CHAPTER 10 – PROGRAMME MANAGEMENT

10.1   Programme Management Approach

10.1.1 Every state in the country has its own administrative structure for management of school education. Although variations in the institutional arrangements, including administrative structure at various spatial levels, for management of school education exist across states, these are not organized in a fashion, which would facilitate administration of school education as a Pre School to class XII system. The institutional arrangements at state, district and sub-district levels are mostly segmented with little convergence of interventions and coordination between various administrative structures managing elementary, secondary, vocational and teacher education. One of the distinct features of the administration of the school education system across the states is the absence of any administrative or support structure at the sub-district level for management of secondary education. However, over the years, with the implementation of the centrally sponsored programmes like the SSA, RMSA, Teacher Education, parallel institutional arrangements for management of these programmes have been created at the sub-national levels.   These parallel management structures are also encountering similar management issues found in the mainstream administration system for school education. Lack of coordination, convergence of interventions, vision to consider school education as a continuum, to name a few, continues as major management issues encountered by these parallel institutional arrangements.

10.1.2 The decision to subsume the different centrally sponsored schemes into an integrated school education scheme provides the opportunity to rationalize the institutional arrangements at all levels and adopt a holistic approach for administration of school education. As the scheme is outcome oriented, 'school effectiveness' occupies the centre stage of its management framework. Not only that the management framework of the integrated scheme envisages rationalization of its administrative structure at the national and sub-national levels, it has gone for a major shift in its approach to monitoring implementation of the scheme. While the Project Management System (PMS) would focus on monitoring the inputs (i.e. progress against physical targets) and processes of implementation of various interventions of the Integrated Scheme, specific management functions would be carried out by specific administrative structures at national and sub-national levels. Managing performance of school education rather than just monitoring the physical and financial targets is the primary focus of the management framework of the Integrated Scheme.

10.1.3 In order to make the Integrated Scheme for School Education outcome oriented, a comprehensive Result Framework Document (RFD) has been designed. It has two parts containing Key Performance Indicators (KPIs) to monitor: (a) programme level outcomes and intermediate results of the elementary level of education, which is covered under the RTE Act 2009; and (b) programme level outcomes and intermediate results at secondary and Senior Secondary levels. The Results Framework Documents for monitoring progress at elementary and secondary level of education have been given at **Annexure-VII and VIII**. It is envisaged to use these RFDs as planning, monitoring and communication tools at national,

state and district levels. The actual progress against the cumulative annual targets/results in the RFDs would serve as the basis for assessing the performance of the scheme as well as that of the states in delivering desired results. While developing the national as well as state specific RFDs, the status of the school education in 2016/17 would be taken as the benchmark.
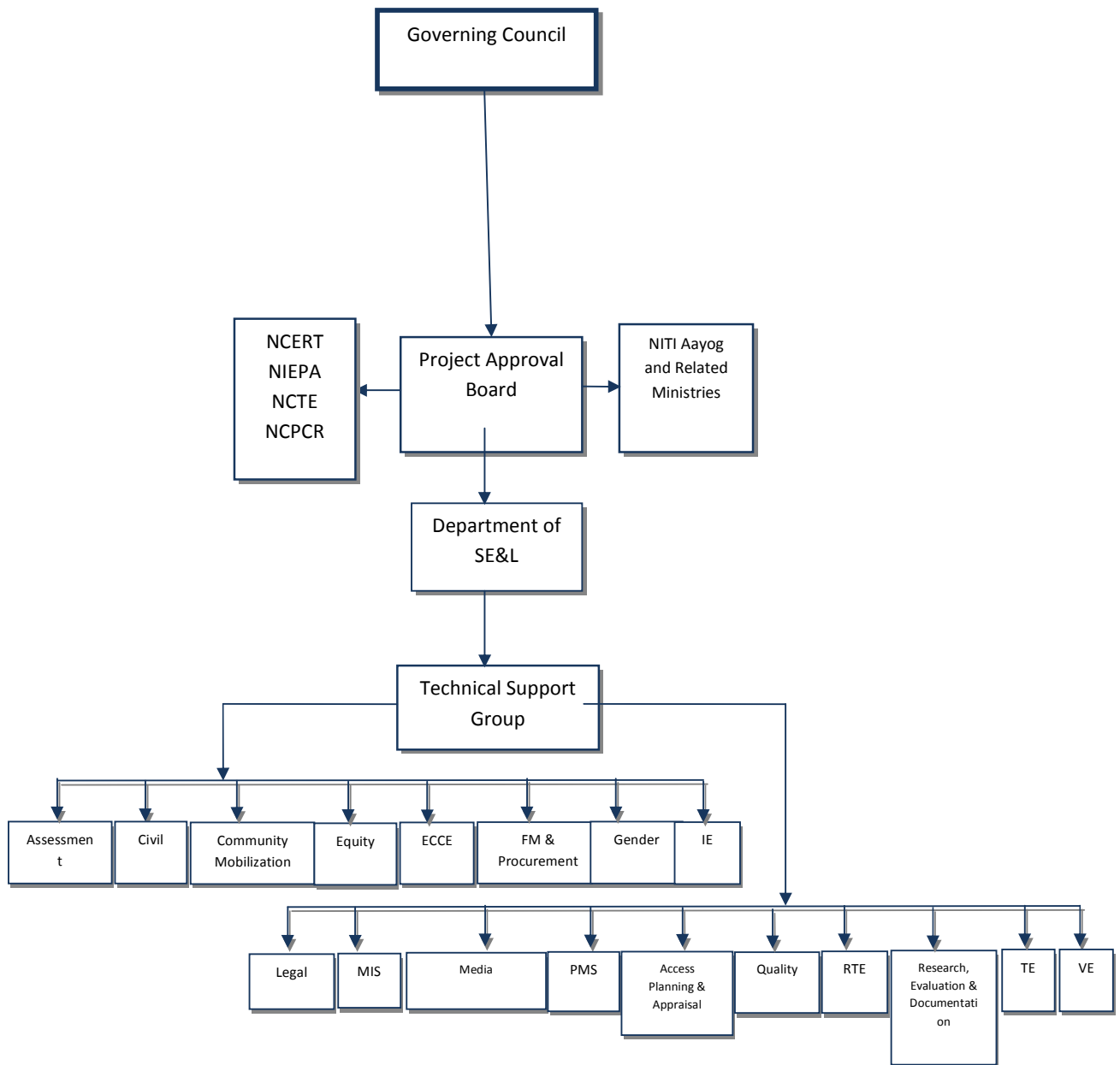
10.1.4 The launch of Samagra Shiksha has created an opportunity to reorganize the existing systems of administration of earlier programmes like the SSA, RMSA and TE to adequately respond to the demands of the entire school education system. Strengthening of management structures at the national, state, district, block, cluster and school levels would be a prerequisite for timely and efficient implementation of the programme. The project management structure and requirements of manpower, delegation of authority and capacity building, therefore, assume considerable importance, given the expanded activities of the Scheme. The administrative structure and the monitoring framework of the Scheme aim at promoting decentralized management of school education with focus on creating school networks at block level as a move towards creating Professional Learning Communities (PLCs) and deepening school level management practices.

10.1.5 Given the shift in the approach to the management of the Integrated Scheme on School Education, the management structures at national, state and district levels and the related roles and responsibilities have been described in Section II. Section III discusses the monitoring framework and roles and responsibilities of administrative structures at various levels in monitoring implementation and outcomes of the Integrated Scheme.

10.2   Programme Management Structure

10.2.1 The SSA and the RMSA, have created parallel systems of programme management structures at all levels, down to the school level. With implementation of the Integrated Scheme, it is envisaged to reorganize the existing management structures of the SSA and the RMSA into a single management structure. The existing personnel currently employed at different levels would be pooled together, and wherever necessary, additional manpower would be deployed to facilitate effective management of the Scheme at national and sub-national levels. Currently, many States have two separate Societies for Implementation of SSA and RMSA. The Integrated Scheme would be implemented through a single Implementation Society, which would help utilize the available manpower and resources more effectively. This would lead to better implementation of the provisions under the Scheme and achieve the targets and expected programme results within a unified framework and administrative mechanism.

Figure 1:   **Management structure at the national level**

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                          ┌─────────────────────┐
                          │  Governing Council  │
                          └─────────────────────┘
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                                    ▼
┌──────────────┐          ┌─────────────────────┐          ┌──────────────────┐
│ NCERT        │          │  Project Approval   │          │ NITI Aayog       │
│ NIEPA        │ ◄────────│  Board              │────────► │ and Related      │
│ NCTE         │          │                     │          │ Ministries       │
│ NCPCR        │          └─────────────────────┘          └──────────────────┘
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                                    ▼
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                          │ Department of       │
                          │ SE&L                │
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                          ┌─────────────────────┐
                          │ Technical Support   │
                          │ Group               │
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Assessment	Civil	Community Mobilization	Equity	ECCE	FM & Procurement	Gender	IE

Legal	MIS	Media	PMS	Access Planning & Appraisal	Quality	RTE	Research, Evaluation & Documentation	TE	VE

ECCE   : Early Childhood Care Education
FM   : Financial Management
IE   : Inclusive Education
PMS   : Project Monitoring System
RTE   : Right to Education
TE   : Teacher Education
VE   : Vocational Education
NCERT   : National Council of Education Research and Training
NIEPA   : National Institute of Educational Planning and Administration
NCTE   : National Council for Teacher Education
NCPCR   : National Commission for Protect of Children Rights
SE&L   : School Education and Literacy

10.2.2 As far as the management structure of Integrated Scheme is concerned, the central focus of the framework is to adopt those management practices that facilitate clear specification of development objectives and results; evidence-based decentralized planning at district level adopting a whole school approach; participation at grassroots level; strengthening both vertical and horizontal accountability; and creation of opportunity for peer learning by establishing school complexes/networks/PLCs.

10.3   National Level Administrative Structure:

The programme will be implemented in the mission mode. The mainstream structures will primarily be used for implementing the programme. The Department of School Education and Literacy, Ministry of Human Resource Development will be the implementing agency at the national level. The Management Structure at the National Level is given in Figure 1 along with the broad Roles and Responsibilities in Table 1.

Table 1: Roles and responsibilities of the national level bodies and administrative structures

Administrative Structure	Administrative Head	Role and responsibility
Governing Council	Minister HRD	To provide policy direction and facilitate centre - state coordination.
Project Approval Board	Secretary SE&L	Full financial powers to approve plans and sanction budget and implement the programme.
Bureau of School Education	Additional Secretary/Joint Secretary	Appraise, evaluate, finance, and supervise national, state and district level planned interventions.
NCERT	Director	Provide necessary technical and academic support
NIEPA	Vice Chancellor	Provide technical and professional support, with focus on capacity building for promoting decentralised strategic planning at district and institutional levels; leadership development; effective monitoring and evaluation of programme outcomes, including school evaluation
NCTE	Chairman	To provide technical and academic suppor for planning and management of teache education component
TSG/MHRD	Joint Secretary (SE&L)	To provide support to the Bureau in providing technical assistance to the Integrated Scheme for School Education

10.3.1 ROLES AND RESPONSIBILITIES OF THE GOVERNING COUNCIL

More specifically, the Governing Council would:

(i)   Be empowered to modify financial and pragmatic norms and approve the detailed guidelines for implementation within the overall Framework of the

Scheme. Such modifications will include innovations and interventions to improve the quality of school education;

(ii)   Review the implementation progress of the Scheme in various States;

(iii)   Give overall policy guidance and direction for better implementation;

(iv)   Suggest measures for convergence between other programmes and schemes of other Departments/Ministries that impact children's education;

(v)   Help strengthen Centre-State partnership in implementation of the scheme;

(vi)   Help strengthen the involvement of elected political leadership, voluntary agencies and the private sector for achieving the objective of the scheme.

10.3.2 POWERS AND FUNCTIONS OF THE PROJECT APPROVAL BOARD

A Project Approval Board will be constituted at the National Level under the Chairmanship of Secretary (SE&L) with the following functions-:

(i)   Discuss and approve the Annual Work Plan and Budget of the States / UTs;

(ii)   Provide administrative clarifications and instructions regarding RTE norms and implementation procedures;

(iii)   Discuss, formulate and recommend changes in programmatic norms, and implementation to the Governing Council;

(iv)   Review the implementation of Scheme through half-yearly meetings with Education Secretaries/State Project Directors of each State/UT and /or other mechanisms;

10.3.3 Role of Technical Support Group (TSG) of the MHRD

The TSG in EDCIL is created to provide technical support in the various functional areas under the Integrated Scheme from national level to State and district level. TSG is staffed by Senior Technical and Professional Experts to manage various functional areas, supplemented, as needed by consultants, and support staff. It also supports capacity building at State/District level of various functionaries in the functional areas mentioned in Table 2:

Table 2: Role and responsibilities of the TSG of the MHRD

| Functional Area	Responsibility
Access, Planning & Appraisal	Opening of New Schools, Special Training to OoSC, Seasonal Hostel, Residential Hostel for Urban-Deprived Children, Admission under 12(1)(c)All works related to AWP&B, Joint Review Mission,
Finance & Procurement	Budget of the Integrated scheme, BE/RE, Demand for grants, Supplementary grants, External funding, Audit, PFMS
MIS & ICT	U-DISE& SDMIS, Educational Indicators and other EMIS data, CAL & ICT, Digital initiative under the integrated scheme
Project Monitoring System (PMS)	All data and information related to project monitoring, Financial Monitoring, QPR, Direct Benefit Transfer under

Functional Area	Responsibility
	integrated scheme and Swachh Vidyalaya
Quality (Pedagogy)	Curriculum, Pedagogy, CCE, Padhe Bharat Badhe Bharat, Rashtriya Aviskar Abhiyan, School Leadership, Academic support through BRC & CRC
Assessment	Learning outcomes & Assessment, National Achievement Survey, International Assessments
Teacher Education	All aspects of teacher education, SCERT, DIET, Teacher recruitment, In service training, Training of untrained teachers
Civil Works	School infrastructure/civil works, School Sanitation, School safety, School grant, Swachhta Pakhwada
Equity	PM's 15 point programme, Special focus districts, LWE districts, Interventions for SC/ST /Minorities and Aspirational districts of NITI Aayog
Gender	Girls education for Integrated Scheme including KGBV &Girls hostel, Beti Padhao Beti Bachao
Inclusive Education	All aspects of inclusive education for CWSN
Research, Evaluation & Documentation	Research & Evaluation of scheme, Research studies and documentation
Community Mobilization	Community Mobilization, Community Training, Constitution of SMC/SMDC
ECCE	Pre-school and ECCE
RTE& Policy	All matters related to SSA-RTE & NCPCR, Policy related to the scheme
Legal	Court/Legal cases, LIMBS
Media	All matters related to media
Vocational Education	All aspects of vocational education & skill development

Besides, these areas, any new units may be setup as per requirement, after approval of PAB. In addition to the regular assignments, the experts engaged in Technical Support Group scrutinize the various study reports, review reports, evaluation reports etc. submitted by other organizations and take further follow up action.

10.4   STATE LEVEL ADMINISTRATIVE STRUCTURE

10.4.1 There would be a single Implementation Society for the Integrated Scheme at the State Level. This would facilitate better decision making at the state level by resolving issues of coordination and convergence. It will also provide a focused and time bound arrangement for decision-making and the presence of representatives of Planning and Finance Departments on these bodies at the state level would facilitate this process. The management structure at the State Level is depicted in figure 2, along with the broad Roles and Responsibilities at Table 3.

Figure 2:   Management structure at the state level
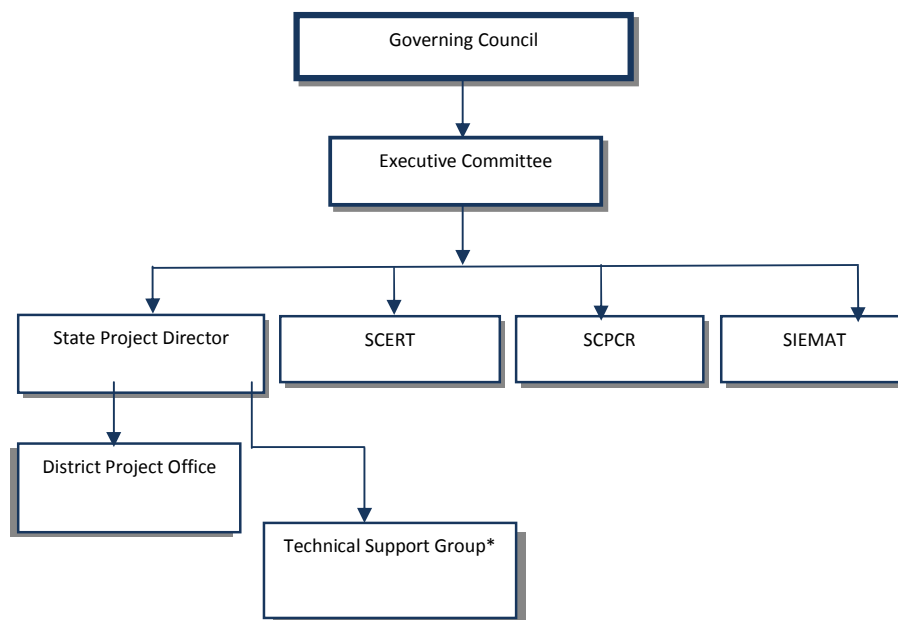
SCPCR :State Commission for Protect of Children Rights

SIEMAT : State Institute of Educational Management and Training

SCERT : State Council of Educational Research and Training

 *An illustrative TSG structure has been provided at National level, however the States/UTs may have smaller or similar structure depending on the number of schools in the State/UTs

10.4.2 The Governing Council at the State level could be headed by the Chief Minister/State Education Minister and the Executive Committee by the Chief Secretary/Commissioner/Education Secretary of the State/UT. Representation of Finance and Planning Departments on the Governing Council and the Executive Committee would facilitate decision-making. The linkage with the mainstream educational administration set up has been emphasized.

Table 3: Roles and responsibilities of the state level bodies and administrative structures

Administrative Structure	Administrative Head	Roles and responsibility
Governing Council	Chief Minister/State Education Minister	To provide policy direction and facilitate centre - state coordination.
Executive Committee	Chief Secretary/Education Secretary	Full administrative powers to implement the programme.

Administrative Structure	Administrative Head	Roles and responsibility
State Implementation Society		The scheme will be implemented through a registered society in the State. Each implementation society is accountable to the General Council and Executive Committee.
State Project Office	State Project Director	This is the most crucial unit for actual implementation of the programme. This is the unit, which establishes links, with district and sub-district levels structures, resource structures, NGOs, state government, national bureau and all others concerned.
SCERT	Director	Provide necessary technical and academic support, with focus on teacher education and management.
SIEMAT	Director	Provide technical and professional support for strategic planning and management of interventions at state, district and sub-district levels.
TSG of the State Implementation Society	SPD	Provide technical support to the SPO in planning and managing the Integrated Scheme.

10.4.4 The SIS should have effective monitoring and operational support units. Creation of effective EMIS Unit, a team of experts to provide support in specific functional areas, regular monitoring, supervision and appraisal activities, etc. are to be organized by the State Implementation Society. The Integrated Scheme allows States/UTs to have their own management structures, respecting the diversity that exists in these structures across the states. This, however, does not mean that states would substantially deviate from the administrative structure envisaged for effective decentralized management of the Scheme. In fact, the effort is to empower schools to take their own decisions, within the overall management context of a State/UT.

10.4.5 While making an assessment of manpower needs, States must assign the top most priority to engaging experts for MIS, community mobilization and gender related interventions. In context of specific situations, engagement of experts for education of SC/ST children, minority children, education of children with special needs, etc., may also be considered. Similarly, in States where the institutional capacity for quality interventions is weak, engagement of experts on pedagogy, teacher training and ICT based learning may also be considered.

10.4.6 Effective management of accounts also requires effective training and capacity building of personnel through specialized training on financial management and procurement procedures, the details of which are available in the chapter on Financial Management and Procurement, at State and district level besides strengthening of the financial management machinery at the Block level.

10.4.7 The State level Implementation Societies should have an effective mechanism for interdepartmental coordination and convergence.

(i)   The Finance Department must provide adequate and appropriate financial allocations and timely release of funds at all levels.

(ii)   The Public Works Department need to re-conceptualise and re-design school spaces from the pedagogic and safety perspective, and address issues of inclusion for children with disabilities through barrier free access.

(iii)   The Department of Science and Technology should provide geo-spatial technologies for school mapping and location to supplement social mapping exercises at the grassroots level.

(iv)   Programmes for Water and Sanitation must ensure access to adequate and safe drinking water, and accessible and adequate sanitation facilities especially for girls in schools.

(v)   The RTE Act mandates that every child of the age 6-14 years must be in school; this pre-supposes that child labour will be eliminated. The Labour Departments must align their policies with the RTE Act so that all children participate in the schooling process regularly.

(vi)   The immense relevance of inclusive education, particularly of disadvantaged groups, demands vibrant partnerships with the departments and organisations concerned with children of SC, ST, and educationally backward minorities.

(vii)   Systems for equal opportunity for children with special needs will need to be addressed with the departments handling children with disabilities.

(viii) The Rural Development and Panchayat Raj Departments would need to accelerate poverty reduction programmes, so that children are freed from domestic chores and wage earning responsibilities.

(ix)   State Governments must simultaneously ensure that the Panchayat Raj Institutions get appropriately involved so that the "local authorities" can discharge their functions under the RTE Act.

(x)   There is need for close cooperation with the NCPCR/SCPCR and the Departments of Women and Child Development to ensure that all children get their rights under the RTE Act.

(xi)   Programmes under the National Rural Health Mission must take up school health programmes, including de-worming and micro-nutrient supplementation, with special attention to vulnerable groups, especially girls approaching adolescence.

(xii)   The Sports Departments would need to build in physical education and yoga for the overall physical, social, emotional and mental development of the child.

10.5 DISTRICT LEVEL ADMINISTRATIVE STRUCTURE

10.5.1 The District Level Management Structure is depicted at Figure 3. The main role of the District Project Office (DPO) would be to implement and review the progress of the programme and widen networking with the participating agencies. Depending on the State, it would be headed by District Collector/ Magistrate/ Chief Executive officer of the Zilla Parishad. It should comprise representatives from district education department, NGOs as well as technical specialists.

Figure 3:   **Management structure at the district and sub-district levels**
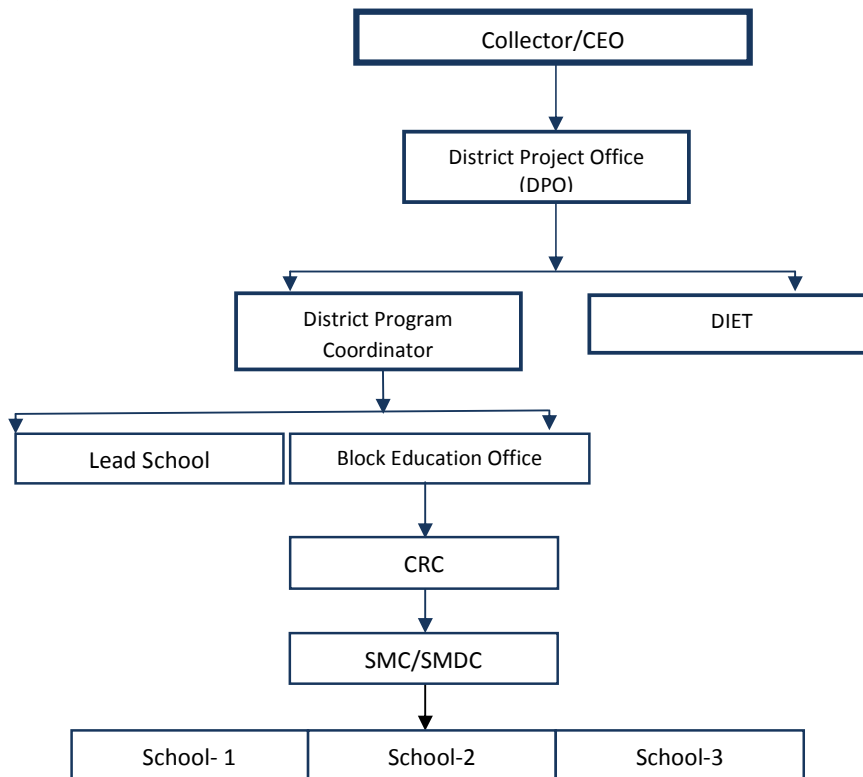
CEO	: Chief Education Officer
DIET	: District Institute of Education and Training
BRC	: Block Resource Center
CRC	: Cluster Resource Center
SMC	: School Management Committee
SMDC	: School Management and Development Committee

10.5.2 The District Education Officers (DEOs)/District Project Coordinator (DPC) may be in-charge of the District Project Office (DPO). DPO would have, more or less, all the units that are envisaged at the state level. It would liaise with DIET to oversee the functioning of BRCs and CRCs. Each of the 6-8 unit heads in the set up of DPO would function in matrix mode, which implies that each unit head would have responsibility for one or more subject areas as well as over one or more blocks.

10.5.3 Roles & Responsibilities of District Education Officer/ District Project Office

    (i)   Prepare Annual Work Plan & Budget based on the block plans so as to make it more focused, relevant and need based. Coordinate with State Executive Committee for approval of the District Plan and coordinate for fund releases as per sanctions

    (ii)   Work with DIETs in preparation of plans and monitoring and in the conduct of teacher trainings

    (iii)   Ensure regular training of the teachers/school heads, SMC/SMDC members, BRCs, CRCs and other stakeholders in the aspects specified by the Act and the scheme.

    (iv)   Coordinate with District Level Committee constituted to oversee the Project Implementation

    (v)   Monitor Progress and status of Project Implementation

    (vi)   Management of Learning Outcomes which would mean simply measuring Key Performance Indicators (KPIs) related to learning outcomes including those used in Achievement Surveys.

    (vii)   Monitor the progress of the Learning Outcomes against the planned targets in the Results Framework of the Scheme; and share the same with the key stakeholders.

    (viii) Design strategic interventions at the district, sub-district and institutional levels to address gaps in Learning Outcomes.

10.6   BLOCK LEVEL ADMINISTRATIVE STRUCTURE

10.6.1 The administrative structure at the Block level would be headed by Block Education Officer and the main role of these structures would be to provide academic supervision and on-site support to the field level functionaries, capacity building, monitoring the actual implementation of various interventions at the grass root level by interacting with the field level officers and providing information to the District Project Office.

10.6.2 The academic support at sub-district levels is provided by BRC at block level and CRC at cluster level. In urban areas the academic support at sub-district level would be provided by Urban Resource Centre (URC) and at cluster level by CRC. If the municipality or town development authority has academic staff, they may be deployed in the URCs/CRCs. The District Project Office (DPO) in association with the DIET/DRC in the district would collaborate with all these URCs/BRCs and CRCs for planning and implementation of activities. The selection of the core team has to be very careful, as that would determine the quality of programme implementation. Setting up of EMIS team at block level has to be done on priority in order to put in place an effective MIS. The infusion of additional contractual staff will only be after an assessment of the existing staff strength.

10.6.3 *Roles & Responsibilities of Block Education Officer*

- (i) Facilitate preparation of School Development Plan in coordination with Block/cluster resource persons, SMC/SMDC Head Masters, teachers etc.
- (ii) Coordinate and Conduct workshops & trainings with subject teachers
- (iii) Provide active coordination in teachers re-deployment and infrastructure utilisation
- (iv) Monitor the work of BRPs and CRPs
- (v) Ensure regular update of U-DISE and carrying out data analysis. Using technology for collection and analysis of data
- (vi) Conduct review and performance meetings with BRCs, CRCs, SMC/SMDC and teachers regarding children academic performance and monitor children growth and special training needs of the children

10.7 Planning Process

10.7.1 Institutional Arrangement for Planning: Need based planning and successful implementation of the programme require several institutional reforms as well. Therefore, reforms in educational administration including modernization /e-governance and decentralization are highly necessitated for effective, efficient and better programme implementation. In this regard, institutional involvement in planning & plan preparation is essential.

10.7.2 Convergence: In addition, focus is also on convergence and coordination with various other Departments. *In this respect, all States/UTs may put in place an institutional mechanism for ensuring convergence & coordination with the different Ministries like Ministry of Tribal Affairs, Ministry of Youth Affair and Sports, Ministry of Science and Technology, Ministry of Women and Child Development, Ministry of Health and Family Welfare, Finance and Planning Department including representatives of these Departments at State and District level Committees that anchor planning and implementation activities*.

10.7.3 Role of Educational Institutions: A systematic and comprehensive approach is urgently needed to identify and effectively use the synergies that exist among the existing institutions in the States/UTs. In view of improving planning & implementation of the integrated programme, academic as well as other resource institutes like NCERT including RIEs, SCERT, SEIMAT, State Open schools, IASEs, CTEs, State Board, QCI, Universities, NIN, CTC etc. that exist in the State/UT and at national level in general will play vital role in enhancing and enlightening the State/UT educational strategies in the following key areas:

- Plan formulation process
- Development of teachers training modules and other modules
- Development of SMCs training modules and Training of SMCs
- Capacity building of district and state functionaries
- Curriculum revision

- Academic Monitoring & Supervision and Research
- Assessment of students & teachers performance
- Facilitating meetings between the State Boards, and regular education department and other resource institute
- Planning for innovative interventions etc.

10.7.4 **Need based Planning:** Based on the experience of the earlier programme implementation (DPEP, SSA, RMSA etc.), it is felt that approach and strategy towards planning and implementation needs to be more holistic and result oriented. Hence, any strategy to address a gap under the integrated scheme has to be in the form of a complete school level package paying special focus to the marginalized sections of the society. The set of activities which may help addressing these identified gap will definitely lead to a desired outcome within the set time period and therefore, this is referred to as '*Outcome Oriented Intervention'*.

10.7.5 Evidence Based Planning: The objective of planning exercise is to ensure rational allocation and the optimum utilization of resources. Hence, focus of planning will be less on issues pertaining to the allocation of resources rather it is more on making the best use of the available resources. Planning is not to be initiated as a onetime exercise; it is a continuous process and unfolds itself in the process of implementation. Further, it also focuses on operational details to ensure achievement of the targets. Now, strengthening educational process at the local level is the major focus of the micro-planning exercise so as to ensure an integrated approach. Henceforth, it should be seen as a regular feature and should be with the <u>active participation of stakeholders</u> at every stage and level.

10.7.6 Unit of Planning: One of the first steps in initiating holistic planning is to select a suitable unit for planning. The major consideration for the selection of the unit is the feasibility of initiating and preparing a local plan with the active participation and support of the community. It needs to be noted that realistic planning exercise envisages close interaction between community and school. The basic plan framework is to be generated at the school level through micro planning process where SMCs/SMDCs, PRI members and other stakeholders are involved. *<u>Thus, the plan is to be developed at the school and habitation level.</u>*

10.7.7 Need identification process: It is to be started right from the community level in respect of equitable Access, Infrastructure gaps, Equity, Quality in terms of teachers, teachers training, Curriculum etc., Civil Works and other components including coverage of Special focus group should be identified by the community itself after intensive interaction with the headmasters/principals and teachers. The Proposals and issues related to the above components need to be streamlined and verified at the district level before these are finally consolidated at the state level. Analysis of the data and a write-up on the result outcomes of the plan is also an important planning strategy.
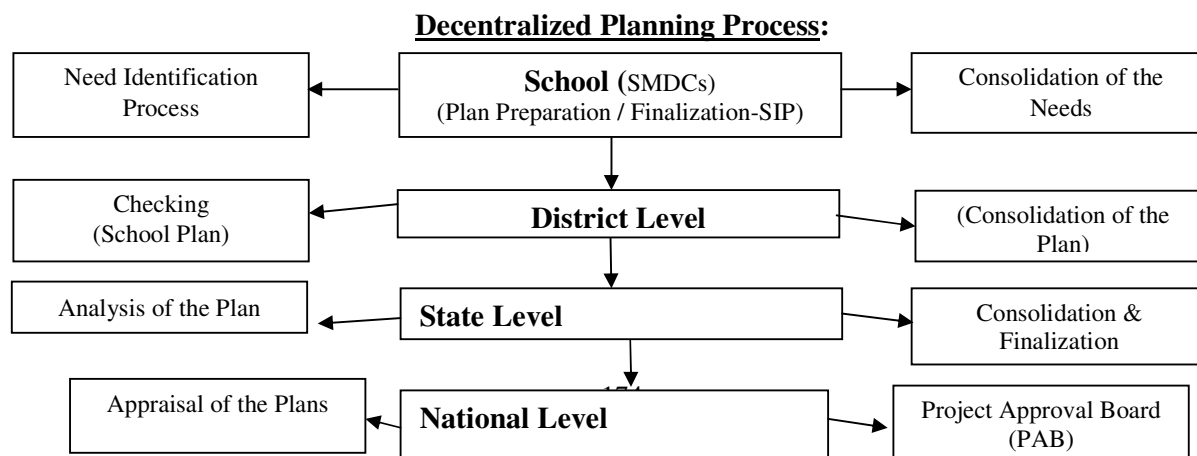
10.7.8 UDISE based planning: School Education database is of paramount importance for universalization of access to and improvement of quality right from the preparatory stage. Some of the urgent activities include identifying deficiencies in existing secondary schools/Senior Secondary schools, identifying upper primary schools for up-gradation, identifying underserved areas to establish new schools, streamlining for non-government schools, developing state specific norms for physical facilities etc. In order to initiate a comprehensive school mapping exercise at Secondary and Senior secondary level, it is necessary to develop a reliable data base, i.e. creation of databank under UDISE with disaggregated data at the State, District, Block and School Level is highly essential.

10.7.9 Plan Preparation: The '**Integrated School Education Plan'** should be prepared in the form of AWP&B for the State that should be certainly aimed at addressing the following key components of holistic education:

- Physical access to school, preferably composite ones and ensuring equitable access including for special category of students/ location as identified by the State as disadvantaged category in the State/ district.
- Improving equitable quality of school education - teachers in place, learning / achievement of students, overall outcomes, and empirical regular assessments.
- Bridging Gender & Equity gaps in terms of enrolment, retention and quality
- Improving governance- institutional strengthening.
- Improving convergence & linkages with existing institutions/ departments/ organizations etc.

10.7.10 School Improvement/Development Plan (*As per Section-22 of RTE Act*)**:** Each School Management Committee (SMC) is authorized to initiate the school level planning in collaboration with the active community members, NGOs, Civil Society, individuals etc. for preparation of a school level plan including pre-school level which is termed as "**School Development Plan (SDP)**" or "**School Improvement Plan**". Initially the preparatory phase starts with the SMC meeting which ensures community participation (as per section-21 & part-V of RTE Act). The SDP primarily includes identification of gaps in development of *infrastructure, achievement of students, needs of existing teachers, parent's expectation, classroom transaction process etc*. Hence, the SDP provides requirements of each school which is finally compiled at the district level and in turn all these SIPs of the district need to be accumulated at the State level for formulation of one '**Integrated State Consolidated Plan'**.

Decentralized Planning Process:

Need Identification Process	←	**School (**SMDCs**)** (Plan Preparation / Finalization-SIP)	→	Consolidation of the Needs
Checking (School Plan)	←	**District Level**	→	(Consolidation of the Plan)
Analysis of the Plan	←	**State Level**	→	Consolidation & Finalization
Appraisal of the Plans	←	**National Level**	→	Project Approval Board (PAB)

10.7.11   Consolidation of AWP&B at district & state level: A single state consolidated plan is to be developed at the state level therefore, state should prepare an AWP&B after appraising and consolidating the District level plans. The district planning team, in turn, will appraise all the SDPs, prioritize them and consolidate all so as to finalize the '*District School Education Annual Work Plan & Budget*'.

10.8   Monitoring Programme Implementation and Outcomes

10.8.1 The monitoring framework envisaged is result oriented and focuses on strengthening management of the programme at district, block and school levels. Promoting school based management of the relevant interventions is one of the major focus areas of the monitoring framework. While the emphasis on monitoring programme inputs would continue, renewed emphasis has been on monitoring outcomes and results in the Scheme. Accordingly, the Results Framework Documents would be used for planning and monitoring outcomes and results in school education at national, state and district levels.

10.8.2 Monitoring growth of schools in terms of their effectiveness in reducing wastage and enhancing learning outcomes would be another focus area in the framework. A bottom up approach of monitoring and feedback system has been envisaged to promote vertical accountability. At the same time, necessary institutional arrangements and interventions have been envisaged to enhance horizontal accountability.

10.8.3 Creating and strengthening necessary databases for planning and monitoring of results has been emphasized in the management framework. Accordingly, investments on MIS at national, state and district levels would be enhanced. The use of school report cards for raising accountability and transparency of the system would be facilitated in the management framework. Deepening research and innovation in school education is considered important for monitoring programme implementation and the expected results.

10.9   Monitoring at the Institutional Level: Role and responsibilities of the SMC/SMDC:

10.9.1 The monitoring of the scheme will start from the school level. Social audit would facilitate the checking, monitoring and verification of the implementation of the interventions of the Integrated Scheme at the school level. Transparency, participation and accountability will be maintained through social audit in programme implementation. Social audit at the village level can be done at any point of time during the planning, preparation and implementation of Integrated Scheme. To conduct social audits, an enormous amount of community mobilisation is necessary. Social audit is carried out by the community and the entire Gram Sabha with the help of stakeholders like local authority, members of SMC/VEC, PTA, Self Help Groups (SHGs), youth clubs, *Mahila Samooh* and representatives of disadvantaged groups, etc.

10.9.2 The role of SMC/SMDC, with regards to Social Audit, becomes important for promoting horizontal accountability. Social Audit is not only done for verification of fund

utilization but also to create awareness and a sense of ownership among the stake holders about the facilities provided, through their active involvement and participation in the schools in their neighbourhood. It should be noted that community and SMC/SMDC members can never conduct an efficient Social Audit without the help of Local Authority Members, Officials from CRC/BRC/BEO/DEO office and active civil society group. The support of the SMC/ SMDC and village based organizations would be invaluable in communicating in simple and creative ways, the rights of the child as enunciated in the RTE Act, also to the population in the neighborhood of the school; as also the duties of the appropriate Government, local authority, school, parents and guardians. A community based monitoring system involving SMC/SMDC may be created to monitor the implementation. This will enhance transparency in the System and enhance learning levels of children.

10.9.3 The active participation of local Authority, SMCs/SMDCs and PRIs and the community can facilitate the process of identifying gaps, highlighting violations and create space for initiating education dialogue (Shiksha Samvad) and sharing of learning outcomes in (Jana Vachan) in order to improve quality of education.

10.9.4 The community participation will:
- (i) ensure the enrolment and attendance of all the children and especially children belonging to disadvantaged groups and weaker sections in the school(s);
- (ii) ensure that children belonging to disadvantaged groups and weaker sections are not discriminated against, and prevented from pursuing and completing school education.
- (iii) monitor that all not-enrolled and drop out children are facilitated to join the mainstream (Section 4 of the RTE Act also mandates the provision).
- (iv) monitor the identification, enrolment and participation of children with disability in school education, and ensure that facilities for their education are provided.
- (v) ensure that child rights under the RTE Act, especially rights with respect to prohibition of physical and mental harassment, expulsion and detention, the provision of any-time admission are observed in letter and spirit, and that child entitlements, including uniforms, textbooks, scholarships as per norms, mid day meal safety and security, etc are provided in a timely manner. Deviations would be taken up with the Head Teacher/ Principal. The SMC/SMDC would bring instances of persistent disregard of child rights to the notice of the local authority.
- (vi) Monitor the maintenance of the norms and standards specified in the Schedule to the RTE Act and other concerned policies.
- (vii) Maintenance of hygiene and Toilets in keeping with Swachh Bharat Swachh Vidyalaya initiative.
- (viii) Monitor that teachers are not burdened with non-academic duties other than those specified in Section 27 of the RTE Act. viz., *decennial population census,* and elections to Parliament, Legislature and Local Bodies;
- (ix) ensure that teachers maintain regularity and punctuality in attendance, hold regular meetings with parents to apprise them about their child's progress, and do

not engage in private tuition

(x)   ensure that the learning outcomes, midday meal details and swatchhta rating of the school are displayed in the school.

10.10   School Supervision by Block and Cluster/Lead School Functionaries

10.10.1   Improvement of quality of education is a pre-requisite of successful implementation of the Integrated Scheme. In order to achieve this, periodic inspection/supervision of schools to observe the infrastructure and facilities and the administrative and academic aspects is critical. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuing professional upgradation of teachers and to see that school syllabi and learner evaluation system such as NAS are operationalised as expected.

10.10.2   Each BEO should be supported by Assistant Education Officers (with whatever designation) who should be expected to undertake at least two visits to every school each year. Among other things, they should look at the record required to be maintained by teachers/headmasters/principals, condition of school building and infrastructure and seating arrangement for students. They should be asked to pay particular attention to availability of potable drinking water, hygiene and maintenance of toilets, kitchen where MDM is cooked and whether the school has well-maintained boundary wall and ramps.

10.10.3   Each BRC has specialist staff of 5-7. Besides, there are a number of CRCs, approximately one for every 15 villages. Between the staff of these two resource centres, it should be possible for someone to visit each school once every two months, and every month if possible. The purpose of these visits would be to provide curricular support to teachers – particularly progress with syllabus, the manner in which use is made of textbooks and other materials, assess and support teachers develop TLM and the manner in which *continuous and comprehensive evaluation* is being implemented. In addition, lead Schools/BRCs should conduct workshops with subject teachers of Secondary and Senior Secondary classes and they as well as CRCs should organise trainings expected of them.

10.10.4   The staff from the office of BEO as well as from BRCs and CRCs should ordinarily not be expected to prepare inspection/visit reports. Rather, they should record their main observations in a register to be maintained in each school. Principals/HMs/teachers should take action on the visit note and apprise the visiting officials/resource persons. In addition, computer with internet connectivity should be available in the office of BEO, and in BRCs and CRCs so that important observations (particularly points on which administrative action is to be taken) are quickly shared. Professional Learning Community (PLC, a sort of peer learning group) should be encouraged by bringing community personnel into the school to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning.

10.11 Monitoring at the District Level

DPO will monitor the progress of the scheme at the district level. The following mechanisms will be used for monitoring the programme:

(i)   Independent and regular field visits to monitor performance by Social Science Monitoring Institutes.

(ii)   Regular visit to field by Resource Persons and TSG Consultants

(iii)   Visits by District Level Committee comprising local/public representatives to monitor the implementation of the programme

(iv)   Unified District Information System for Education (U-DISE)

(v)   DIET would monitor interventions for teacher education and professional development

(vi)   Targeted outcomes and intermediate results stated in the District Level Results Framework, which would form an integral part of the District Education Plan

10.12   Monitoring at the State Level

10.12.1. The following monitoring mechanism is provided at the state level:

(i)   SCPCR or Right to Education Protection Authority

(ii)   Periodic meetings of the State Executive Committee

(iii)   State level quarterly review meetings with State Coordinators of important functional areas including financial management.

(iv)   Internal audit by the States.

(v)   State specific responsibilities to Research and Resource Institutions for supervision, monitoring, evaluation and research activities.

(vi)   Unified District Information System for Education (U-DISE)

(vii)   Online Monitoring System

10.12.2 The SIS will also undertake intensive monitoring through State Project Office. Representatives of National level institutions like NCTE, NIEPA, NCERT and TSG will also undertake periodic monitoring and provide resource support to the SIS to strengthen planning, management and monitoring systems. Efforts to associate autonomous institutions willing to take up State specific responsibilities for research and evaluation would continue. Independent institutions would also be associated in developing effective tools for conducting achievement tests, monitoring quality aspects of programme implementation, undertaking evaluations and research studies.

10.12.3 Monitoring at the state Level would include the following aspects:

(i)   Availability of schooling facility at Elementary, Secondary and Senior Secondary levels in all the habitations to ensure physical and social access in the neighbourhood, as defined.

(ii)   Addressing needs of children living in very small hamlets (in remote, desert/tribal areas) where opening of schools is not viable and ensuring access

by providing free transportation to and from school and/or through residential facility to ensure access for such children.

(iii) The school development plans which have to be prepared by SMCs/SMDCs to ensure that schools have all facilities such as infrastructure, teachers, TLE and child friendly and barrier free access with good learning environment.

(iv) Issues of gender and social inclusion.

(v) Ensuring age-appropriate admission and completion of education for children especially those belonging to the disadvantaged groups such as children of SC/ST communities, Muslim and other minority children BPL, girls, urban deprived children, street children/child labour and children without adult protection etc.

(vi) The process of providing special training/remedial teaching to the children who are admitted in schools to bring them at par with other children.

(vii) Formulation of child rights based policies and enabling provisions

(viii) Targeted outcomes and intermediate results stated in the State Level Results Framework

10.13 Monitoring at the National Level

10.13.1 Monitoring at the national level would include the following aspects:

(i) Availability of schooling facility at elementary, secondary and senior secondary levels to provide physical and social access to all habitations in the neighborhood, as defined by the State under RTE Act/Scheme Framework.

(ii) Addressing needs of children living in very small hamlets (in remote, desert/ tribal areas) where opening of schools is not viable and ensuring access by providing free transportation to and from school and or through residential facility to ensure access for such children.

(iii) The school development plans which have to be prepared by SMCs/SMDCs to ensure that schools have all facilities such as infrastructure, teachers, TLE and child friendly and barrier free access with good learning environment

(iv) Issues of gender and social inclusion

(v) Ensuring age-appropriate admission in neighborhood schools for children especially those belonging to the disadvantaged groups such as children of SC/ST communities, Muslim and other minority children, girls, urban deprived children, street children/child labour and children without adult protection etc.

(vi) The process of providing special training to the children who are admitted in schools to bring them at par with other children.

(vii) Formulation of child rights based policies and enabling provisions for implementing the RTE Act, 2009.

10.13.2 The following monitoring mechanisms will be used:

(i) Targeted outcomes and intermediate results stated in the National Level Results Framework.

(ii) National level half yearly review meetings and quarterly regional review meetings with State Education Secretaries and State Project Directors.

(iii) Joint Review Missions by Government of India, the State Governments and (any) external funding agencies.

(iv) Independent assessment/studies to be carried out for independent feedback on implementation of the programme.

(v) U-DISE giving annual school based data with school and district/State report cards.

(vi) SDMIS giving student-wise data on school progression and outcomes.

(vii) Statutory audit of accounts annually by Chartered Accountant Firms (from CAG approved panel)

(viii) Concurrent Financial Review of Accounts

(ix) Internal Audit by State /UT

(x) Periodical review of physical and financial progress of the programme by TSG

(xi) Field visits.

10.14 Other Interventions for Monitoring Implementation and Outcomes
In addition, the following monitoring mechanism will be included at National level:

10.14.1 Strengthening U-DISE& SDMIS/Extended U-DISE

10.14.1.1 The existing education management information system based on the annual census of schools, called the U-DISE, will continue to be implemented and further strengthened throughout the country, particularly at the district level. Through this system, data on important aspects of a school, such as physical infrastructure and facilities, availability of teachers, enrolment by social category, age of a child, medium of instruction and training of teachers, etc. is collected annually. Certain new variables have been added in the DISE Data Capture Formats (DCF) to ensure monitoring of all aspects of the Integrated Scheme. U-DISE data would be largely used for developing and monitoring the Results Framework of the scheme at national, state and district levels, which in turn would serve as a monitoring tool. The SDMIS data would be extremely useful for monitoring and assessing the effectiveness of various interventions of the scheme in delivering the desired results. Cost-effectiveness studies of public interventions based on SDMIS would facilitate informed decision-making, particularly in designing programme interventions and making the same result-oriented.

10.14.1.2 The U-DISE data covers all schools irrespective of its type i.e. recognized or un-recognized, and its management, whether government or private. The data collected under U-DISE should be used for all purposes and treated as official data for the State.

10.14.1.3 *The U-DISE based information and analysis throws light on infrastructure facilities, access, retention, teacher-related issues and are immensely useful for monitoring, planning and mid-course corrections. Teachers' rationalization, prioritization of physical*

infrastructure and teachers' training issues can be addressed through effective use of U-DISE data.

10.14.1.4 U-DISE data must undergo consistency checks and requisite post enumeration survey. In order to increase transparency, the information provided by the schools to U-DISE should be publicly displayed in each school. The U-DISE software has the facility to print School Report Cards which can be displayed on notice board of each school. Moreover, the schools report cards can also be printed from the web-site (www.schoolreportcards.in). Besides this, a system of reading DISE data to the community through a *Shiksha Gram Sabha* or *Jan-Vaachan* should be carried out in respect of each school by the SMC.

10.14.2 *Extended U-DISE* (*Shaala Kosh*)

10.14.2.1 This initiative will leverage the power of technology to enable data collection from all levels of the education ecosystem, its consolidation and analysis at central level, and its usage for teachers, headmasters, and administrators at block, district, state and central level for decision making. The overall objectives sought to be achieved through the platform are:

- To act as a one-stop platform for data needs of all stakeholders in the school education system
- To facilitate the transition from a paper based system to a complete digital system in the long term
- To improve school management and sector governance by streamlining processes, creating transparency and driving accountability through the use of data
- To provide complete support for improving student learning outcomes

10.14.3 **Shagun**

10.14.3.1 The online monitoring module of Shagun measures state-level performance and progress against key educational indicators which enables the Government of India and the State and UT Departments of education to conduct real-time assessments which normal paper-based monitoring mechanisms did not allow.

10.14.3.2 The portal offers **Data analytics and generates graphics** which represent the progress of States and UTs against key identified parameters such as exact number of out of school children mainstreamed, the increase or decrease in enrolment in government schools vis-à- vis private schools and the expenditure on teachers' salaries compared to expenditure on increasing the learning outcomes, and more.

10.15 Project Monitoring System (PMS)
10.15.1 In a significant step towards leveraging technology to enhance efficiency and manage the implementation of Integrated Scheme, a Project Monitoring System (PMS) has been developed, in which States/UTs may view the Status of Central Releases, approved outlays,

coverage as per U-DISE, school wise list of approvals, school wise gaps, cancellations in approvals etc. In addition, on line submission of Monthly Progress Reports, physical as well as financial, can also be made by the respective State/UTs in the PMS.

10.15.2 Core objective for implementation of Project Monitoring System is:

(i) To obviate the need for submitting hard copies, except where it is mandated otherwise.

(ii) To have transparency and accuracy in the System w.r.t Approvals, Releases, Financial Status.

(iii) To streamline the Financial Management System, to enable more accurate assessment of actual requirement of funds for implementation.

(iv) To ensure efficient decision- making.

10.15.3 The main functions are:

(i) Submission of Annual Work Plan & Budget

(ii) Appraisal and finalization of Annual Work Plan as per PAB approvals

(iii) Generation of Sanction Order for Central Releases:

(iv) Monthly Progress Reports Physical and Financial upto school level

(v) Utilization Certificates at State level

10.16   National Achievement Survey

The survey aims to create a culture of learning and achievement in the school system by focusing on the learning levels of students. By assessing the students in Government and Government-aided schools across the country and tracking student-level learning performance, the survey will raise awareness on the current learning levels of students. The survey will be able to provide valuable insights on learning levels which can be used to design support to improve the quality of learning in the school system. Baseline assessment of learning achievements at the Elementary and Secondary levels will be done by NCERT.

10.17   Shaala Siddhi

The need for effective schools and improving school performance is increasingly felt in the Indian education system to provide quality education for all children. The quality initiatives in school education sector, thus, necessitate focusing on school, its performance and improvement. Shala Siddhi is a major step towards comprehensive school evaluation as central to improving quality of school education in India, National Programme on School Standards and Evaluation has been initiated by NIEPA. The Shaala Shiddhi Framework may be utilised for planning purpose for the whole school and monitoring the progress.

10.18   Results Framework at National, State and District Levels

The Results Framework to measure outcomes against the pre decided targets and baseline. A Results Framework with identified measurable indicators, baseline and targeted results and frequency of measuring outcomes has been developed and has been in use for some time. The States/districts are expected to develop the State/district specific Results Framework on the suggested indicators. The RFD will not only comprise of outcomes of the

Scheme in the form of measurable indicators which can be used to evaluate the scheme periodically. Intermediate indicators will also be monitored periodically and baseline data or survey against which such outcomes also are benchmarked which gives a scope to improve.

10.19   Surveys and Research studies

10.19.1 In order to assess Integrated Scheme's impact across the states on education indicators like enrolment, student/ teacher attendance and retention etc. Surveys and Research Studies will be conducted at the National/State levels. The findings of these surveys and studies help in ascertaining the degree of success on key indicators and assessment of needs and gaps for course correction and follow-up.
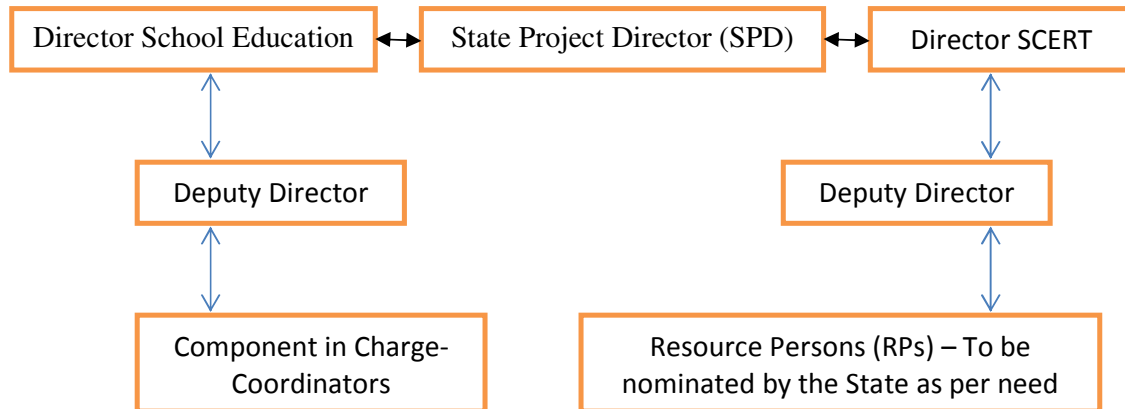
10.19.2 States would need to give priority to developing and implementing, monitoring systems to measure quality related outcomes, such as students learning outcomes, teacher performance, student and teacher attendance rates by gender and social categories, as also parameters for measuring changes in classroom practices, impact of teacher training, efficacy of textbooks and textual materials, quality of academic supervision provided by BRCs/ CRCs/ DIETs etc.

10.19.3 The Scheme   would encourage independent research and supervision by autonomous research institutions. Institutions of proven excellence have been requested to take up State specific responsibilities. The focus in partnership with institutions will also be on developing capacities through the interaction in SCERTs /SIEMATs/DIETs to carry out research and evaluation tasks. Faculty/Department of Education in Universities would also be requested to participate in such activities under the *New Scheme.* The RIE of NCERT will also be associated in these tasks.
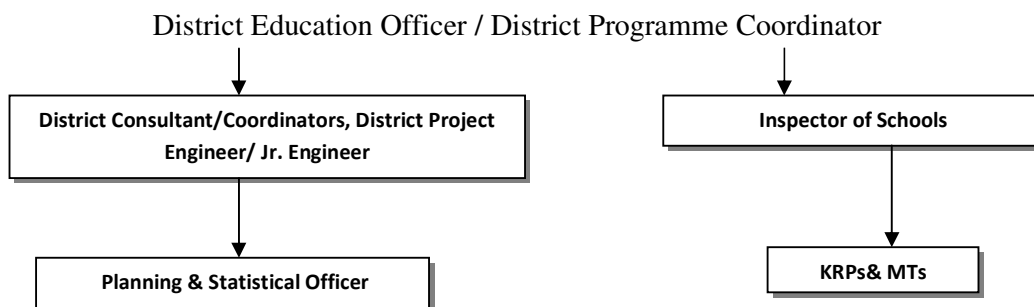
10.19.4 Each State/UT Mission will set up a Research Approval Committee for processing and approving all research and evaluation studies to be undertaken at the State level. Appropriate mechanisms should also be set up for district level by the State. Involvement of other independent national and State level resource institutions in conducting research activities should be encouraged through appropriate MoUs/contracts. States need to upload the initiative concerning innovation and research, use of ICT in the area of teacher education on a repository/web portal.

10.20   Staffing Set-up at State, District and Block level: Since the states/UTs have been advised to implement the programme through the existing manpower at the state, district and block level, therefore states/UTs should re-arrange staffing structures and accordingly rationalize the staff to meet requirement at all the levels. Although with the expansion of programme planning & implementation followed by subsequent monitoring, a technical support group at the state level may be formulated, the same can also be expedited at the district level. The planning team at the district and block level may have the following representatives which are suggestive in nature:
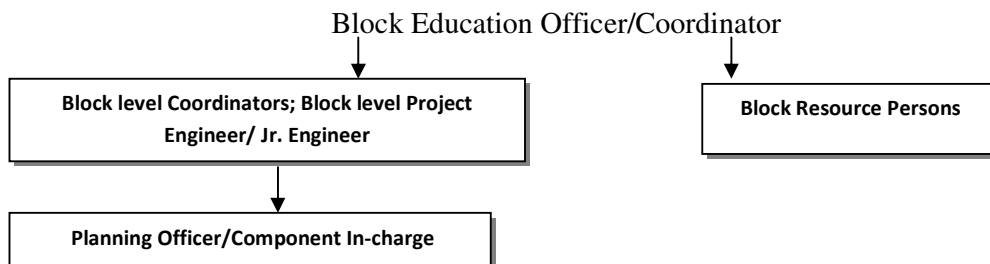
A. State Planning Team:

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Director School Education  ◄──►  State Project Director (SPD)  ◄──►  Director SCERT
            │                                                              │
            ▼                                                              ▼
      Deputy Director                                              Deputy Director
            │                                                              │
            ▼                                                              ▼
  Component in Charge-                                    Resource Persons (RPs) – To be
     Coordinators                                        nominated by the State as per need
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District Planning Team:

District Education Officer / District Programme Coordinator

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            │                                                    │
            ▼                                                    ▼
District Consultant/Coordinators, District Project        Inspector of Schools
        Engineer/ Jr. Engineer                                   │
            │                                                    ▼
            ▼                                               KRPs& MTs
  Planning & Statistical Officer
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Block level Planning Team:

Block Education Officer/Coordinator

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            │                                                │
            ▼                                                ▼
Block level Coordinators; Block level Project        Block Resource Persons
        Engineer/ Jr. Engineer
            │
            ▼
Planning Officer/Component In-charge
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The above planning support group is mainly to look after:

- The plan formulation,
- Project planning & implementation,
- Project monitoring at district/block/cluster and school level under the direct administrative control of State Project Director/Director School Education.

10.21 Distribution of Staff at State and District level: Looking into the programme management/staffing system that exist at the state/district level for both the programme-SSA and RMSA, it has been found/observed that multiple staffs of the components are in place at the state as well as at the district level office that in turn captured opportunity for other component staff requirements. Therefore, taking into account this aspect, multiple staffing structures at both the level-state & district should be avoided and prioritized on need based. In view of limited MMER cost and concerning cost effectiveness, States/UTs are advised to utilize staff either on deputation from the existing education departments/SCERT/SIEMAT/DIET/CTE/other academic institutions etc. In case of additional manpower requirement, then staff may be hired on contract basis with a provision earmarked on need based of the scheme component. Following is the suggestive staff distribution as per scheme scope & programme objectives:

Staffing at State, District & BRCs level:

A.	Distribution of Staff in the States-SPO & DPO level other than the NER& UTs:		
S. No.	Name of Component:	No. of Staff:	
		SPO	DPO
1	Access & Retention including RTE	2	1
2	Quality	2	1
3	Equity with Gender	1	0
4	IEDSS	1	1
5	ICT & Media	1	1
6	Vocational Education (VE)	1	1
7	MIS	2	1
8	RAA & Innovation	1	1
9	Planning & Monitoring	1	0
10	Community Mobilization & Research	1	1
11	Finance	1	1
12	Infrastructure/Civil Works	2	1
13	Procurement	1	0
	Total:	**17**	**10**
B.	Distribution of Staff in the North-Eastern States/UTs-SPO & DPO level in the NER& UTs:		
	Name of Component:	No. of Staff:	
1	Access & Retention including RTE	1	1
2	Quality	1	1
3	Equity with Gender	1	0
4	IEDSS	1	1
5	ICT & Media	1	0
6	Vocational Education (VE)	1	1
7	MIS	1	1
8	RAA & Innovation	1	1
9	Planning & Monitoring	1	0
10	Community Mobilization & Research	1	1
11	Finance	1	1
12	Procurement	1	0
13	Infrastructure/Civil Works	1	1
	Total:	**13**	09

Note: Above indicated staff/component-in-charge are tentative in nature subject to requirements for the programme. This may be revised with the approval of the state EC. A copy of such notification may be submitted to MHRD time to time.

10.22 Management Monitoring Evaluation & Research (MMER): MMER funds may be utilized for:

Salary, Meetings& Consultancy fees:

- Salary of SPO and DPO level, Honorarium and Consultancy charges
- Remuneration & Consultancy fees for the resource persons (RPs), hiring of experts and consultants.
- Expenditure incurred on meetings

Monitoring, Research& Administrative Expenses:

- Audit expenses and monitoring and supervision related activities
- Rent/rate and taxes, Telephone/Fax expenses
- Water/Electricity Charges and hiring of vehicles/POL/Administrative cost

Advertising & Publicity:

- Printing and stationary, Publication and repair and maintenance and other officer contingencies etc.
- Internal audit fees and advertising and publicity.
- Imparting awareness about various schemes through media (Media Activity)
- Other media related activities

Procurement of fixed Assets& Capacity Building:

- Procurement of fixed assets such as computers, laptops, printers, furniture & furnishing, machinery and equipments, Photostat, fax, infrastructure, books and other office equipment.
- E-Governance support. Capacity building and strengthening of DIET/GISTs. Capacity Building at Government in service training centres.

10.22.1 Proposal of MMER under the integrated scheme: The Management, Monitoring, Evaluation & Research (MMER) proposals should be as per the following details:

- Details of activity proposed under MMER. Details should include purposes and outcomes.
- Budget implication against each activity
- Outcomes against monitoring activities at all level (School, District and State level)
- Outcome analysis report on monitoring should be submitted as a sample of one or two district.
- Any research activity proposal may include details –whether field research or micro/macro level.
- Priority under MMER.
- Any other state provision

RESULTS FRAMEWORK MONITORING IMPLEMENTATION OF RTE ACT 2009 (RFD FOR ELEMENTARY EDUCATION)

Results/ Key Performance Indicators	Unit of Measure	Base line 2016-17	Cumulative Target Values**			Frequency	Data Source/ Methodology	Responsibility for Data	Description (indicator definition etc.)
			2017-18	2018-19	2019-20				
Total Enrolment Grades I to V)	Number (in million)					Yearly	UDISE	NIEPA	
Total Enrolment (Grades I to VIII)	Number (in million)								
Net Enrolment Ratio (Grades I-V)	%					Yearly	Census projected population and UDISE	NIEPA	
Adjusted NER (Grades I-V)	%					Yearly	Census projected population and UDISE	NIEPA	
Net Enrolment Ratio (Grades I-VIII)									
Adjusted NER at Elementary Level (I-VIII)	%								
Gender Parity Index in Participation (I-VIII)	Ratio					Yearly	AWP&B	TSG	
Social Parity Index in Participation (I-VIII)	Ratio					yearly	UDISE	NIEPA	
Transition Rate from Grade V to Grade VI	%					Yearly	UDISE	NIEPA	
Performance in Grade III (NAS)	Percentile/mean score					Alternate Year	NAS	NCERT	
Reading									
Computing							Alternate Year Alternate Year		
Performance in Grade V (NAS)	Percentile/mean score								
Reading									
Computing									
Performance in Grade VIII (NAS)	Percentile/mean score								
Reading									
Computing									

Project Development Objective (POD): To ensure eight years of inclusive quality education for all children in the age group of 6-14 years in the country through central sector support through Samagra Shiksha to school education in States

Number of girls per 100 boys enrolled in grades I-VIII	Number							
% of SC enrolment to total enrolment in grades I-VIII by management	%							
% of ST enrolment to total enrolment in grades I-VIII by management	%					Yearly	UDISE	NIEPA
% of CWSN enrolment to total enrolment in grades I-VIII	%					Yearly	UDISE	NIEPA
Overall Transition Rate from Grade V to Grade VI (Primary to Upper Primary) (Boys + Girls)	%					Yearly	UDISE	NIEPA
All Categories: Boys								
All Categories: Girls								
SC: Boys								
SC: Girls								
ST: Boys								
ST: Girls								
Dropout rate at primary level (grades I-V)						Yearly	UDISE	NIEPA
Boys								
Girls								
Dropout rate at upper primary level (grades VI-VIII)								
Boys								
Girls								
Number of out-of-school-children identified	Number					Quarterly	PMS	TSG
Total number of children get admission under 12(1)©						Yearly	PMS	TSG
Performance in Grade III (NAS)[18]	Percentile/mean score					Alternate Year	NAS	NCERT
Boys								
Girls								
Performance in Grade V (NAS)	Percentile/mean score					Alternate Year	NAS	NCERT
Boys								
Girls								

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[18]Each of the grades and categories of students, the percentile/mean scores in reading and computing would be reported annually based on the learning achievement survey.

	Percentile/mean score					Alternate Year	NAS	NCERT	
Performance in Grade VIII (NAS)						Alternate Year	NAS	NCERT	
Boys									
Girls									
% of Elementary schools having teacher as per RTE norms	%								
Government									
Govt. Aided									
% Upper Primary schools/sections meeting subject-teacher norms as per RTE						Yearly	UDISE	NIEPA	
Government									
Govt. Aided									
% of teachers at Elementary levelwith professional qualification as per NCTE norms	%					Yearly	AWP&B & UDISE	TSG & NIEPA	
Government									
Govt. Aided									
% of teachers at elementary level who received in- service training									
Government									
Govt. Aided									
% of Elementary schools/sections having functional boys toilet	%								
Government									
Govt. Aided									
% of Elementary schools/sections having functional girls toilet	%								
Government									
Govt. Aided									
% of Elementary schools/sections having functional drinking water facility	%								
Government									
Govt. Aided									
% of Elementary schools/sections having hand wash facility									
Government									
Govt. Aided									

% of Elementary schools with electricity connection[19]								
% of Elementary schools with internet connectivity[20]								

[19] Indicator to be reported by school management.
[20] Indicator to be reported by school management.

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RESULTS FRAMEWORK DOCUMENT FOR PLANNING AND MONITORING OUTCOMES OF THE SAMAGRA SHIKSHA[21]

Project Development Objective (PDO): To achieve increased and more equitable access to good quality education through support of the Government's ongoing program for Samagra Shiksha as delineated in its implementation framework.									
Results/Outcomes Indicators	**Unit of Measure**	**Base line 2016-17**	**Cumulative Target Values****			**Frequency**	**Data Source/ Methodology**	**Responsibility for Data**	**Description (indicator definition etc.)**
			2017-18	**2018-19**	**2019-20**				
Total Enrolment (Grades I to XII)	Number (in millions)					Yearly	UDISE	NIEPA	
Total Enrolment (Grades IX-X)	Number (in millions)					Yearly	UDISE	NIEPA	
Total Enrolment (Grades XI-XII)	Number (in millions)					Yearly	UDISE	NIEPA	
Gross enrolment Ratio at secondary level (grades IX-X)	%					Yearly	UDISE	NIEPA	
Gross enrolment Ratio at higher secondary level (grades XI-XII)	%					Yearly	UDISE	NIEPA	
Gender Parity Index (GPI) in enrolment in secondary education	Ratio					Yearly	UDISE	NIEPA	
Social Parity Index (SPI) in enrolment in secondary education: Scheduled Castes	Ratio					Yearly	UDISE	NIEPA	
Social Parity Index (SPI) in enrolment in secondary education: Scheduled Tribes	Ratio					Yearly	UDISE	NIEPA	
Gender Parity Index (GPI) in	Ratio					Yearly	UDISE	NIEPA	

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[21]This Results Framework Document (RFD) is to be considered along with the Results Framework Document for planning and monitoring outcomes at the elementary level for getting the complete picture of the planned outcomes of the Integrated Scheme for School Education and the actual progress towards the same. Moreover, this RDF focuses more on managing outcomes at the post-compulsory level of school education.

Project Development Objective (PDO): To achieve increased and more equitable access to good quality education through support of the Government's ongoing program for Samagra Shiksha as delineated in its implementation framework.									
Results/Outcomes Indicators	**Unit of Measure**	**Base line 2016-17**	**Cumulative Target Values****			**Frequency**	**Data Source/ Methodology**	**Responsibility for Data**	**Description (indicator definition etc.)**
			2017-18	**2018-19**	**2019-20**				
enrolment in higher secondary education (grades XI-XII)									
Social Parity Index (SPI) in enrolment in higher secondary education (grades XI-XII): Scheduled Castes	Ratio					Yearly	UDISE	NIEPA	
Social Parity Index (SPI) in enrolment in higher secondary education (XI-XII): Scheduled Tribes	Ratio					Yearly	UDISE	NIEPA	
Secondary education graduation rate (those who enrolled in grade IX in year t appearing for the Board Exam in grade X in year t+1)	%					Yearly	UDISE	NIEPA	
Higher secondary education graduation rate by stream (those who enrolled in grade XI in year t appearing for the Board Exam in grade XII in year t+1) (in %)	All Streams					Yearly	UDISE	NIEPA	
	Arts					Yearly	UDISE	NIEPA	
	Science					Yearly	UDISE	NIEPA	
	Commerce					Yearly	UDISE	NIEPA	
Learning achievement level of students in Class X (in scale scores/mean achievement score) based on learning achievement survey	English						NAS	NCERT	
	Mathematics						NAS	NCERT	
	Science						NAS	NCERT	
	Social Science						NAS	NCERT	
INTERMEDIATE RESULTS/OUTCOMES									
Access and Equity									
Enrolment in Secondary Education (Grades IX and X) by management	Number in million					Yearly	UDISE	NIEPA	

Project Development Objective (PDO): To achieve increased and more equitable access to good quality education through support of the Government's ongoing program for Samagra Shiksha as delineated in its implementation framework.									
Results/Outcomes Indicators	**Unit of Measure**	**Base line 2016-17**	**Cumulative Target Values****			**Frequency**	**Data Source/ Methodology**	**Responsibility for Data**	**Description (indicator definition etc.)**
			2017-18	**2018-19**	**2019-20**				
Boys	Number in million								
Girls	Number in million								
Transition Rate from Grade VIII to Grade IX (Enrolment in grade IX in the year t+1 minus repeaters in grade IX in the year t +1 as % of the Enrolment in grade VIII in the year)	%					Yearly	UDISE	NIEPA	
All Categories : Boys	%					Yearly	UDISE	NIEPA	
All Categories : Girls	%					Yearly	UDISE	NIEPA	
SC: Boys	%					Yearly	UDISE	NIEPA	
SC: Girls	%					Yearly	UDISE	NIEPA	
ST : Boys	%					Yearly	UDISE	NIEPA	
ST : Girls	%					Yearly	UDISE	NIEPA	
Share of SC in Secondary enrolment (grades IX-X) (%)	%					Yearly	UDISE	NIEPA	
Share of ST in Secondary enrolment (grades IX-X) (%)	%					Yearly	UDISE	NIEPA	
Share of SC in Higher Secondary enrolment (grades XI-XII)	%					Yearly	UDISE	NIEPA	
Share of ST in Higher Secondary enrolment (grades XI-XII) (%)	%					Yearly	UDISE	NIEPA	
Quality Input Indicators (Infrastructure, Teachers & TLM Provisions)									
Proportion of secondary and higher schools (taken together) with basic/core infrastructure and teaching-learning facilities	%								

Project Development Objective (PDO): To achieve increased and more equitable access to good quality education through support of the Government's ongoing program for Samagra Shiksha as delineated in its implementation framework.									
Results/Outcomes Indicators	**Unit of Measure**	**Base line 2016-17**	**Cumulative Target Values****			**Frequency**	**Data Source/ Methodology**	**Responsibility for Data**	**Description (indicator definition etc.)**
			2017-18	**2018-19**	**2019-20**				
Adequate Pucca Classrooms	%					Yearly	UDISE	NIEPA	
Urinals (04 or more)	%					Yearly	UDISE	NIEPA	
Drinking water	%					Yearly	UDISE	NIEPA	
Separate Headmaster's Room	%					Yearly	UDISE	NIEPA	
Office room/ Staffroom	%					Yearly	UDISE	NIEPA	
Girls' Activity room	%					Yearly	UDISE	NIEPA	
Library	%					Yearly	UDISE	NIEPA	
Integrated Sc. Lab/Science Lab	%					Yearly	UDISE	NIEPA	
Electricity Connection	%					Yearly	UDISE	NIEPA	
Internet Connectivity	%					Yearly	UDISE	NIEPA	
Proportion of secondary and higher schools (taken together) with basic/core infrastructure and teaching-learning facilities by management	*%*					Yearly	UDISE	NIEPA	
Government						Yearly	UDISE	NIEPA	
Govt. Aided						Yearly	UDISE	NIEPA	
Proportion of secondary schools/sections with at least the minimum number of teachers in position[22] as on 30th September	*%*					Yearly	UDISE	NIEPA	
Government						Yearly	UDISE	NIEPA	
Govt. Aided						Yearly	UDISE	NIEPA	
Proportion of secondary						Yearly	UDISE	NIEPA	

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[22] This includes 05 subject teachers plus the headmaster/principal, where ever they are in position. In other cases, 06 teachers in position have been taken into consideration.

Results/Outcomes Indicators	Unit of Measure	Base line 2016-17	Cumulative Target Values**			Frequency	Data Source/ Methodology	Responsibility for Data	Description (indicator definition etc.)
			2017-18	2018-19	2019-20				
schools/sections with at least the core subject teachers in position[23] as on 30th September									
Government						Yearly	UDISE	NIEPA	
Govt. Aided						Yearly	UDISE	NIEPA	

Project Development Objective (PDO): To achieve increased and more equitable access to good quality education through support of the Government's ongoing program for Samagra Shiksha as delineated in its implementation framework.

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[23] This includes teachers for Mathematics (01), Science (01), Social Studies (01); Languages (02).

*, **, ***, **** Explained in Annexure-VII

COMPONENTS UNDER NEW SCHEME

The major components of the new scheme would be based on the following pattern. The norms for the financial assistance available under the Scheme have been indicated and the States can supplement/augment the provisions for various interventions from their own resources.

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
I) ACCESS AND RETENTION			
1	**Opening of New/Upgraded Schools**	• New/Upgraded schools from class 1 to 12th • Preference may be given to composite schools and consolidation of schools • Addition of new stream in existing senior secondary schools • Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and the 115 aspirational districts identified by Niti Aayog	• As per specified standards and State Schedule of Rates (SSOR) or CPWD Rates, whichever is lower • No expenditure under the Programme shall be incurred on construction of office buildings. • Assistance for Recurring Expenditure including manpower deployment in new Upper primary Schools of up to Rs.10 lakh per school and new Secondary Schools of up to Rs. 25 lakh per school. • Assistance for Recurring Expenditure including manpower deployment in new Senior Secondary Schools of up to (1) Rs. 40 lakh for one stream; (2) Rs. 55 lakh for 2 streams and (3) Rs. 70 lakh for 3 streams. Therefore, for each additional stream in an existing senior secondary school, a recurring financial grant of Rs. 15 lakh per annum will be provided under the scheme.
2	**Residential Schools/Hostels**	• Support for reaching out to children in sparsely populated, or hilly and densely forested areas with difficult geographical terrain and border areas where opening a new primary or upper primary school and Secondary/Senior Secondary schools may	• As per SSOR/CPWD Rates, whichever is lower • As per norms for KGBVs/Girls Hostel

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		not be viable • Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs) and the 115 aspirational districts identified by Niti Aayog	
3	**Strengthening of Existing Schools**	Provision for : • Science and maths Lab, Computer Room, Art Cultural Room, Library, ACR, Water & Toilet, essential classroom furniture, School infrastructure as per the provisions in the Schedule of the RTE Act, 2009 • Major Repair, Minor Repair • Electrification • Residential Quarters for teachers in remote and difficult areas • For a Senior Secondary section/school to be viable in terms of teachers and other facilities, it is desirable to have two sections for each stream, i.e. Science, Arts & Commerce. A school that offers a single stream of study, the total number of students in Grade XI would be 80 (40 students per section) and a maximum of 80 students in Grade XII. Thus, the maximum number of students in a school offering a single stream of study would be 160. In a school that offers two streams of study, the total number of students in Grade XI would be 160 (four sections)	• As per SSOR/CPWD Rates, whichever is lower • Electrification will also include Renewable Energy (like Wind Energy, Hydro Electric energy, Solar Energy etc.) based on the proposal received from the state after seeing the viability.

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		and a maximum of 160 students in Grade XII. In a school that offers three streams of study, the total number of students in Grade XI would be 240 (eight sections) and a maximum of 480 students in Grade XII if all students enrolled in Grade XI move to Grade XII. • Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs) and the 115 aspirational districts identified by Niti Aayog *(Admissibility for Govt. Schools)*	
4	**Transport/Escort Facility**	Provision for transport /escort facility for Children in remote habitations with sparse population where opening of schools is unviable or where Gross Access Ratio is low or where State specific proposal of consolidation of schools is received. State would need to notify such habitations and identify the number of children in that habitation who would be provided this facility. This would be appraised based on the data provided by the State for such children under SDMIS. *(Admissibility for Govt. Schools)*	• Transport facility may be provided up to an average cost **@ Rs. 6000/ per child per annum up to Class VIII** • This would be appraised based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided. • The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts
II)	**RTE ENTITLEMENTS**		
5	**Free Uniforms**	a) To access GoI funds, the State RTE Rules	a) Two sets of uniforms for all girls, and children belonging

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		must declare uniform as a child entitlement up to class VIII b) These will be appraised based on the data provided by the State for such children under SDMIS.	to SC/ST/BPL families' in Government schools up to class VIII at an average cost of Rs. 600/- per child per annum. b) The option of Cash transfer will be allowed in the form of DBT to Aadhaar linked bank accounts.
6	**Free Textbooks**	• State should ensure timely supply of books before the start of the academic session • For the purpose, a real time monitoring tool should be instituted so that there is no delay in supply of textbooks • These will be appraised based on the data provided by the State for such children under SDMIS. • Incentive for Reuse of Textbooks	a) Provision for textbooks to all children in Government/Local Body and Government aided schools, including Madarsas desirous of introducing the State curriculum, at an average cost of Rs.250/- per child at primary level and Rs.400/- per child at upper primary level. b) Primers/textbooks developed for tribal languages with bridging materials to facilitate a transition to the State language of instruction and English, would be eligible for textbooks for classes I and II within the ceiling of Rs. 200/- per child. c) The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts. d) Provision may be made for energized textbooks.
7	**Reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act.**	As per Section 12(1)(c), reimbursement needs to be provided for admission of EWS students in neighbourhood private unaided schools. This reimbursement would be done based on proof of actual payment to schools by the States. There should be a transparent system of admissions and monitoring system for such admissions.	The reimbursement would be based on per child norms notified by the State/UTs for classes I to VIII subject to a maximum ceiling of 20% of the total AWP&B approved by the GOI for State/UTs under the Programme.

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		These will be appraised based on the data provided by the State for such children under SDMIS.	
8	**Special Training for age appropriate admission of out-of-school children (OoSC) at Elementary Level**	Special Training facility for out-of-school children to enable a child, admitted to an age appropriate class, to integrate academically and emotionally with the rest of the class. This assistance will be appraised based on an assessment of the success of the State/UT in mainstreaming children who have been provided special training facility. This will be an outcome based component to incentivize better performing States.	a) Up to Rs 6,000/- per child per annum for non-residential courses. b) Up to Rs20,000/- per child per annum for residential courses. Item-wise costs to be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State Executive Committee of project within the overall ceiling.
9	**Media and Community Mobilization**	• Activities to enhance Community participation and monitoring for universal access, equity and quality • Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc. • Execution of Media Plans for publicity of the objectives of the Scheme • Preparation of related audio-visual, print material etc.	Up to @Rs 1500 per school for Government Schools subject to specific plan
10	**Training of SMC/SMDC**	• Capacity building and Support to SMCs/SMDCs	Up to @ Rs 3000 per school for Government Schools subject to a specific plan
III) QUALITY INTERVENTIONS			
11	**Learning Enhancement**	Interventions for enhancement of Learning	a) Financial Support will be provided under State Specific

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
	Programme (LEP)/Remedial teaching	Outcomes especially for students in areas having lower performance under the National Achievement Survey Developing modules and exemplar material for teaching-learning, teacher training and continuous and comprehensive evaluation. Activities under Padhe Bharat Badhe Bharat (PBBB) for early grades. Remedial teaching after identifying students based on an assessment and post assessment to be conducted to see outcomes. *(Admissibility for Govt. Schools)*	project as per the allocation of flexi fund under quality subject to viable proposal received from the State/UTs. b) Remedial teaching programmes/LEP may be provided for weaker students at a unit cost of uptoRs. 500 per student after proper identification based on an assessment.
12	**Assessment at National & State level**	For assessment of learning levels of children along with school evaluation, the mode of assessment would be through NCERT/other external agency for classes 1 to 12th periodically. Analysis of assessment results and linkage with the design of Learning Enhancement Programmes/Remedial teaching and training of teachers	Up to @Rs. 10 to 20 lakhs per district depending upon the size of the districts and states.
13	**Composite school Grant**	School grant to all Government schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, play material, games, sports equipment, laboratories,	*Composite Grant (for Government schools)* • There must be transparency in utilization and provision for social Audit. • To be spent only by VEC/SMC/SMDC

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)	
		electricity charges, internet, water, teaching aids etc. To provide annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. Promote Swacch Bharat campaign Must involve elements of community contribution.	**Number of students in School**	**School Grant ***
			≤ 100	Rs. 25000/-(including at-leastRs 2500 for swachhta action plan).
			>100 to ≤ 250	Rs. 50,000/- (including at-leastRs. 5000 for swachhta action plan).
			> 250 to ≤ 1000	Rs. 75,000/- (including at-leastRs 7500 for swachhta action plan).
			> 1000	Rs. 100,000/-(including at-leastRs. 10000 for swachhta action plan).
14	**Libraries**	In order to complement the activities under Padhe Bharat Badhe Bharat and inculcate the reading habits among students of all ages, strengthening of school libraries including purchase of books Must involve elements of community contribution *(Admissibility for Govt. Schools)*	a) Up to @ Rs. 5,000/- for primary school and Rs.10,000/- for upper primary school. b) Up to @ Rs. 13,000/- for composite elementary schools (Class I to VIII) c) Up to @ Rs. 10,000/- for Secondary schools (Classes 9th and 10th). d) Up to @ Rs. 15,000/- for class 6th to 12th e) Up to @ Rs. 15,000/- for composite Secondary Schools (class 1 to 10th) f) Up to @ Rs. 15,000/- for composite Secondary Schools (class 9th to 12th) g) Up to @ Rs. Rs.10,000/- Senior Secondary school only (class 11 to 12th). h) Up to @ Rs. 20,000/- for composite Senior Secondary school (class 1 to 12th).	

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
			i) These grants will be available on an annual basis.
15	**RastriyaAvishkarAbhiyan (RAA)**	To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA	Depends upon the State specific proposal which would include Science and Maths kits, Science and Maths fair/exhibitions, capacity building of Science and Maths Teachers, exposure visits, mentoring by higher educational institutions etc.
16	**ICT and Digital Initiatives**	The component will cover classes VI to XII. Flexibility to procure hardware such as tablets / laptops / notebooks / integrated teaching learning devices and open source operating system as well as Hardware, Software, training and resource support. This would include support for digital boards, smart classrooms, virtual classrooms and DTH channels on pro-rata basis for number of schools approved. Priority will be given to projects which have an element of community participation *(Admissibility for Govt. Schools)*	For schools having classes 6 to 12, a non-recurring grant of up to Rs. 6.40 lakh per school and recurring grant of upto Rs. 2.40 lakh per school per annum for a period of 5 years.
17	**Innovation**	Flexible funds for innovation State Specific Projects for improvement of Quality and access of Education. Activities like Ek Bharat Shreshta Bharat, Kala Utsav, Yoga Olympiad, Band competitions etc.	Financial Support will be provided under State Specific project as per the allocation of flexi fund under quality to the state subject to viable proposal received from the State/UTs.
18.	**Other Quality Initiatives**	Guidance and counselling services for schools Aptitude Tests Exposure to Vocational Skills at Upper Primary	Financial Support will be provided under State Specific project as per the allocation of flexi fund under quality to the state subject to viable proposal received from the State/UTs.

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		Level	
19.	**Support at Pre-school level**	At pre-school level support for training of Anganwadi workers for pre-school education in line with the NCERT Framework, co-location of Anganwadis in Primary Schools and curriculum development in convergence with Ministry/Department of Women and Child Development can be provided.	Based on State-specific proposal
		Support the efforts of State Government in setting up pre-school schools *(Admissibility for Govt. Schools)*	Recurring Grant, including manpower deployment, of upto Rs 2 lakh per school and non-recurring grant of upto Rs 1 lakh per school.
IV)	**SALARY OF TEACHERS**		

20	**Teacher Salary (HMs/Teachers)**	Teachers will be recruited as per the terms and conditions of the respective States/UTs
		
		Salary Structure will be determined by the State norms for salaries.
		
		The entitlement would be determined after an assessment of the requirement of the posts and adequate deployment of teachers a per the PTR norms. This will be based on the data provided by the State for teachers under UDISE/ShaalaKosh and DIKSHA.
		
		There will be no separate cadre of teachers sanctioned by the Centre. All teachers are ultimately the responsibility of the State
			Salary Structure will be determined by the State norms for salaries. The Central share under the Scheme for teachers' salaries will be restricted as per the prevalent fund sharing pattern based on the financial norms given below:
			  a. Primary Teachers: up to Rs. 15000 per month
			  b. Upper Primary teachers : up to Rs. 20000 per month
			  c. For secondary teachers : upto Rs.25,000 per month
			  d. Head Teachers: up to Rs. 25000 per month
			  e. Head Master/Principal: up to Rs. 30000/- per month
			  f. Part time teachers (for Arts, Physical & Health Education & Work education): up to Rs. 7000 per month
			
			In case of a composite school, the Head Teacher of the senior

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		Government. Teachers will be adequately deployed to ensure that all schools follow the PTR norms.	most level will be in-charge of the whole school.
V)	**GENDER AND EQUITY**		
21	**Kasturba Gandhi BalikaVidyalaya (KGBV)**	KGBVs to be extended up to Class 12th for smooth transition of girls from Elementary to Senior Secondary. Priority will be given for up-gradation of KGBV where the Girls' Hostel has been established in the same campus and there is no secondary/Senior Secondary school in the vicinity.	For building as per SSOR/CPWD rates, whichever is lower A recurring grant would be provided as below to account for all expenses including manpower cost: (i) for KGBVs for classes VI to VIII of upto Rs 60 lakh per annum (ii) for KGBVs for classes VI to X of upto Rs 80 lakh per annum (iii) for KGBVs for classes VI to XII of upto Rs 1 crore per annum (iv) for existing Stand-alone Girls' Hostels for classes IX to XII of upto Rs 25 lakh
22	**Self Defence training for Girls**	Training for 3 months for inculcating self defence skills including life skill for self protection and self-development. *(Admissibility for Govt. Schools)*	Provision for upto Rs. 3000 per month for 3 months per school for schools having classes VI to XII.
23	**Special projects for equity**	Special state specific projects for enhancing access, retention and quality such as enrolment drives, retention and motivation camps, gender sensitisation modules etc.	Financial Support will be provided under State Specific project as per the allocation of flexi fund under quality to the state subject to viable proposal received from the State/UTs.
VI)	**INCLUSIVE EDUCATION**		
24	**Provision for children with special needs (CWSN)**	a) The key thrust of Programme will be on providing inclusive education to all children with special needs in general schools.	i. Provision of up to Rs. 3500 per child, per year for children with special needs, studying in government, government aided and local body schools as per specific

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		Funding will be based on data of CWSN provided under SDMIS. b) Programme will also support special training, education through open learning system, home schooling, wherever necessary, itinerant teaching, remedial teaching, community based rehabilitation (CBR) and vocational education.	proposal. This will include aids and appliances, teaching material, stipend for CWSN girls @ Rs. 200 per month for 10 months. ii. Provision of special educators at cluster/school level as per requirement and financial norms as per para 20 above.

VII) VOCATIONAL EDUCATION

| 25 | **Introduction of Vocational Education at Secondary and Senior Secondary** | • Vocational Education to be introduced as an integral part of general education at Secondary and Senior Secondary level as per guidelines of vocational education scheme. The vocational subjects are to be introduced as an additional subject at the secondary level and as compulsory (elective) at the Senior Secondary level.
• Under the program, there is a provision for arranging hands on training for students in industrial set up and guest lectures from industry. On-job training may be provided during vacations for at least 80 hours in a job role.
• One/Two job roles may be covered in the span of 4 years based on content and notional hours. First job role may be completed in classes 9-10 and the other in classes 11-12. Further, some job roles which require longer duration of training will be completed in 4 years. | **Non Recurring**
• Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs
• UptoRs. 5.0 lakh per school per job role for Tools & Equipment including Furniture, Computers, etc.

Recurring |

Components	Composite schools (Classes IX – XII)	Non-Composite schools ((Classes IX – X) / (XI - XII))
Financial support for One vocational teacher/trainer per job role (@ Rs. 20,000 - 25,000/- per month)	12.00	6.00

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)		
		• One time non-recurring grant for purchase of tools and equipments may be approved at the time of introduction of new job roles. • External assessment with the involvement of SSC may be taken up only at the end of classes 10 and 12. The States/UTs need to follow the assessment timeline. In classes 9 and 11, the practical assessment may be done at the State/UT by interchanging the teachers/trainers amongst different schools for the purpose of assessment. The assessment and certification cost of Rs. 600 per student may be approved for 40 students per class per job role in classes 10 and 12. • The scheme will cover Government schools. Government aided schools, in those States/UTs where Govt. Schools have already been covered under the Scheme, may also be considered for financial Assistance as per the norms of the scheme. • **Ministry of Skill Development has notified certain common norms for all skill development schemes. However these norms will not be applicable to vocationalisation component which seeks to integrate vocational education with general curriculum in schools, funding and placement related norms are not applicable to school education, as objective is to**	Provision for financial support for engaging resource persons including Skill Knowledge Providers, Coordinators, guest faculty including skilled, semi-skilled rural artisans and crafts persons and administrative cost for VTPs, cost for assessment and selection of VTs uptoRs. 1000 per VT etc.	2.50	1.25
			Raw Materials, maintenance of tools and equipments purchase of books, software, e- learning material etc.	4.50	2.25
			Cost of providing hands on skill training/on the job training to students	2.40	1.20
			Cost of Assessment and Certification @ Rs. 600/- for Class X and XII	0.96	0.48
			Office Expenses/ Contingencies (including expenditure on awareness & publicity, guidance and counselling, transport, field visits,	2.00	2.00

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		enhance employability and reduce drop-outs and not only employment.	• Induction Training of 10 days and In-service training of 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in relevant job roles @ Rs. 300-500 per day per trainee
VIII) SPORTS AND PHYSICAL EDUCATION			
26	**SPORTS AND PHYSICAL EDUCATION**	The sports equipment will be provide under this component. Expenditure for meeting expenses on procuring sports equipment for indoor & outdoor games in convergence with Department of Sports. *(Admissibility for Govt. Schools)*	Up to Rs.5,000 for Primary school Up to Rs.10,000 for upper primary Up to Rs.25, 000 for Secondary and Senior Secondary
IX) STRENGTHENING OF TEACHER EDUCATION			
27.	**Strengthening of physical infrastructure & Establishment of New DIETs**	For lecture halls, seminar rooms, hostel facilities, repairs and renovations, etc. include "renovation of buildings, expansion and modernisation". **Establishment of Special Cells**: Laboratories for Science, Mathematics, Social Studies, Educational Technology, Computer & Language, English education. **Establishment of New DIET* in the plan period:** The existing norm of establishing DIETs in all districts created up to March, 2011, will be modified to include new districts created upto 31st March, 2017.	**Civil Work:** ➢ As per State SOR or CPWD and Rs 20.00 lakh for **Equipment** (Non-recurring) ➢ **Establishment of Special Cells for SCERT (One time Grant)** : UptoRs.50.00 lakh per SCERT/SIE (10 lakhs per Special Cell) (Non-recurring) ➢ **Establishment of New DIET*** in the plan period: As per State SOR or CPWD Rs 20.00 lakh for **Equipment** (Non-recurring)
28.	**Salaries* of Teacher Educators (TEIs)**	*Central support for salary of Teacher Educators is proposed to be restricted to 70% of the filled up posts and 60% of the filled up posts for the year 2018-19 and 2019-20, respectively. *Salaries of faculty and staff of SCERT in	**As per actual (Recurring /year)**. *Central support for salary of Teacher Educators is proposed to be restricted to 70% of the filled up posts and 60% of the filled up posts for the year 2018-19 and 2019-20, respectively.

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		respect of additional posts sanctioned and filled up after the introduction of the revised scheme (2012) by adoption/adaption of the suggested organizational structure of SCERT. *Posts sanctioned and filled up after up-gradation. **CTEs and IASEs come under the jurisdiction of Department of Higher Education in the States and have not been able to contribute effectively towards the objectives of the CSSTE. It is proposed to phase-out the salary support to them after the completion of 14th Finance Commission period. However, programmatic support may continue.	
29.	**Training for In-service Teacher, Head Teachers and Teacher Educators**	To emphasize the integration of training structures in States, the funds for teachers' training would be implemented through SCERTs who will be the nodal agency in the State to conduct in-service teachers' training. This may be done in close coordination with CTEs and IASEs.	**Training for In-service Teacher** **Project will provide training support as per the following norms:** **For Teachers:** a) Refresher In-service training upto 10 days for all teachers @ Rs300-500/- per teacher per day. b) Residential Induction training for newly recruited teachers for 30 days up to @ Rs300-500/- per day. **For Head Teachers:** a) Refresher residential in-service training of 10 days for all teachers each year at BRC level and above up to @300-500 per teacher per day. b) Head Master/Principal for Leadership Training through

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
			NIEPA/State Leadership Academy up to @ Rs.4800/- per Head Master/Principal per year. **For Resource Persons:** Refresher training for all Resource Persons, Master Trainers, BRC and CRC faculty and coordinators for upto10 days up to @ Rs300-500/- per person per day. <u>**Training of Educational Administrators**</u> Residential State level Training of upto 5 days for Educational administrators @ uptoRs 1000 per person per day <u>**Training for Teacher Educators**</u> **Residential Training upto 10 days Orientation/ Induction Training of Teacher Educators** (SCERTs): Rs. 300-500 per participant per day upto 10 days **Training of DIET Faculty as Master Trainers' (SCERTs)** Up to @ Rs.4800/- per DIET faculty per year. (Recurring /year).
30.	**DIKSHA (National Teacher Platform)**	Software development/maintenance for DIKSHA, setting-up of project team, creation, curation and translation of digital content, capacity building, awareness and communication drive etc	As per State-Specific proposal
31	**Program & Activities and Specific projects for Research activities** (DIETs)	Funds for programme and activity and specific project for research	➢ Upto Rs. 40.00 lakh per DIET for Program activities (Recurring /year) ➢ Upto Rs. 10.00 lakh per DIET for Specific projects for Research activities(Recurring /year)
32.	**Technology Support to**	The component will cover all SCERT, DIET &	➢ Non-recurring cost of Rs. 6.40 lakh (For Hardware

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
	TEIs	BITE. Flexibility to procure hardware such as tablets / laptops / notebooks / integrated teaching learning devices and open source operating system as well as Hardware, Software, training and resource support. This would include support for smart classrooms, virtual classrooms, digital boards and DTH channels	Support) per SCERT, DIET and BITE ➢ Recurring cost of upto Rs. 2.40 lakh per annum for a period of 5 years per SCERT, DIET and BITE
33.	**Annual Grant for TEIs**	Annual grant of SCERT,DIET and BITE per year to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, small office/library equipment's, stationary, office expenses,etc.	➢ **SCERT:** Upto Rs. 35.00 lakh per SCERT/SIE (Recurring /year) ➢ **DIET**: UptoRs. 20.00 lakh per DIET (Recurring /year) ➢ **BITE:** UptoRs 5.00 lakh BITE (Recurring /year)
34.	**Academic support through BRC/URC/CRC**	a) BRCs/URCs and CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures, the programme will strengthen the faculty and infrastructure support to BRC/URC and CRCs. b) States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration their experience, qualifications and aptitude for training and research, and should follow an objective assessment of the same. BRC/URC Coordinator and	Project will provide support for BRC/URC and CRC as per the following norms: **For BRC/URC:** a) There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district educational administrative structure like educational blocks or circles have jurisdictions which are not co-terminus with the CD Blocks, the State may opt for a BRC in each such sub-district educational administrative units. However, in such a case the overall recurring and non-recurring expenditure on BRCs in a CD Block, should not exceed the overall expenditure that would have been incurred had only one BRC per CD Block been opened.

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		faculty should be professionally qualified, and have at least five years teaching experience c) States must provide for constant skill enhancement of BRC/URC and CRC coordinators and faculty d) Functional linkage between BRC/URCs and CRCs with DIETs and district level resource groups should be strengthened. e) BRCs and CRCs will support the entire schooling system i.e., classes 1-12 f) In urban areas, academic resource centres would be set up on the lines of BRC to cover 10-15 CRCs. If the municipality or town development authority has academic staff, they may be deployed in the URCs. g) On an average, one CRC Coordinator may be placed in charge of upto 18 schools in a block.	b) The following resource support may be provided for BRC/URC: i. Six Resource persons for subject specific teaching ii. Two Resource Persons for Inclusive Education for children with special needs. iii. One MIS Coordinator and one Data Entry Operator iv. One Accountant-cum-support staff per 50 schools to be appointed on contract basis. These accountants will be mobile and provide support to schools and block to help them maintain their record properly. v. Additional grant of up to Rs 5 lakh per annum for expanding the support to secondary level. This may include deployment of additional Resource Persons, and recurring expenditure for strengthening the BRC/URC c) BRC/URC may be located in school campuses as far as possible. Construction will be as per the State Schedule of Rates (SSoR)/CPWD rates, whichever is lower. d) Provision for BRCs/URCs up to Rs 5 lakh for furniture, computer, TLE/TLM, recurring expenditure, meetings, contingencies etc. e) CRC construction cost will be as per schedule of Rates notified by the State for additional classroom. The CRC may be used as an additional classroom in schools on days when CRC meetings are not held. Provisions for CRCs up to Rs 2 lakh for furniture, computer, TLE/TLM, recurring expenditure, meetings, contingencies etc.

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
X) MONITORING OF THE SCHEME			
35	**Monitoring Information Systems (MIS)**	Support to States for various MIS of the Department like UDISE, ShaalaKosh, Shagun etc.	Assistance up to Rs. 2 per student as per the total enrolment reflected in SDMIS
XI) NATIONAL COMPONENT			
36.	**Support to central institutions like NIEPA, NCERT, NCPCR//TSG/ NIC etc.**	(i) Support to National Institutions like NIEPA, NCERT, PSSCIVE, NCPCR, NIC etc. for National level programmes related to quality of education, assessments, data management, and digital education, Swacch Vidyalaya Puraskar etc. (ii) Technical Support Group for monitoring of the Scheme	Up to 1% of the Budget Outlay
37.	**Establishment of National Institute of Teacher Education (NITE)**	Recurring and non-recurring support to NITE	As per CPWD rates for non-recurring and as per actual requirement for recurring.
XII) PROGRAMME MANAGEMENT			
38.	**Management Cost**	Support States in implementing the Project	The Management costs shall not exceed 3.5-5% of the State Outlay

Note: Procurement of goods should preferably be done from Government e-marketplace (GeM) portal.