would require 30 days, after the MoE submits the claims with all the data / documents required for verification.

DLI 3: - Improvement in governance index scores in selected states

DESCRIPTION

The indicator tracks improvement on nine 'governance' related indicators derived from the Performance Grading Index (PGI) designed by the DoSEL. These nine indicators are a subset of the indicators (in the domain "Governance Processes") used by MoE for annual performance grading of states. This subset of indicators tracks performance on teacher management; decentralized school management; school level planning; and human resource adequacy at state and district level teacher training institutions. Improvements in these indicators should in the medium term, result in improvement in quality of classroom instruction. In the long term, the improvement would be crucial for sustaining and scaling any improvements in education outcomes envisioned under the project.

The PGI is divided into 5 main domains comprising of Learning Outcomes & Quality, Access, Infrastructure & Facilities, Equity and Governance Processes, each having a set of indicators derived from various data sources such as SHAGUN or UDISE with a certain weightage allotted to each indicator upon its achievement. A table shared in **annexure 1** lists the indicators under the domain 'Governance and Management' as well as their corresponding scores/weightage.

DLR, SCALABILITY, ALLOCATED AMOUNT AND BASELINE FOR THE DLI.

- Total Financing Allocated to DLI: <u>$20 million</u>
- As % of total financing Amount: <u>4%</u>
- Scalability of the DLRs: <u>All DLRs are scalable</u>
- DLI Baseline: <u>Himachal Pradesh: 55/123, Kerala: 76/123, Madhya Pradesh: 51/123, Maharashtra: 8/123, Odisha: 42/123, Rajasthan: 55/123</u>

Table 9: Year Wise DLRs for DLI 3.

Year	DLR	Unit of Measure	Total Allocated Amount (USD)	Formula
Year I 2020-21	State performance measurement index developed, state performance assessed, and report released by MoE for academic year 2018-19.	Milestone achievement /Activity completed	2,000,000.00	On target achievement
Year II 2021-22	Governance index score improved by at least 4 points over baseline in each selected state.	Milestone achievement /Activity completed	7,200,000.00	$0.3 M per one-point increase per state
Year III 2022-23	No DLR		0.00	
Year IV	Governance index	Milestone	7,200,000.00	$0.3 M per one-point

2023-24	score improved by at least 8 points over baseline in each selected state.	achievement /Activity completed		increase per state
Year V 2024-25	Governance index score improved by at least 10 points over baseline in each selected state.	Milestone achievement /Activity completed /Percentage	3,600,000.00	$0.3 M per one-point increase per state

VERIFICATION PROTOCOL

The verification protocol would adopt the approach and methodology proposed in the technical proposal and agreed to in the contract to the extent the protocols are aligned with the World Bank PAD. The inception report details the verification protocol finalized based on inputs from the MoE and World Bank and accepted by the MoE.

As per the protocol, verification would be carried out based on the proof of achievement provided by MoE, which would be made available to the IVA in summary form along with the data and documents used for making the claim. The verification claim is expected to include the framework for measuring the state performance measurement index, State Performance Reports released by MoE for the relevant year with supporting documents.

Year 1- 2020-21 DLR

State Performance Measurement Index developed, state performance assessed, and report released by MoE for academic year 2018-19.

DATA REQUIREMENT

- MoE's claim on achievement of DLR.
- Documents from MoE on the framework for measurement of the performance index for states.
- Copy of the approval of the competent authority approving the framework for State Performance Index.
- Official communication confirming the release of the state performance report for the year or link to the state performance report for the year that has been released.
- Copy of Baseline report of State Performance Measurement Index for each selected state and the report for the year. If this information is available on portals /websites, links and access to the same.

INTERNAL VALIDITY CHECK

- Check the availability of the framework for State Performance Index developed by MoE.
- Check the availability of the approval of the competent authority approving the framework for measuring the State Performance Index.
- Check the availability of the approval of the competent authority for the baseline scores of the states.

- Check the availability of the approval of the competent authority of the scores for the states for the year.
- Check the date of release of the report by MoE.

EXTERNAL VALIDITY CHECK

- No External verification is required

PHYSICAL VERIFICATION

- No Physical verification is required

Year 2: 2021-22 DLR

Governance index score improved by at least 4 points over baseline in each selected state.

DATA REQUIREMENT

- Claims provided by MoE for the year.
- The report on the states performance on the index developed or link to the website where the report is available.
- A copy of the communication /internal note endorsing the scores calculated for each state.

INTERNAL VALIDITY CHECK

- Check the availability of the approval/Endorsement of the competent authority approving the performance index scores for each selected state.
- Check the report on the performance index for each of the selected state.
- Check for an improvement in Governance Index by at least 4 points over baseline in each selected state.

EXTERNAL VALIDITY CHECK

- No External verification is required

Physical Verification

- No Physical verification is required

Year 3: 2022-23 DLR

No Target

Year 4: 2023-24 DLR

Governance index score improved by at least 8 points over baseline in each selected state

Same as Year 2 DLR

Year 5: 2024-25 DLR

Governance index score improved by at least 10 points over baseline in each selected state

Same as Year 2 DLR

PROPOSED DELIVERABLE OF VERIFICATION

The above verification exercise will enable the IVA to verify the MoE claim of development of the State Performance Measurement Index, report released during the year and the increase in governance index points for selected states for subsequent years. The final report is expected to contain the result in the following table format for each year of verification.

Table 10: Verification Results for Year 1

DLR(Target) for Year 2020-21	Claim by MoE	Date & Reference number of documents relating to the achievement of the target or weblink.	Whether the target has been achieved	Remarks
State performance measurement index developed.				
State's performance assessed, and report released by MoE for academic year ending March 2020				

Table 11(a): List of 9 Governance Indicators

List of 9 Governance Indicators	
#	**Indicator**
(1)	% Of average daily attendance of teachers recorded in an electronic attendance System
(2)	% Upper Primary schools meeting norms of subject-teacher as per RTE
(3)	% Secondary Schools who have teachers for all core subjects
(4)	% Of academic positions filled in state & district academic institutions (SCERT/SIE & DIETs) at beginning of given academic year
(5)	% Of schools visited at least 3 times by CRC Coordinator
(6)	% Of schools that have completed self-evaluation and made school improvement plans during the financial year
(7)	No. of new teachers recruited through a transparent online recruitment system as a % of total number of new teachers recruited
(8)	Number of teachers transferred through a transparent online system as a % of total number of teachers transferred
(9)	No. of head-teachers/principals recruited through a merit-based selection system as a % of total number of head-teachers/principals recruited

Table 11(b): SCORE CARD TO GAUGE PROGRESS ACROSS THE GOVERNANCE RELATED INDICATORS

	Scores achieved by the state in each indicator for the year:											
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Total Score	Baseline score	Increase in scores over baseline
Maximum Score as per PGI	10	10	20	10	3	10	20	20	20	123		
Name of the State												

Table 12: Verification Results for Year 2, 4 and 5

DLR(Target) for Year:	Claim by MoE	Date & Reference number of documents relating to the achievement of the target or weblink.	Whether the target has been achieved based on table 11 (b) above.	Remarks
Governance index score improved by at least 4/8/10 points over baseline in each selected state.				

TIMELINE

It is expected that the verification exercise would require 30 days, after the MoE submits the claims with the all the data / documents required for verification.

DLI 4: - Strengthened learning assessment systems

DESCRIPTION

The indicator lays emphasis on the evaluation of the progress of India's PISA 2022, covering the field trials, main survey as well as the publication of the detailed analysis, highlighting the proposed policy action plans for India based on the results furnished in the report. The indicator also includes tracking the release of the notification creation of an Independent National Assessment Centre in year 1 to its completion by year 4.

DLR, SCALABILITY, ALLOCATED AMOUNT AND BASELINE FOR THE DLI.

- Total Financing Allocated to DLI: $25 million
- As % of total financing Amount: 5%
- Scalability of DLRs: No
- DLI Baseline: No recent internationally comparable data on student learning levels in India; and no independent National Assessment Centre conducting a standardized national level assessment.

Table 13: Year Wise DLRs for DLI 4.

Year	DLR	Unit of Measure	Total Allocated Amount (USD)	Formula
Year I 2020-21	Completion of PISA 2022 field trial and finalization of India's field trial report for PISA 2022; and Independent National Assessment Centre notified by MoE.	Milestone achievement /Activity completed	8,000,000.00	$4 M on achievement of each sub target
Year II 2021-22	Completion of PISA 2022 Main Survey	Milestone achievement /Activity completed	4,500,000.00	On target achievement
Year III 2022-23	Public release of National Report for India for PISA 2022	Milestone achievement /Activity completed	4,500,000.00	On target achievement
Year IV 2023-24	Detailed analysis of national results for PISA 2022 completed and report published highlighting proposed policy actions for India; and set up of national assessment centre completed by MoE.	Milestone achievement /Activity completed	8,000,000.00	$4 M on achievement of each sub target

Year V 2024-25	No DLR		0.00	

VERIFICATION PROTOCOL

The verification protocol would adopt the approach and methodology proposed in the technical proposal and agreed to in the contract to the extent the protocols are aligned with the World Bank PAD. The inception report details the verification protocol finalized based on inputs from the MoE and World Bank

As per the protocol, verification would be carried out based on the proof of achievement provided by MoE, which would be made available to the IVA in summary form along with the data and documents used for making the claim. The claim for the DLI is expected to be supported by documents relating to the date of completion of the PISA 2022 field trial, notification on the establishment of the Independent National Assessment centre by MoE, date of completion of PISA Main survey, publication of the analysis of the results and the proposed policy actions based on the report.

Year 1- 2020-21 DLR

(i) Completion of PISA 2022 field trial and submission of India's field trial report for PISA 2022

(ii) Independent National Assessment Centre notified by MoE

DATA REQUIREMENT

For part(i)

- MoE's claims and document /data supporting the claim.
- Copy of the notifications related to PISA 2022 India field trial.
- Details of agency /organization conducting India's first field trial.
- Copy of the field trial report.

For part (ii)

- Document/Government Order/Meeting minutes related to the notification on creation of the Independent National Assessment Centre.

INTERNAL VALIDITY CHECK

For part (i)

- Check the documents related to the conduct of the PISA 2022 field trial and submission of India field trial report.
- Check the date of the field trial report and the approval of competent authority.

For part (ii)

- Check the official documents on the notification of an Independent National Assessment Centre.

EXTERNAL VALIDITY CHECK

- No External Verification is required

PHYSICAL VERIFICATION

- No Physical Verification is required

Year 2- 2021-22 DLR

Completion of PISA 2022 Main Survey

DATA REQUIREMENT

- MoE's claims and document supporting the claim.
- Copies of notifications /documents related to completion of PISA Main survey 2022.
- Details of agency /organization conducting PISA main survey.

INTERNAL VALIDITY CHECK

- Check the status of PISA 2022 main survey based on the documents submitted by MoE.

EXTERNAL VALIDITY CHECK

- No External Verification is required

PHYSICAL VERIFICATION

- No Physical Verification is required

Year 3- 2022-23 DLR

Public release of National Report for India for PISA 2022

DATA REQUIREMENT

- MoE's claim on achievement of DLR
- Notification/Documents related to public release of National Report for India for PISA 2022.
- Copy of the National Report of PISA 2022 main survey with proposed policy action for India.

INTERNAL VALIDITY CHECK

- Check the final published report of PISA 2022.
- Check the notifications and other documents related to the PISA 2022 main survey.

EXTERNAL VALIDITY CHECK

- No External Verification is required

PHYSICAL VERIFICATION

- No Physical verification is required

Year 4- 2023-24 DLR

(i) Detailed analysis of national results for PISA 2022 completed, and report published highlighting proposed policy actions for India

(ii) Set up of national assessment centre completed by MOE

DATA REQUIREMENT

For part (i)

- MoE's claim on achievement of DLR
- Document confirming the completion of the detailed analysis of national results for PISA 2022.
- Copy of report published by MOE highlighting proposed policy actions for India.
- Link to the specific website if the report has to be accessed online.

For part (ii)

- Official document confirming the setting up of national assessment centre by the MOE

INTERNAL VALIDITY CHECK

For part (i)

- Check the document confirming the completion of the detailed analysis of national results for PISA 2022
- Check the copy of report published by MOE highlighting proposed policy actions for the country

For part (ii)

- Check the official document confirming the setting up of national assessment centre by the MOE

EXTERNAL VALIDITY CHECK

- No External verification is required

PHYSICAL VERIFICATION

- No Physical Verification is required

Year 5-2024-25

No Target

PROPOSED DELIVERABLE OF VERIFICATION

The above verification exercise will enable the IVA to verify the MoE claim of whether the PISA field trials in being conducted and independent National Assessment centre is notified. The final report is expected to contain the result in the following table format for each year of verification.

Table 14: Verification Results for Year 1, 2, 3 and 4

DLR(Target) for Year:	Claim by MoE	Date & Reference number of documents relating to the achievement of the target or weblink.	Whether the target has been achieved	Remarks
(i) Completion of PISA 2022 field trial and submission of India's field trial report for PISA 2022 (ii) Independent National Assessment Centre notified by MoE				
Completion of PISA 2022 Main Survey				
Public release of National Report for India for PISA 2022.				
(i) Detailed analysis of national results for PISA 2022 completed, and report published highlighting proposed policy actions for India (ii) Set up of national assessment centre completed by MOE				

TIMELINE

It is expected that the verification exercise would require 30 days, after the MoE submits the claims with all the data / documents required for verification.

DLI 5: - Partnerships developed to facilitate cross learning between states

DESCRIPTION

The above indicator focuses on tracking the establishment of partnerships for regular exchange of knowledge between the selected states and states not directly covered under the project. In year 1, the indicator will track the timely establishment of partnerships between the states by pairing each selected state with two non-selected states. In year 2 to 5, the indicator will track the organization of at least one knowledge-sharing workshop under each inter-state learning partnership during the year.

DLR, SCALABILITY, ALLOCATED AMOUNT AND BASELINE FOR THE DLI.

- Total Financing Allocated to DLI: US$ 10 million
- As a % of total financing Amount: 2 percent
- Scalability of DLRs: No
- DLI Baseline: Channels yet to be initiated to facilitate inter-states learning

Table 15: Year Wise DLRs for DLI 5.

Year	DLR	Unit of Measure	Total Allocated Amount (USD)	Formula
Year I 2020-21	MoE identifies and establishes interstate learning partnerships by connecting each selected state with at least two non-selected states.	Milestone achievement /Activity completed	2,000,000.00	On target achievement
Year II 2021-22	At least one knowledge sharing workshops held under each inter-state learning partnership.	Milestone achievement /Activity completed	2,000,000.00	On target achievement
Year III 2022-23	At least one knowledge sharing workshops held under each inter-state learning partnership.	Milestone achievement /Activity completed	2,000,000.00	On target achievement
Year IV 2023-24	At least one knowledge sharing workshops held under each inter-state learning partnership.	Milestone achievement /Activity completed	2,000,000.00	On target achievement
Year V 2024-25	At least one knowledge sharing workshops held under each inter-state learning partnership.	Milestone achievement /Activity completed	2,000,000.00	On target achievement

VERIFICATION PROTOCOL

The verification protocol would adopt the approach and methodology proposed in the technical proposal and agreed to in the contract to the extent the protocols are aligned with the World Bank PAD. The inception report details the verification protocol finalized based on inputs from the MoE and World Bank.

As per the protocol, verification would be carried out based on the documents /data provided by MoE as a proof of achievement, which would be made available to the IVA. The verification claim is expected to include the details of the interstate learning partnership established between each of the selected project states and two non-project states. In addition, for subsequent years IVA will verify that knowledge-sharing workshops were held under each such interstate learning partnership.

Year 1- 2020-21 DLR

MoE identifies and establishes Interstate learning partnerships by connecting each project state with at least two non- project states.

DATA REQUIREMENT

- MoE will submit claims and document supporting the claim.
- MoU or documents on the establishment of interstate partnerships between each selected state and two non -project states.

INTERNAL VALIDITY CHECK

- Check the official documents/ notification /MoUs to see if each of the selected states have established partnerships with at least two non-project states.

EXTERNAL VALIDITY CHECK

- No External Verification is required

PHYSICAL VERIFICATION

- No Physical Verification is required

Year 2: 2021-22 DLR

At least One knowledge sharing workshops held under each inter-state learning partnership.

DATA REQUIREMENT

- MoE will submit claims and document supporting the claim.
- Documents confirming the conduct of workshops held under the partnerships between selected states and the non-project states.
- A copy of the report of each workshop summarizing the learning objective for each workshop held, the lessons/best practices shared/discussed, and a listing of any resource material shared between the states.

- Copy of any official notification related to the conduct of such workshops.

INTERNAL VALIDITY CHECK

- Perusal of report or notification/ supporting document shared by MoE to verify if the workshops were held.

EXTERNAL VALIDITY CHECK

- No External verification is required

PHYSICAL VERIFICATION

- No Physical Verification is required

Year 3 to year 5 DLR

DLR and verification process same as in Year 2.

PROPOSED DELIVERABLE OF VERIFICATION

The above verification exercise will enable the IVA to verify the MoE claim of whether the MoE identified and established interstate learning partnerships and conducted workshops under the same. The final report is expected to contain the result in the following table format for each year of verification:

Table 16: Verification Results for Year 1

DLR(Target) for Year :2020-21	Name of the Project states	Name of the Non-Project states	Date(s) of signing of MoU/ agreement	Date & Reference number of documents relating to the achievement of the target or weblink.	Whether the target has been achieved	Remarks
MoE identifies and establishes interstate learning partnerships by connecting each project state with at least two non-project states						

Table 17: Verification Results for Year 2,3,4 and 5.

DLR(Target) for Year:	Name of the project state	Name of Non-Project state	Date on which workshop was held	Date & Reference number of documents relating to the achievement of the target or weblink	Whether the target has been achieved	Comments
At least one knowledge sharing workshops held under each interstate learning partnership						

TIMELINE

It is expected that the verification exercise would require 30 days, after the MoE submits the claims with all the data / documents required for verification.

DLI 6: - State level improved service delivery

DESCRIPTION

The DLI focuses on development of a State Incentive Grant Manual, that provides a framework for evaluating the improvements in the education system at the state level. Based on the performance of the states, the SIG scores on each of the component is calculated. For achievement of target, specific percentages /scores on the components needs to be achieved. However, the target scores in the 'strengthened service delivery' component needs to be achieved before achievements in other components are considered.

DLR, SCALABILITY, ALLOCATED AMOUNT AND BASELINE FOR THE DLI.

- Total Financing Allocated to DLI: US$ 340 million
- As % of total financing Amount: 68.0 percent
- Scalability of DLRs: All DLRs are scalable
- DLI Baseline: Baseline not available

Table 18: Year Wise DLRs for DLI 6.

Year	DLR	Unit of Measure	Total Allocated Amount (USD)	Formula
Year I 2020-21	(i)SIG Manual prepared, approved and adopted by MoE; and (ii)Selected State scores 20 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	Milestone achievement /Activity completed	76,000,000.00	(i)US$ 10 M for manual, (ii)$5 M for SSD &$3 M each for other component's target
Year II 2021-22	Selected State scores 40 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	Milestone achievement /Activity completed	66,000,000.00	$5 M for SSD target & $3 M each for other component's target
Year III 2022-23	Selected State scores 60 percent on at least the 'strengthened service delivery' SIG component in accordance with the	Milestone achievement /Activity completed	66,000,000.00	$5 M for SSD target & $3 M each for other component's target

	terms of the SIG Manual			
Year IV 2023-24	Selected State scores 80 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	Milestone achievement /Activity completed	66,000,000.00	$5 M for SSD target & $3 M each for other component's target
Year V 2024-25	Selected State scores 100 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	Milestone achievement /Activity completed	66,000,000.00	$5 M for SSD target & $3 M each for other component's target

SIG Matrix - Component Scorecard (Shared as annexure 2)

To receive funding, the states would need to achieve a certain score or level of performance as percentage under each component that are listed in the SIG matrix shared annexure 2. Each output area has been assigned points, which are further disaggregated against the various milestones under the output area. The overall SIG score for a state is computed out of a total of 100 points.

VERIFICATION PROTOCOL

The verification protocol would adopt the approach and methodology proposed in the technical proposal and agreed to in the contract to the extent the protocols are aligned with the World Bank PAD. The inception report will detail the verification protocol finalized based on inputs from the MoE and World Bank. As per the protocol, verification would be carried out based on the documents and data provided by MoE as proof of achievement. The documents that are expected to be included are the SIG manual prepared and notified /approved by MoE, and supporting document for scores obtained by the selected states on 'strengthened service delivery' SIG component for the subsequent years. Additionally, details of scores obtained by the states on the other components may also be provided. The reporting format will be based upon the SIG manual shared by MoE.

Year 1- 2020-21 DLR

(i) State Incentive Grant Manual prepared and approved /notified by MoE.

(ii) Selected State scores 20 percent on at least the 'Strengthened Service Delivery' SIG component in accordance with the terms of the SIG Manual.

For verifying Part (i) of the DLR

DATA REQUIREMENT

- MoE's claim on achievement of the DLR
- Copy of State Incentive Grant Manual.
- Notification /approval of the State Incentive Grant Manual.

INTERNAL VALIDITY CHECK

- Check the documents and SIG Manual for the details such as the year of release.
- Check the notification /approval of the State Incentive Grant Manual by MoE.

For verifying Part (ii) of the DLR

DATA REQUIREMENT

- Data/information on the component wise scores obtained by various states as per the SIG Manual

INTERNAL VALIDITY CHECK

- The IVA will check the data/information submitted by the MoE and see if it tallies with the verification report prepared by the IVA for the component wise state's scores as laid out in part II of the Inception manual.
- Check whether the state's score is as required by the DLR.

EXTERNAL VALIDITY CHECK

- No External Verification is required

PHYSICAL VERIFICATION

- No Physical verification is required

Year 2- 2021-22 DLR

Selected State scores 40 percent on at least the 'strengthened Service delivery' SIG component in accordance with the terms of the SIG Manual

- Same as Year 1 part (ii).

Year 3- 2022-23 DLR

Selected State scores 60 percent on at least the 'strengthened Service delivery' SIG component in accordance with the terms of the SIG Manual

- Same as Year 1 part (ii).

Year 4-2023-24 DLR

Selected State scores 80 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual

- Same as Year 1 Part (ii)

Year 5-2024-25 DLR

Selected State scores 100 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual

- Same as Year 1 Part (ii)

Verification of claims related to components of the SIG manual other than 'Strengthened Service Delivery'.

For the years 1 to 5, claims relating to components other than the 'Strengthened Service Delivery', the scores obtained will be checked with the IVA verification report prepared as laid out in part II of the inception manual. Further, the scores on these components will also be checked to see if they meet the requirement of the DLR.

PROPOSED DELIVERABLE OF VERIFICATION

The above verification exercise will enable the IVA to verify the MoE claim of whether the SIG manual is prepared and notified by MoE and the selected State scores on the components meet the requirement of DLR (the required percent). The final report is expected to contain the result in the following table format for each year of verification:

Table 19: Verification Results for Year 1 Part (i)

DLR(Target) for Year :2020-21	Claim by MoE	Date & Reference number of documents relating to the achievement of the target or weblink	Whether the target has been achieved	Remarks
(i)State Incentive Grant Manual prepared and notified/approved by MoE				

Table 20: Overall score card for all the SIG Components (Based on the inputs from the verification report of the SIG Components covered under the part II of the inception report)

Year:	Scores out of 100 (percentages) for various components				
State	Component 1	Component 2	Component 3	Component 4	Component 5

Table 21: Verification Results for Year 1 Part (ii), Year 2, Year 3, Year 4 and Year 5

Name of the state	Components in which DLR (target) achievement is claimed.	Percentage of scores achieved by the state on the component	Date & Reference number of documents relating to the achievement of the target or weblink.	Whether the target has been achieved	Remarks
	Selected State scores 20 /40/60/80/100 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	.			
	Other components	.			

Results for Year 2 to 5: same as per the format for Year 1(part ii)

TIMELINE

It is expected that the verification exercise would require 30 days, after the MoE submits the claims with all the data / documents required for verification.

ANNEXURE 1: - PGI INDICATORS GOVERNANCE PROCESSES

(Category: Governance and Management)

Indicator	Weight
1. % of Children whose Unique ID is seeded in SDMIS (100% of all students in all schools aged 6 to 18 years)	Weight: 10 Data Source: UDISE
2.% of Teachers whose Unique ID is seeded in any electronic database of the State Government/UT Administration (100% of all teachers in all school).	Weight: 10 Data Source: Shagun
3. % of average daily attendance of students captured digitally (States and UTs may set digital mechanism similar to AMS of MDM) 75% of all students in all Govt. and Govt. aided schools.	Weight: 10 Data Source: Shagun
4. **Percentage of average daily attendance of teachers recorded in an electronic attendance system** **(80% of all teachers in all govt. and govt. aided schools).**	**Weight: 10** **Data Source: Shagun**
5. % of Schools at Elementary level Covered Under Twinning/ Partnership (50% of All Schools)	Weight: 10 Data Source: Shagun
6. % of Schools at Elementary level displaying photo of elementary teachers for Govt and aided schools - Govt. and aided schools (100% of all elementary Govt. and aided schools).	Weight: 10 Data Source: Shagun
7. % of single teacher primary schools There should be no single teacher school at primary level, therefore bench mark to be set as zero (0).	Weight: 10 Data Source: UDISE
8 .% of primary schools having PTR as per RTE norm (100% of all Schools at primary level).	Weight: 10 Data Source: UDISE
9 % of primary and upper primary schools meeting head teacher norms as per RTE (100% of All Schools)	Weight: 10 Data Source: UDISE
10 % of secondary schools having principals/ head masters in position (100% of All Schools)	Weight: 20 Data Source: UDISE

11 a. Percentage Upper Primary schools meeting norms of subject - teacher as per RTE **(100% of All Schools)**	**Weight: 10** **Data Source: UDISE**
11 b. Percentage Secondary Schools who have teacher for all core subjects **(100% of All Schools)**	**Weight: 20** **Data Source: UDISE**
12 Percentage of academic positions filled in state and district academic institutions (SCERT/ SIE & DIETs) at the beginning of the given academic year **(100% of all academic posts sanctioned by the State Government/ UT Admin).**	**Weight: 10** **Data Source: Shagun**
13 Average occupancy (in months) of District Education Officer (or equivalent) in last 03 years for all Districts 100% of all such posts sanctioned by the State Government/ UT Admin.	Weight: 10 Data Source: Shagun
14 Average occupancy (in months) of Principal Secretary/ Secretary (Education), SPD (SSA) & SPD(RMSA) for last 03 years 100% of all such posts sanctioned by the State Government/ UT Admin	Weight: 10 Data Source: Shagun
15 Details of visits to the elementary schools during the previous academic year: a. % of schools visited at least 3 times for academic inspections **b. Percentage of schools visited at least 3 times by CRC Co-ordinator** c. % of schools visited at least 3 times by Block level officer (BRC/ BEO) 100% of all Govt. and aided schools. weightage points will be given as per average performance of a, b and c.	Weight: 10 Data Source: UDISE **Weightage 3 for part b.**
16 a. Average number of days taken by State Govt./ UT Administration to release total Central share of funds to societies (during the financial year) Within 15 days of receipt of central share of funds by the State/ UT.	Weight: 10 Data Source: Shagun
b. Average number of days taken by State Govt./ UT Administration to release total State share due to societies (during the financial year) (not applicable to UTs without legislature) Within 30 days of receipt of central share of funds by the State. In case of UTs without legislature, entire 20 weightage points will be assigned of part (a).	Weight: 10 Data Source: Shagun
17 % of teachers evaluated (100% of teachers in Govt. and aided schools).	Weight: 10 Data Source: Shagun

18 % of govt. head-teachers/ principals who have completed Schools Leadership (SL) training in the financial year (Measured against sanctioned by Central government) 100% of the target in PAB of SSA and PAB of RMSA.	Weight: 20 Data Source: Shagun
19 Percentage of schools that have completed self-evaluation and made schools improvement plans during the financial year (100% of all Govt. and aided schools)	**Weight: 10 Data Source: Shagun**
20 % of teachers provided with sanctioned number of days training during the financial year- Govt. and aided (100% of the target in PAB of SSA and PAB of RMSA).	Weight: 20 Data Source: Shagun
21 Number of new teachers recruited through a transparent online recruitment system as a % of total number of new teachers recruited 100% of all newly recruited teachers in Govt. schools.	**Weight: 20 Data Source: Shagun**
22 Number of teachers transferred through a transparent online system as a % of total number of teachers transferred (100% of all eligible teachers in Govt. schools).	**Weight: 20 Data Source: Shagun**
23 **Number of head-teachers/ principals recruited through a merit-based selection system as a % of total number of head-teachers/ principals recruited (50% of all head-teachers/ principals recruited in Govt. schools).**	**Weight: 20 Data Source: Shagun**
24 % State/ UT budget share spent on school education to total State/ UT budget (At least 20%)	Weight: 20 Data Source: Shagun
25 Funds (including value of goods and services in kind arranged through PPP, SSR etc. as a percentage of State/ UT budget on education (At least 1%)	Weight: 10 Data Source: Shagun
26 Percentage of each of the following registered under PFMS: a. Schools b. SCERT/ SIE c) DIETs Weightage points will be average of all three	Weight: 10 Data Source: UDISE

*Source: Department of School Education & Literacy, Ministry of Education Website

ANNEXURE 2: - SIG MATRIX- COMPONENT SCORE CARD

#	Indicator	Score
Component 1: Strengthened Early Years Education		**0-20**
1.1	Percentage of teachers trained (cumulative) in Early Childhood Education (ECE): • ECE training modules for teachers/facilitators developed – 2 Points • 20 to 39 percent of teachers/facilitators trained using modules developed – 4 points • 40 to 59 percent of teachers/facilitators trained using modules developed – 6 points • 60 to 74 percent of teachers/facilitators trained using modules developed – 8 points At least 75 percent of teachers/facilitators trained using modules developed – 10 points	0-10
1.2	Percentage of teachers trained (cumulative) in Early Reading and Numeracy: • Early reading and numeracy teacher training modules developed – 2 Points • 20 to 39 percent of teachers trained using modules developed – 4 points • 40 to 59 percent of teachers trained using modules developed – 6 points • 60 to 74 percent of teachers trained using modules developed – 8 points At least 75 percent of teachers trained using modules developed – 10 points	0-10
Component 2: Improved Learning Assessment Systems		**0-20**
2.1	Strengthened learning assessment systems and capabilities at the state level (5 points each): • State assessment cell notified, and budget approved • Learning outcomes based online item banks developed for use by teachers State Assessment Cell led training of teachers (cumulative) on Continuous and Comprehensive Evaluation (CCE) and classroom assessment • 20 percent to 49 percent of teachers trained on CCE and classroom assessment – 5 points • At least 50 percent of teachers trained on CCE and classroom assessment – 10 points	0-20
Component 3: Improved Teacher Performance and Classroom Practice		**0-20**
3.1	(a) Strengthened in-service teacher training (cumulative) and teacher knowledge (elementary): • Online menu of need-based teacher training modules developed – 1 point • 20 to 39 percent of primary and upper primary teachers provided with need-based training(s)	0-5

	selected from an online portal providing a menu of training modules – 2 points • 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 (b) Assessment of teacher subject knowledge has been conducted and used to revise in- service training modules (elementary): • At least 1 assessment of teacher subject knowledge conducted to inform in-service training modules – 1 point • At Least 2 assessments of teacher subject knowledge conducted to inform in-service training modules – 2 points	
3.2	(a) Strengthened in-service teacher training (cumulative) and teacher knowledge (secondary): • Online menu of need-based teacher training modules developed – 1 point • 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 • 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 (b) Assessment of teacher subject knowledge conducted and used to revise in-service training modules (secondary): • At least 1 assessment of teacher subject knowledge conducted to inform in-service training modules – 1 point • At Least 2 assessments of teacher subject knowledge conducted to inform in-service training modules – 2 points	0-5
3.3	Learning Enhancement Program (LEP) for upper primary and secondary grades: • Existing learning enhancement program(s) reviewed, and revised program prepared for roll out – 2 points • Revised LEP covers 20 to 39 percent of schools with upper primary and secondary sections – 4 points • Revised LEP covers 40 to 59 percent of schools with upper primary and secondary sections – 6 points • Revised LEP covers 60 to 74 percent of schools with upper primary and secondary sections – 8	0-10

	points Revised LEP covers at least 75 percent of schools with upper primary and secondary sections – 10 points	
Component 4: Strengthened Service Delivery		**0-30**
4.1	Strengthened planning and management capacities for decentralized management (cumulative training of BRC and CRC): • Leadership training plan for BRCs and CRCs prepared and finalized by state-level nodal institution for education management and training – 2 points • 20 to 39 percent of BRCs and CRCs trained as per plan prepared – 3 points • 40 to 59 percent of BRCs and CRCs trained as per plan prepared – 5 points • 60 to 74 percent of BRCs and CRCs trained as per plan prepared – 7 points • At least 75 percent of BRCs and CRCs trained as per plan prepared – 8 points	0-8
4.2	Strengthened school management (cumulative training of school principals and head teachers): • Leadership training plan for Head Teachers and Principals prepared and finalized by state-level nodal institution for education management and training – 2 points • 20 to 39 percent of Head Teachers and Principals trained as per plan prepared – 3 points • 40 to 59 percent of Head Teachers and Principals trained as per plan prepared – 5 points • 60 to 74 percent of Head Teachers and Principals trained as per plan prepared – 7 points • At least 75 percent of Head Teachers and Principals trained as per plan prepared – 8 Points	0-8
4.3	Partnerships initiated for improved education service delivery: • Draft regulatory framework developed for the involvement of non-state actors in education service delivery – 2 points • At least 2 partnerships established, and implementation initiated to pilot nongovernment agency and/or private service provider supported innovations – 6 points • At least 4 partnerships established, and implementation initiated to pilot nongovernment agency and/or private service provider supported innovations – 12 points • Evaluation of non-state actor partnership supported pilots completed and report submitted – 14 points	0-14
Component 5: Vocational Education and Training		**0-10**

5.1	Career guidance program for improved transition from school to further education and careers: • Career guidance program with trade specific and educational level specific information created – 1 point • 20 to 39 percent of secondary school students provided with career guidance – 2 points • 40 to 59 percent of secondary school students provided with career guidance – 3 points 60 to 74 percent of secondary school students provided with career guidance – 4 points • At least 75 percent of secondary school students provided with career guidance – 5 points	0-5
5.2	School campus-based vocational education for out of school children: • State institution designated for initiating, managing and monitoring pilot intervention – 0.5 point • Baseline established for number of 14 to 18-year-old Out of School Children (OoSC) and schools identified for pilot – 1 point • Pilot initiated in at least 50 schools – 2 points • Pilot initiated in at least 100 schools – 3 points • Pilot initiated in at least 200 schools – 4 points Pilot assessed, and strategy developed for upscaling – 5 points	0-5