

GUIDELINES FOR FORMULATION OF AWP&B, 2016-17

Planning process and status of RTE Compliance

The process of Plan formulation at various levels, starting from the SDP should be described briefly.

- (i) Engagement and participation of different stakeholders, e.g. community, NGOs, teachers & Local Authority etc. should be mentioned.
- (ii) A summary of challenges in the plan formulation should be included.
- (iii) Brief stocktaking on RTE Compliance should also be incorporated.

City Specific Plans: As you are aware that city specific Plans are to be submitted in case of cities with population one million or more. Based on the Census, 2011, a total of 53 cities spread across 19 States have reported their population more than one million. These cities are required to submit city specific Plans either as a separate Plan or as a supplement to the AWP&B of the district concerned.

Special Focus Districts (SFDs): There should be focused attention on districts with disadvantaged social groups. Special Focus Districts (SFDs) identified for the purpose of AWP&B for 2016-17 are given in **Annexure-** which include the following categories: 109 having 25% or more ST population, 61 having 25% or more SC population 121 PMO's Minority Concentrated Districts (MCD), 88 districts having 20% or more Muslim population, 91 LWE affected districts... Ministry of Home Affairs has also identified 35 worst Affected LWE districts The district plans should provide for interventions to focus on the specific problems of these districts.

Status of Elementary Education in the State: -

In the Introductory Chapter to the State/ UTs AWP&B 2016-17, a progress overview of the status of elementary education based on UDISE 2015-16 data in respect of the following may be incorporated: -

- (i) Total schools disaggregated by management (Government, Government aided and private unaided, Madarsa & Maktab etc.). with number of schools having fewer students.
- (ii) Enrolment by gender, social category and regions at primary, upper primary level disaggregated by management (Government, Government aided and private unaided, Madarsa & Maktab etc.).
- (iii) GER and NER at primary and upper primary level by gender, Under-age and over-age enrolments.
- (iv) Dropout by gender, social category
- (v) Retention by gender, social category.
- (vi) Transition from primary to upper primary.
- (vii) Out of School Children.
- (viii) Teachers – schools which meet the RTE norms for PTR.
- (ix) Percentage of Schools with infrastructure as per RTE norms.
- (x) Efforts to improve quality.

Convergence

We would like to have a comprehensive plan for convergence with various Departments i.e. Women & Child Department, Tribal Department, Health Department, Drinking Water and Sanitation Department etc. The Anganwadi Centres run by ICDS where children in the age group 4-6 have been enrolled should be run from the Primary school complexes similar to the practice of “K Shreni” in Assam. States with pre-dominant tribal population must share issues of convergence affected and the way SSA funds are proposed to be supported by the Government Schemes run by State Tribal Departments including Ashram Shalas. As regard convergence with Drinking Water and Sanitation Department the State must share the information that how many toilets / drinking water has been provided during 2015-16 & how many proposed for 2016-17. Similarly the coverage with Health Department should spell out the activities during 2015-16 and proposal for 2016-17 (physical and financial progress).

Besides these general features your Plan should be formulated based on the 42 Components which were used for the Mid –Term Review of SSAas detailed below.

I. Access and Retention

- 1. School and Social Mapping:** Physical access as per neighborhood norms. There has been huge expansion of schooling facilities across the country during last 15 years of SSA. Most of the states have achieved universal access as per the list of school-less habitations provided in previous years. There is only small residual gap in few states only which needs to be filled this year as we enter into the 6th year of enactment of RTE Act 2009. The Act has mandated establishment of neighbourhood schools and saturation of requirement within three years of its enactment. Proposal of new schools for the residual gap, if any, will be accepted only if the need is established by a transparent mechanism preferably through GIS mapping. It is mandatory that all the schools sanctioned under SSA in previous years are opened this year and State notifications in this regard are submitted along with AWP&B 2016-17 or even before submission of your plan. Schools will not be considered ‘open’ until state notification is submitted. States/UTs are required to submit state notification for opening of all the schools sanctioned under SSA.

Based on the information provided in previous years, it is noted that some states have schools with very less or no enrolment. We shall look at your strategies to utilise the buildings and other infrastructure including teachers of such schools as part of your overall plan for universal access. No new schools to be proposed if previously sanctioned schools have not been opened under SSA or State government has closed its own schools.

For the AWP&B 2016-17, the habitation data furnished by you in 2011-12 will be used. In case there are new schools-less habitation, kindly indicate the details in your AWP&B, 2016-17 along with relevant documents notifying the new habitations by the competent authority, distance of the new habitations from the nearest school, and the number of children therein. Appraisal of your requirement for new primary and upper primary schools will be based on (a) distance/population norms notified under State/UT RTE rules, (b) habitation data of 2011-12, along with details of new

habitations, (c) Transparent mechanism for identification of new requirement of schools, (d) review of opening of schools sanctioned under SSA in the previous years.

2. **Opening new Primary Schools:** New primary schools will only be considered for sanction if proposal are made along with the justification of need, specific location and certificate of land availability by District Collector is provided in the annexure. Status of universal access and requirement, if any, for new primary schools may be provided in the **Table 1(A, & B)**
3. **Opening new Upper Primary Schools:** New Upper primary schools will be considered for sanction if proposal are made along with the justification of need, specific location is provided. Upper primary schools shall only be provided through upgradation of existing primary schools so that school becomes an integrated elementary school from classes I to VIII. The building and infrastructure will therefore, be constructed in existing primary school campuses. Status of universal access and requirement, if any, for new upper primary schools may be provided in the **Table 1(C & D)**
4. **Conversion of EGS centres into schools:** All EGS centres have been upgraded to regular schools. No EGS centres are running in any of the states/UTs.
5. **Residential Schools:** The proposal for Residential facilities should be made in exceptional cases only for remote areas or tribal areas and for children without adult protection in urban areas. A large number of residential facilities have already been sanctioned to the states. **During appraisal these facilities shall be reviewed with respect to their impact on universal access & retention**, the numbers of children who were provided residential facilities in the previous years **and safety security measure being in place**. Proposals for residential facilities may be submitted for (a) children in school-less habitations, which cannot be served by a regular school on account of small populations, difficult geographical terrains, dense forests, remote or tribal areas etc, and (b) for urban deprived children without adult protection. In respect of children in (a) the requirement for Residential facilities should be derived from the habitation data furnished by you in 2011-12. In respect of children in (b) priority should be given to redeploying public buildings and refurbishing unused old buildings to serve as residential facilities.

Proposals of residential schools and hostels should accompany location identified to set up Residential school/use refurbished old building, land availability certificate (in case of new building), number of children identified (both in school and out of school) to be enrolled in residential school/hostel, consent of parents with certificate from concerned authority (Village head man, etc). A listing of such potential buildings, and the proposal to convert them into residential facilities should form part of the AWP&B 2016-17, and details should be provided as per **Table 2 (A) and (B): Residential School/Hostels.**

6. **Special Training for Age Appropriate Admission of Out-of-School Children:** Special Training for mainstreaming out-of-school children. We draw your attention to interventions for Special Training to mainstream out-of-school children in age

appropriate classes in regular schools. It is important to ensure that you have comprehensively identified all categories of out of school children in rural and urban areas employing various context specific strategies besides household survey and proposed interventions for mainstreaming out-of-school children in the age appropriate class are conceptually clear. A key aspect of appraisal of the Special Training Component will be the materials developed to facilitate age appropriate admission of children, systems for training of persons conducting Special Training, and methods for evaluation of children's learning for age appropriate placement in school. This may be explicitly described in the AWP&B document.

In many states there are religious institutions such as Madrasas, Maktabas, Vedic Pathshalas, Gumpas etc with considerable enrolment of children, which are not affiliated to any board and provide only religious education. Children of such institutions may be covered under special training provided that they are mainstreamed in regular schools after completion of Special Training, which is of maximum two year, there is mechanism in place for their certification to facilitate age appropriate enrolment in regular school and these children are counted in the overall number of out of school children. All such special training centres will run under the overall supervision of nearby regular school whose UDISE code is to be provided in the plan. All these aspects of special training particularly their certification and mainstreaming is to be described in the AWP&B document.

We will be appraising your requirements under the Special Training component of SSA on the basis of the following parameters: (i) review of the number of out-of-school children for whom support was provided last year, and the numbers who were mainstreamed in age appropriate class, (ii) numbers of out-of-school children identified previously, and proposed to be continued in Special Training in 2016-17, (iii) new out-of-school children identified for Special Training in 2016-17, (iv) status of Child Tracking System and (v) mechanism to provide certificate to children enrolled in religious institutions.

In case of residential mode of special training parameters of appraisal would be, in addition to above, (i) clear reasons for the residential mode, (ii) site and building identified to run RST with safety and security provision, specially for girls, toilet and water provision and (iii) strategy for mainstreaming of children after completion of special training. In case of NRST proposals, information on schools identified (with UDISE code) to run special training, teachers/volunteers identified to conduct special training, no. of NRST centres to run outside the school with school teachers or volunteers are to be clearly furnished in the AWP&B document

Data is to be given as per **Tables 3(a) and (b): Special Training for Out-of-School Children**. The UDISE code of the schools having training centers along-with details of district / block and the list of children to be given in Annexure.

7. **Transport/Escort Facility:** SSA Framework provides for transport/escort facilities for (a) children in remote school-less habitation with sparse populations or (b) children in urban areas where availability of land is a problem or (c) children belonging to extremely deprived groups or (d) children with special needs to facilitate their access to schools. Proposals for transport/escort facilities are an 'exception' measure which should not be treated as routine and general strategy for access to school. These proposals should be accompanied by detailed justification, clearly indicating the

habitations or the localities intended to be covered, the reasons for not providing regular schools in the said neighborhood, mode of transport in case of transport facility, number of children to be covered, along-with the list of names DISE code of the schools where these children are enrolled the mechanism for the identification of the children and willingness of the parents to utilize these facilities. **Preference would be given to bus passes / arranging for public transport in the areas, for the duration of school months.**

PAB shall consider proposals for transport/escort facilities only when State RTE Rules notify area / limits of neighbourhood for transport/ escort and categories it as an entitlement. The name of habitations/ areas eligible as per state rules for transport/escort and number of children therein shall also be notified by the competent authority. In the absence of such notification, proposal for transport/escort shall not be considered. Details are required to be submitted as per **Table 4(a) and 4(b):**

II. Quality

With remarkable in achieving the SSA Goal of Universal Access, Quality has been the central theme under SSA for a few years now. It is time to take a holistic and progressive view with regard to the agenda for quality improvement. I take this opportunity to share with you the strategic direction that the department is aiming for. Currently the two focus areas under quality are : A) Developing foundation skills in reading writing, comprehension, and numeracy under the sub programme, Padhe Bharat Badhe Bharat (PBBB) and, B) Learning Math and Science and Upper Primary level. In order to make tangible progress in these two focus areas the following broad components are being underlined;

(i) Identifying the expected learning outcomes using the learning indicators (LINDICS) developed at the national level provides the framework of indicators (some states have developed these indicators at their levels) is the first stage which has been accomplished by most of the States, (ii) developing the content (curriculum, textual material etc.) for both the foundation skills and Maths & Science, based on the LINDICS is the next phase (iii) ensuring dedicated teachers availability for specific teaching (Grades I&II) and subject specific teachers at Upper Primary through teacher recruitment and rational deployment is a challenge that is to be addressed to improve quality (IV) developing teacher capacity in order to help them effectively transact the curriculum using the textual material and learning aids despite investment in the last couple of years has not achieved the desired progress and effectiveness, therefore underlining the need for critical analysis and course correction through change of strategy wherever required, (V) ensuring pedagogic process that facilitate pupil learning in accordance with the curriculum is arguably the most significant yet challenging aspect which has a lot of ground to cover, some of this may be through innovation and integrating use of technology wherever possible, and finally, (VI) measuring the progress on learning outcomes using the LINDICS nationally through NAS and at state level through SLAS. The states are expected to compare the findings of NAS and SLAS in order to gauge the progress towards improving learning level and identifying gaps/issues for follow-up and course correction

As evident from the above paragraphs, building teacher capacity through training and peer learning is critical to making tangible progress both on PBBB and Math and

Science. To address this issues, the Department would expect from the states that they prepare a three year perspective on plan for effective teacher training for all the teachers concerned with the foundation skills at early Grades (I & II) and with teaching of Math and Science at upper primary. The plan besides other essential aspects would also include, clearly defined outcomes and resource implications etc. States are encouraged to come up with out of the box strategies to make training relevant and effective.

States should formulate their AWP&B with focus on current learning achievement of students identified through State Level Assessment Surveys (SLAS) conducted by the State/UT & National Assessment Surveys (NAS) conducted by NCERT and a comprehensive class wise (Classes I & II, Classes III-V and Classes VI-VIII) quality improvement plan targeted to lead to better learning outcomes. In order to do this, it is imperative that all quality interventions i.e. textbooks, learning enhancement programme, teacher grant, in-service teacher training at block and cluster level, resource persons training and SLAS in SSA must be put together for a comprehensive plan to improve learning achievement. While strategies may include plans for primary and upper primary classes, piecemeal funding against financial norms will not be agreed to. The States must present a comprehensive quality plan in the AWP&B. The comprehensive approach should integrate various components of SSA financial norms related to quality enhancement. PAB had sanctioned numerous interventions in 2015-16 to contribute to improved quality. We would like to see in the AWP&B an account of progress on implementation of these interventions and their effectiveness.

8. Additional Teachers: Ensuring adequate availability of teachers. Progress in the previous year and the plan to complete this exercise in 2016-17 (Indicating the Teachers sanctioned under SSA and under State budget separately for PS & UPS along with recruitment, vacancies and gap- data may be provided as per **Tables 5 along with timelines** should include the following:

- a) No additional teachers are proposed if previously sanctioned posts have not been filled either under SSA or State government.
- b) Identification of schools with deficit teachers even after redeployment.
- c) The States should maintain unified teaching cadres and no separate "SSA cadre" is permissible as all teachers are ultimately to be borne on the State / UT Government. In case the teacher vacancy is higher against State sanctioned posts then, States/UTs should on priority first fill up these posts.
- d) Part-time Instructors for Art Education, Work Education and Health and Physical Education, mandated by RTE, were sanctioned in the previous years, and progress against their engagement will also form part of the appraisal.
- e) No teacher salary be indicated/ proposed against vacant posts. Only when they have been filled State can request for a PAB and funds/ sanctions for salaries.
- f) In case additional teachers are required for the year 2016-17 subject to above condition data may be provided as per **Tables 6(a), 6(b) and 6(c): Entitlement, Availability and Requirement of Teachers.**

9. **Uniform:** Many child entitlements contribute to retention of children in schools. Proposals in respect of uniforms should be provided in accordance with the data requirements in **Tables 7: Provisions for Uniforms**. The same should also be cross verified with data on Mid Day Meal. **SSA will not substitute for uniforms if State was providing the same before the implementation of RTE Act, 2009.** Further, the data on coverage of students under MDM would be taken into account.

10. **Curriculum & Textbooks:** Provide latest status of curriculum renewal (class wise and subject wise) in the State/UT. Proposals in respect of textbooks should be provided in accordance with the data requirements in **Tables 8 Provisions for Textbooks**. The same should also be cross verified with data on Mid Day Meal. **SSA will not substitute for textbooks if State was providing the same before the implementation of RTE Act, 2009.** Further, the data on coverage of students under MDM would be taken into account.
 - (i) SSA supports provisions for Textbooks to all children in Government/Local Body and Govt. Aided Schools including Madrasas desirous of introducing the State curriculum.
 - (ii) For textbooks, upper ceiling is of Rs 150/- per child at primary level and Rs 250/- per child at upper primary level.
 - (iii) Share previous status of textbooks distribution (distributed timely/delayed/action taken for the coming session if delayed).
 - (iv) Proposal for Textbooks (As per the Format i.e. Class wise by mentioning Braille Books and Large Print Books separately).
 - (v) States/UTs that have been providing textbooks to children under State sector schemes and budgets will continue to fund textbooks being provided from the State Plans.
 - (vi) Mention the date for start of the Academic Session and date of distribution of textbooks for the session, present status of processing for textbooks printing and distribution.

11. **Learning Enhancement Programme (LEP):** LEP should be integrated as part of the comprehensive quality plan for the specific classes (propose class wise) and not proposed separately. The activity should be explicitly explained how the proposed interventions will contribute to improving the quality of learning through the regular curriculum. 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 material, textual and other materials for mathematics necessary for foundational programme in early grades for building reading comprehension and writing skills as well as basic arithmetic, material for tribal children, activities for popularising maths and science etc.

 There should be a 3 year plan at least to sustain these interventions which should be planned as a sub programme under SSA with clear time lines, outcomes and strategies. If already planned, share details of progress of last two years and current year plan should include further course of action in continuation. LEPs cannot be and should not be changed from year to year. It has to be sustained quality improvement sub programmes. The desired outcomes should be clearly spelt out for each level, with respect to defined learning indicators, along with the evaluation processes and time lines. No stand-alone input based activities would be permitted. Funds for LEP may be proposed to a maximum of 2% of district outlay and the activity should be

explicitly explained how the proposed interventions will contribute to improving the quality of learning through the regular curriculum.

12. Training:

In-service teacher training: The AWP&B 2016-17 should explain the State's proposals with regard to (i) modules for training (ii) duration and mode of training (iii) training calendar for the year. **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 programmes and school effectiveness programmes and must be an integral to the outcomes expected.**

For the last two years, States/UTs have been implementing the School Leadership Development programme with supports from NUEPA. Hence, States/UTs have to share in detail about progress of this programme like training of RPs on School Leadership, 16 days training of HMs, balance of 16 days training and year wise status. Plan should also have a proposal for training of Head teachers. While smaller states should plan this training for Head Teachers on universal basis, the bigger state (more than 30 districts) should plan for at least 25% of the remaining Head Teachers who have not been covered previously. The details of institution identified to undertake this activity in partnership with NUEPA are also to be shared. No fresh proposals for training of RPs on school leadership if already done last year.

Training of untrained teachers: As per the RTE Act, 2009, all teachers in the State/UT have to acquire their minimum professional qualifications latest by 31st March, 2015. But, till date, there are untrained teachers who are yet to be professionally trained. States/ UTs have to clearly indicate cumulative details of training of untrained teachers, number of untrained teachers remaining, NCTE approval for those untrained teachers to be trained and State/UT level guidelines for such untrained teachers in the AWP&B 2016-17. Year wise cumulative details of training of untrained teachers must be reflected in the concerned table along with progress against the last year's sanctions. An assessment of the district/block wise number of untrained teachers, availability of infrastructure and Resource Persons for their training, if at variance with UDISE 2015-16, reasons thereof. Change of table is not permitted under any circumstances. The requirements of training of untrained teachers should be given as per **Table 9: Training of Untrained Teachers.**

- 13. Academic Support through BRC/URC/CRC:** Furnish detailed information about posts sanctioned, working and vacancies at BRCs/URCs/CRCs, information about BRCs/URCs/CRCs sanctioned and operational, share information and supporting documents about the recruitments if done and additional funds proposed this year and furnish information about the progress of BRC/URC/CRC grants as per the appraisal formats and the proposals there of. Best Practices at BRC/CRC level must be shared for state as well as national level documentation and sharing.
- 14. Teaching Learning Equipment (TLE) for new Primary and Upper Primary Schools:** TLE will be as per local specific context and requirement/need to be determined by the teachers and/or School Management Committee. Teachers and parents should be involved in the selection and procurement of TLE and VEC/SMC , school-village level appropriate body is to decide the best mode of procurement.

15. **Teacher Grant:** The requirements for annual Teacher Grant may be given as per Tables 10. Proposal for teacher grants must be linked with the activities for comprehensive quality improvement. Schools with zero enrolment will not be eligible for school grant. States/UTs must provide this data based on the last UDISE 2015-16.

16. **School Grant:** The requirements for annual School Grant may be given as per Tables 10. School grant will be provided to all Government and Government aided schools as per the norms. This facility will also be available to Madarsas affiliated to the State Board of Secondary Education/ State Madarsa Board. Primary and upper primary schools will be treated as separate schools for the purpose of School Grants even if they are functioning from the same premises. School Grants are to be spent by VEC/SMC and there must be transparency in utilization of these grants.

17. **Research, Evaluation, Supervision and Monitoring:** Under REMS funds should be earmarked for regular monitoring of Teacher attendance through surveys/studies etc. Progress report cards of CCE can also be sourced from REMS, in addition to strengthening the U-DISE and the household survey for identification of OOSC.
 - (i) Funds are allocated at the state/district/sub-district /block/cluster and school level.
 - (ii) Primary and upper primary schools will be taken as separate school even if they are in the same premises.
 - (iii) Proposal for SLAS should be provided in the standard format provided by Research Unit of TSG
 - (iv) Entire budget should not go beyond Rs. 1500 per school.
 - (v) Out of these Rs. 50 per school are provided for SCPCR/REPA
 - (vi) Physical targets and unit cost should be clearly mentioned in the proposal.
 - (vii) Tentative timeline for completion of time bound activities should be given.
 - a) **QMT:** QMT is a valuable resource that reports the health of the system. It should therefore be fully functionalized and the data obtained should be analyzed to inform situation analysis and interventions.
 - b) **SLAS** related information should highlight details of last two years sanctions with classes covered, major findings, present status and timeline for further course of action.
 - c) **Use of research findings planning:** The states are undertaking various studies, output of the studies should be referred to while making the School Development Plans and District Plans. Such references wherever applicable should be adduced in the plan. It will be appreciated if the States start planning research proposals on the issues related to quality and other interventions. The innovative programmes introduced by the States should be studied with respect to impact these programmes have made on the learning outcomes or other such personality development exercises. States may commission research studies to third party for evaluation of various interventions introduced in the State.
 - (i) In view of the general perception that Government Schools need to improve a lot, it is advisable that some key areas/attributes are identified at the school level in order to address this

concern/perception. These attributes may include, infrastructure, teacher and student attendance general environment at school, teaching learning process, learning levels and overall development of child etc.

- (ii) States are advised to conceptualize the ways and means to create a web page of every school along with necessary information and visuals with regard to the above mentioned attributes. Such an initiative would help reflect the current status of the school and the areas for improvement.
 - (iii) Once the areas for improvement are identified SMC should be encouraged to take follow up action Hence, some strengthening of SMCs would also be essential Some of these attributes could be improved in PPP mode e.g. rationalization of schools as in Rajasthan, operationalisation of Model Schools with the help of Corporate Sector as in Chhatisgarh and upkeep of infrastructure/painting the buildings etc.
 - (iv) At the national level, a protocol on web based information gathering and transmission is being considered to provide some kind of consistency and coherence in the data base at the state level. The web page, it is intended would not only produces concrete data on the current status of each school on the key attributes, it will also reflect any good practices underway.
 - (v) The Department urges all the States that in view of the fifteen years of implementation of SSA numerous innovations have been tried. Many of these innovations have turned out to be effective and have been up-scaled. Nali Kali in Karnataka, ABL in Tamil Nadu, Gujarat, Madhya Pradesh, Pre Integration Camp (PIC) for CWSN in Uttar Pradesh, Gunotsav in Gujarat integration of sports in KGBVs in Madhya Pradesh, are only some of the examples **It is overdue that the effectiveness and impact of these intervention is assessed through empirical data and scientific research** Those intervention/practices which are found effective by impacting children's learning and development should be strengthened, up scaled and institutionalized
- d) **Monitoring Institution (MI):** For each State/UT the Ministry has nominated monitoring Institution to monitor the implementation of SSA-RTE activities from time to time. The MIs are required to share their report with the State. When you obtain the report please analyse it and use the findings to improve your planning. Action taken points may be mentioned in the State Plan as well as in the District plan. Please write the name of the monitoring institutions for your State/UT and kindly highlight major findings given in the report and action taken points.
- a. Name of the Monitoring Institution.

- b. Period of the report for the year 2014-15 (1st Six months report 1.4.2014 to 30.09.2014 and 2nd Six months report 1.10.2014 to 31.3.2015).
- c. Major findings provided in each district report
- d. Action Taken Report for the major findings separately for each district.

18. **Innovation Fund for CAL:** About CAL, States/UTs have to furnish cumulative (year wise) status of CAL along with details of last two years CAL sanctions with schools and their DISE code. Also, (i) Details of requirement may be given as per **Table 11: Computer Aided Learning**. (ii) Also specify in write up progress of CAL hardware installation in schools against posts sanctioned (iii) report on software being used, orientation of teachers (iv) any third party assessment of the CAL in your State (v) use of CAL funds to augment CAL in elementary schools. (vi) use of CAL in classroom teaching-learning processes. The Plan should also reflect on assessment of existing equipments. More computers should be proposed only in the schools having power supply as well as power backup and DISE code of the school along-with other spatial information should be furnished.
19. **Libraries:** One-time grant is provided for libraries. This grant is sanctioned only for existing Government Schools which do not already have a library.
20. **SIEMAT:** State/UT has to report whether there is SIEMAT in the State/UT or not and also SIEMAT is functional or not. If there is a functional SIEMAT, it can be used for capacity building and strengthening educational planning and management structures and systems and developing training modules and conducting training for Educational Administrators.

III. Gender

21. **NPEGEL**
NPEGEL has now been merged with other interventions of SSA. All the funds sanctioned under NPEGEL should have been utilized.
22. **KGBV:** Concerning, KGBV, each of them must be registered as a regular government school to remain eligible for funding.

While planning and costing for KGBV, operationalisation and optimum utilization of its capacity should be the key factor. The Annual Work Plan & Budget for 2016-17 should clearly specify the number of KGBV sanctioned, operationalised, social category-wise and class-wise no. of girls to be enrolled. The progress of construction (model and year-wise) and expected date of completion should be indicated. The details of number of full time and part time teachers including Urdu teachers, employed in the KGBV (Model I, II & III) along with teacher training status should be furnished.

Information on number of girls mainstreamed after completing class VIII should also be given. State should mention type of extracurricular, skill development and any other initiative undertaken to enhance the confidence level of the girls, safety and security measures and guideline developed Community involvement and role of SMC

in the KGBVs. Please specify monitoring mechanism and onsite academic support system. Any gender focused material developed for awareness generation (print, audio, video, films, etc) need to be shared. Fund requirement separately for recurring and non-recurring grants should be projected.

The evaluation of KGBVs had come up with some specific recommendations; we would like to see the compliance in the Plans thereupon this year too. Also, the funds to KGBV are now transferred directly from the State office. Hence, bank account related information must be integrated in the Plan. Requirements for KGBVs should correspond with data in **Table 12: KGBV**.

IV. Equity

- 23. Innovation Fund for Equity:** Under the Innovation component of SSA the details of activities, the periodicity of the activities, the costing and the time frame for conducting the activities with specific reference to intervention for Girls, SC, ST, Muslim Minority, Urban Deprived and other disadvantaged children, ECCE should be furnished. The innovation proposed should not be repetitive it should be focused and innovative in true sense with clearly defined outcomes and up scaling/downscaling plan depending on the outcomes. The write-up on a particular social group while articulating the Innovation activities should start with a perspective on the focus Group e.g. Gender , SC/ST, minority etc. this should summarises the socio-economic and education indicators of the group besides any other important point. States are also required to share the progress and activities initiated under Rashtriya Avishkar Abhiyan (RAA) conducted out of SSA funds.

Similar to previous year, innovation will be encouraged under the innovations Head of SSA, particularly in areas like early literacy (including, reading, writing, numeracy & comprehension in the context of PBBB) Math and Science at upper primary (developing critical thinking, reasoning, observation etc in the context of RAA) and Swachh Vidyalaya (maintenance, upkeep and behavior change). In addition to the above, we look forward for some more result oriented, contextual and well thought out innovations in the following areas may be considered along with others;

- i) Well functioning private or Government schools in urban or semi-urban areas may be linked with schools located in rural areas for interaction and exchange of experience. Under the exchange programme the students of each section from higher classes from rural schools may be brought to schools in urban areas for one week and vice-a-versa for greater exposure.
- ii) A Programme may be designed under which every State could focus on one of the languages recognized under Indian Constitution for one year. Exhibitions and sharing of cultural and literacy aspects of the language could be promoted and tour programmes of students/officers between States could also be organized. This will promote national integration and better understanding of other languages.
- iii) **Composite schools which have better infrastructure and teacher availability** besides a more conducive environment for seamless upward

movement should be identified for focused nurturing and development in order to create models of quality schools.

iv) Explore innovative techniques for integrating early childhood care and education with SSA for holistic social and cognitive abilities of children (e.g. Anganwadis in School campus in Assam). These interventions can be planned under the Innovations Funds.

24. Provision for Children with Special Needs: Your requirements for children with special needs should be corroborated by data in **Table 13: CWSN**. States are advised to take a careful look at the State-wise, district-wise, disability wise and age group wise data on children with disabilities, provided by the Census 2011. This data may be studied carefully for planning strategies for inclusion of CWSN in school. For Inclusive Education the planning should include classroom interventions to ensure learning and retention of CWSN. Training of Resource persons must be proposed only with institutions that offer inclusive training approaches and modules. Proposals for CWSN friendly infrastructure, enrolment of CWSN and teacher training on IE must indicate the DISE Code 2015-16. Funding for block level Resource Persons for CWSN should remain integrated to the BRPs.

25. Community Mobilisation: SSA-RTE aims at providing Elementary education to each and every child through enrolment, retention and completion. This complete process becomes difficult, if it is not assisted by positive and constructive community support.

Media Awareness: This is a tool which helps in making people aware of provisions available under SSA-RTE. Media awareness activities should constitute topics which highlight the provisions available for children under SSA-RTE. The proposal should have activities making community aware of not only Free uniform, free books but also grievance redress, Section 12-(1)(C) etc.

26. Training of SMC, VEC, PRI members: Strengthening of School Management Committee. The revised SSA norms provide for non-residential mode of capacity building of SMC members. The proposal should clearly mention topics covered in training module, Total number of members to be given capacity building training, time lines and phasing. Your AWP&B, 2016-17 should spell out a comprehensive plan of action for training and capacity building of SMCs, taking support of reputed civil society organizations and competent resource persons. Focused community awareness and mobilization programs on RTE should be planned in Educationally Backward Blocks (EBBs) and Special Focus Districts (SFDs).

V. Infrastructure Development.

The proposals for school infrastructure in the AWP&B should be according to the **Tables No. 14, 14(A) & 14(B)**. Fresh infrastructure proposals are to be supported with unit cost notification along with relevant detailed estimate and drawings.

Spillover proposal are to be based on unit cost of the item under consideration at the time of its original sanction.

27. **New School (Building):** In case of New School buildings, district wise list of the proposed schools along with school UDISE code, and land availability certificate issued by the **district revenue authority** is to be submitted.
28. **Additional Classroom (ACR):** In case of ACR proposals district wise list of the schools along with details such as school DISE code, existing classrooms, class wise, enrolment and teacher availability is to be submitted.
29. **Block Resource Centres:** BRCs are the most critical units for providing training and on-site support to schools and teachers. It may be ensured that BRC infrastructure along with the faculty contribute optimally to the purpose of BRCs in this regard.
30. **Cluster Resource Centres:** CRCs are the most critical units for providing training and on-site support to schools and teachers. It may be ensured that CRC infrastructure along with the faculty contribute optimally to the purpose of CRCs..
31. **Residential Schools (Building):**
The best and most economical approach, and one that has the potential to reach targeted homeless/street children, and children from accessless habitations, is to share vacant spaces in existing schools. Such buildings may need only small additions for toilets, bathing places and a kitchen infrastructure. Proposals in this regard are to be supported with unit cost notification along with relevant detailed estimate, drawings and photographs of existing building.

Second options are refurbishing unused old buildings with additions and alterations infrastructure proposals in this regard are to be supported with unit cost notification along with relevant detailed estimate, drawings and photographs of existing building.

The last option is constructing new buildings for Residential schools/Hostels. The proposal in this regard, if any, is required to be supported with district wise list of the proposed schools along with school UDISE code and land availability certificate issued by the **district revenue authority**.

32. **Toilets and Drinking Water:** In case of Boys / Girls toilets proposals separate district wise list of the schools along with details such as school UDISE code, existing boys/ girls toilets, class wise enrolment, number of additional boys/ girls toilets required is to be submitted.

In case of drinking water facilities proposals district wise list of the schools along with details such as school UDISE code and certificate to the effect of availability of water in the ground water state in the school layout site is to be submitted in case of borewell/tubewell proposals
33. **Furniture:** Furniture grant @Rs.500 per child in government upper primary schools, which do not already have furniture, is admissible as one time grant. The proposal in this regard, if any, should be supported with district wise name of school, UDISE code, class wise enrolment and certificate to the effect that no furniture grant for the school has been sanctioned any time in the past.

34. Civil Work:

- 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:
 - 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.
 - V. No expenditure under SSA shall be incurred on construction of office buildings.
- f) In addition Civil Works costs also include:
 - I. Boundary walls
 - II. Ramps

35. Repairs to School Buildings: Proposal for major repairs of school buildings is to be supported with district wise list of schools with details such as name of school, school DISE code, year of construction, enrolment, details of component of schools to be repaired and estimated cost, schedule of rates on which estimate is prepared duly supported with relevant detailed estimates. While submitting major repair proposals for school buildings repairs, it is important to keep in view that major repair outlay sanction for state/Ut is subject to pro rata limit based on number of schools in the relevant State/UT out of total central outlay of Rs.150 Crores for all schools in all States/UTs for this purpose and major repair sanctions are admissible for schools building more than 10 years old.

36. Maintenance Grants for Schools: The requirements for annual School Maintenance Grants may be given as per **Tables 15**. Schools with zero enrolment will not be eligible for school grant. States/UTs must provide this data based on the last UDISE 2015-16.

37. Management Cost: To provide management cost at State and district level including salary of staff, hiring of experts, engagement of auditors for statutory and internal audit, hiring of vehicles, POL, maintenance cost, expenditure on MIS/DISE, TA/DA, office expenses/equipment, stationery, telephone, fax, photocopiers, postage, consumables, capacity building, workshops, recurring contingent cost, other miscellaneous costs etc.

Training of Education Administrators should be accorded priority. While smaller states should plan this training for important functionaries on universal basis for those who were not covered last year or who are new to the system this year, the bigger state (more than 30 districts) should plan for at least 25% of its remaining functionaries not covered last year. Those States/UTs who have to propose this year (not proposed last year) have to take into account training of both RPs and Educational Administrators as well. The training should focus on: RTE Act, School leadership, Quality monitoring, school performance, Padhe Bharat Badhe Bharat, Rashtriya Avishkar Abhiyan etc. For this purpose a state level institution should be identified to undertake this activity in partnership with NUEPA. Finance for this activity can be sourced from Management funds.

Training of Finance & Accounts personnel at sub-district level should also be a priority. While smaller states should plan this training for the finance and accounts personnel on universal basis, the bigger state (more than 30 districts) should plan for at least 25% of the personnel. The training should focus on: FMP manual, outstanding advances compliance of audit observations etc.

VI. Other Issues

38. Finance: Financial information will be required in the following Tables:

Table 16: Expenditure on Civil Works and Management against AWP&B outlay approved. . (The state should indicate the expenditure on capital Head towards SC/ST as well)

Table 17: Information on investment in elementary education.

Table 18: Information on investment in elementary education for 14th FC funds.

Table 19: Year-wise Financial Position as per audit report.

Year wise information on 14th Finance Commission funds received and expenditure/ UC provided or not must be furnished in the write up.

Expenditure incurred by the State for Elementary Education under Plan and non Plan funds since 1999 should be furnished as per the tables above.

Please Note: Summary of the AWP&B based on the 42 Components identified for MTR should be prepared while consolidation in the Plan. It should be in ppt format. This summary will undergo changes as per discussion with the Appraisal Team and the final costing will be summarised in this format to be presented before the PAB.

Costing sheet

- i. The sum Total (financial) of Costing Sheet indicated for the previous year must match with the outlay approved in the last year. Similarly the intervention wise outlay must also match with the last year's outlay;
- ii. The total of savings, spill over and achievements must be equal to total outlay of previous year;
- iii. The Costing sheet need to be prepared incorporating formulae and no manual date be indicated in the financial columns / rows;

- iv. Unit Cost indicated in the costing sheet should be in accordance with the approved norms.

39. Swachh Vidyalaya: is going to be added to the Sarva Shiksha Abhiyan scheme for meeting the continuous demand of States towards expenditure on maintenance and upkeep of 4.17 lakh school toilets constructed under Swachh Vidyalaya Initiative as well as for maintenance of about 25 lakh existing school toilets. After the successful completion of Swachh Vidyalaya Mission, it is important that all the toilets are maintained and kept in usable condition. Steps taken for maintenance of toilets should therefore be reflected in the Plan. We are trying to get devoted resources for this purpose from the Ministry of Finance. You are also requested to explore convergence opportunities between various schemes of Ministry of Panchayati Raj and Ministry of Drinking Water and Sanitation.

40. Padhe Bharat Badhe Bharat (PBBB):

PBBB is a nationwide sub-programme of Sarva Shiksha Abhiyaan to ensure quality at the foundational years of schooling i.e., classes I & II. Through this programme it will be ensured that all children are able to read with comprehension as well as basic numeracy skills. Though this programme has been in operation for a couple of years now, mainly through interventions in the areas of teacher training and learning materials, issues of concern with regard to availability of dedicated teachers (for Grades I&II) and teachers' capacity on developing foundation skill of children still remain. This underlines a renewed focus on ensuring availability of dedicated teachers and effective training of teachers in a time bound manner.

41. Rashtriya Avishkar Abhiyan (RAA):

The key activities under this programme include mentoring of elementary and secondary schools by Institutions of Higher Education; forming maths and science clubs for children at school and professional development of teachers in order to make teaching of maths and science interesting for students. The programme framework is on a twin track approach viz., Systemic improvements in the School System and initiatives to encourage Science, Mathematics through alternative strategies. Focussed interventions for improved learning in math and Science should be planned keeping in mind RAA.

42. Section-12(1C) RTE Act,2009: Admission of Children belonging to disadvantaged groups and weaker sections under Section 12(1)(C). The Act provides for admission up-to atleast 25% of the intake capacity in private unaided schools of children notified as belonging to disadvantaged groups and weaker sections by State/UTs. The provision is to be seen as an important measure for bridging gender and social category gaps as well as an intervention for achieving universal access. Availability of private unaided schools and provision of admission under section 12 (1) (C) should, therefore, be factored in while planning for universal access and proposing new schools. Making use of the provision some states have reduced their requirement of new schools.

The revised SSA framework provides for reimbursement towards expenditure incurred for 25% admission in private unaided schools under Section 12 (1) (C). The reimbursement will be based on per child norms notified by the States/ UTs

concerned for classes I to VIII subject to a maximum ceiling of 20% of the total AWP&B approved by the Government of India under SSA. The information in respect of children enrolled in private schools under section 12 (1) (c) and those to be enrolled must be submitted along-with all relevant details. Information is required to be submitted as per **Table 20(a), (b) and (c):**